

**BOSTON UNIVERSITY INSTITUTE FOR DENTAL RESEARCH
AND EDUCATION DUBAI**



PERIODONTOLOGY

MANUAL

2008 – 2009

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Introduction

This manual reviews the BUIDRE postdoctoral program in Periodontology and includes policies and procedures of the Periodontology Program. It has been prepared by the faculty and staff as a guide for the students at BUIDRE. It is supplemented by the general Student Policies and Procedures Manual distributed by the Office of the Chief Academic Officer at orientation.

The clinical program and requirements demand a high level of responsibility and self-discipline. Effective patient management will help you achieve your academic and clinical goals. Early familiarity with program requirements and clinical procedures will maximize your learning. Your patients rely on you for information, advice and expert treatment. Your ability to respond to your patients' needs accurately and confidently will depend on your complete familiarity with clinical procedures, program requirements and the patient record systems.

It is your responsibility to acquaint yourself thoroughly with the information in this Program Manual.

Mission Statement

The mission of Boston University School of Dental Medicine is to provide excellent education to dental professionals throughout their careers, to shape the future of dental medicine and dental education through research, to offer excellent health care services to the community, to participate in community activities, and to foster a respectful and supportive environment. The Boston University Institute for Dental Research and Education Dubai (BUIDRE) shares this mission.

The Boston University Institute for Dental Research and Education Dubai intends to assist Dubai Healthcare City in fulfilling its mission of becoming an “Integrated Center of Excellence in the region for specialist medical and clinical services, medical education and life science research.”

BUIDRE’s mission is to become:

- a high-quality, full service, prevention oriented dental care center,
- an academic center providing dental education programs comparable to Boston University’s postdoctoral dental education programs and providing science-based continuing dental education to professionals in the region, and
- a center for dental research and dental research training.

Organization of BUIDRE

Chief Academic Officer:	Dr. Thomas B. Kilgore
Dental Director:	Dr. Dina Debaybo
Department Chairperson:	Dr. Frank Oppenheim
Program Director:	Dr. Thomas Van Dyke
Clinical Director:	Dr. Serge Dibart
Program Coordinator:	Dr. Haneen Bokhadhoor

Faculty:

Full time:

Thomas B. Kilgore, Chief Academic Officer; Associate Dean for Advanced Education and International Programs; Professor of Oral and Maxillofacial Surgery.

Nawaf AlDousari, Assistant Professor of Prosthodontics.

Maher Atassi, Assistant Clinical Professor of Prosthodontics.

Haneen Bokhadhoor, Assistant Professor of Periodontology.

Dina Debaybo, Associate Professor of Pediatric Dentistry.

Manal Halabi, Assistant Professor of Pediatric Dentistry.

Ralph Hawkins, Associate Professor of Endodontics.

Elif Keser, Assistant Professor of Orthodontics.

Visiting:

John Ictech Cassis, Director of Advanced Education in General Dentistry, Postgraduate Operative and Esthetic Programs, Clinical Professor of Restorative Sciences and Biomaterials.

Wendy Cheney, Program Director of Advanced Education in Pediatric Dentistry; Associate Clinical Professor of Pediatric Dentistry.

Serge Dibart, Clinical Director of Postdoctoral Periodontology; Professor of Periodontology and Oral Biology.

Victor S. Dietz, Program Director of Advanced Education in Orthodontics, Associate Clinical Professor of Orthodontics.

Anthony A. Gianelly, Chairman *ad interim*, Department of Orthodontics; Professor of Orthodontics.

Christopher V. Hughes, Chairman of the Department of Pediatric Dentistry, Associate Professor of Pediatric Dentistry.

Jeffrey W. Hutter, Dean Ad-Interim, Professor and Chairman of the Department of Endodontics, Program Director of Advanced Education in Endodontics.

Steven M. Morgano, Program Director of Advanced Education in Prosthodontics, Professor of Restorative Sciences and Biomaterials.

Dan Nathanson, Professor and Chairman, Department of Restorative Sciences and Biomaterials.

Frank G. Oppenheim, Professor and Chairman, Department of Periodontology and Oral Biology.

Ramzi Sarkis, Assistant Professor, Department of Endodontics, Director of Educational Planning for the Office of Advanced Education and International Programs.

Thomas E. Van Dyke, Program Director, Department of Periodontology and Oral Biology, Director Clinical Research Center, Professor of Periodontology and Oral Biology.

Periodontology Program Goals and Objectives

- Goal 1** To educate students to perform proficiently in the specialty of Periodontics.
- Objective 1** To provide students with an understanding of the theoretical basis for, and the basic sciences involved in, the maintenance of health and/or the treatment of diseases of the periodontium.
- Objective 2** To expand student's knowledge of the interactions of medical and dental disciplines.
- Objective 3** To broaden the professional judgment of students to include long-term management of the periodontal patient.
- Objective 4** To teach students to integrate appropriate methods of case management and treatment planning tailored to the physical, psychological and financial needs of the patient.
- Objective 5** To improve the teaching skills of students.
- Objective 6** To teach students research skills, including the critical evaluation of basic and clinical research (e.g., ability to conduct a literature review and critical analysis which enable the students to critique new developments in the field once in practice).
- Objective 7** To teach students the principles of dental implantology, including site development, preservation, regeneration and augmentation.
- Goal 2** To provide quality care in the specialty of Periodontics.
- Objective 8** 90% of patients will rate their satisfaction with services as very satisfied or for the most part satisfied.
- Objective 9** 100% of all patients will receive appropriate clinical services.
- Objective 10** 50% of all patients who completed treatment in the previous year will have returned to BUIDRE for recall.
- Goal 3** To emphasize high academic standards.
- Objective 11** To provide students with didactic and clinical instruction that meets their needs and interests.
- Goal 4** To participate in activities that support the needs of the community
- Objective 12** To involve 100% of students in community service activities that supports the needs of medically compromised patients.

Periodontology Program Description

Certificate of Advanced Graduate Study (CAGS)

BUIDRE has developed rigorous and challenging specialty programs in which students first establish a firm theoretical foundation through a group of well-designed courses and then assume responsibility for direct patient care with close supervision and feedback.

BUIDRE has a special commitment to outstanding patient care. One manifestation of this commitment is our excellent and experienced faculty who work intensively with students on a one-to-one basis.

The CAGS program is a three-year program integrated with the MSD program, in which students follow a course of classroom study and clinical patient care under faculty supervision leading to clinical proficiency in the field of periodontology.

Master of Science in Dentistry (MSD)

Students who are admitted to a CAGS will concomitantly pursue the Master of Science in Dentistry. The programs are combined clinical and research programs. Students will have three years of clinical experience and three years to develop a research proposal, collect data and write and defend their thesis. In any one year, students will spend approximately 1/3 of their time pursuing research and 2/3 of their time in clinical study and practice. On completion of the requirements, the MSD degree is awarded in the same area as the CAGS.

Candidates for the MSD degree are required to pass all assigned courses and demonstrate progress in their area of research throughout the three years of the program. The number of courses that may be transferred to an MSD program is explained in more detail in the Policy on Transfer of Courses, Course Exemptions, and Academic Performance in the BUIDRE Catalog. Candidates plan their courses in consultation with the major advisor and in accordance with the requirements of their major field. Coursework may be in formal courses, seminars, and research in proportion to the particular needs and backgrounds of the candidates as worked out in consultation with the major advisor. Requirements for the MSD include completing a major research project and thesis of professional caliber under faculty supervision. The goal is for students to develop the ability to focus, analyze, and organize complex data to address an issue in a way that contributes to the literature.

CAGS / MSD

The goal of the combined CAGS/MSD program is to prepare graduates for productive careers in both basic research and clinical dentistry. Consequently, the program requires a laboratory research thesis or field project. The degree/certificate program requires a minimum of three years of study and leads to both the Certificate of Advanced Graduate Studies in the dental specialty and the Master of Science in Dentistry degrees. The program may be longer than three years depending on specific department requirements. In the CAGS/MSD program, the specific course requirements of the Master of Science in Dentistry can be satisfied by the regular CAGS

curriculum. The remainder of courses required for the MSD degree can, therefore, be fulfilled through directed study and research credits.

Certificate of Advanced Graduate Study in Periodontology and Master of Science in Dentistry in Periodontology

The 36-month CAGS/MSD program emphasizes the sciences essential to understanding the principles of clinical periodontology as well as the clinical skills of advanced periodontal therapy. The first year includes the basic didactic courses: clinical medical sciences, microbiology/immunology, periodontology, principles of occlusion, orthodontics, oral medicine, oral pathology, and oral biology. In addition, there is a 50% time commitment to the clinical practice of periodontics. The second and third year are devoted to the clinical practice of this specialty, with additional instruction in the clinical sciences and clinical research.

The MSD degree entails a research project and thesis and is an integral component of the 36-month program. Depending on the time needed to complete the research component, additional time beyond the 36 months may be necessary for successful completion of the MSD degree.

Other coursework may be assigned at the discretion of the research advisor.

Competencies and Proficiencies

In order to graduate from the Periodontology Program, each student must demonstrate competency and proficiency in the diagnosis, treatment planning and treatment of a wide range of periodontology patients with various categories of need, defined by the following competency and proficiency statements. A competent and proficient Periodontist refers to an individual with the knowledge, skills and values to independently and consistently perform quality periodontic care.

A graduate of the advanced training program in Periodontics will be competent in the following areas:

1. Students must be competent in the treatment of medically compromised and/or geriatric patients.
2. Students must be competent in the management of non-plaque related periodontal disease and disorders of the periodontium.
3. Students must be competent in the surgical site preparation and the placement of dental implants as well as the management of the peri-implant tissues.

A graduate of the advanced training program in Periodontics will be proficient in the following areas:

1. Students will be proficient in collecting, organizing, analyzing and interpreting radiographic and non radiographic data as they relate to periodontal diseases and dental implants. They will be proficient in formulating a diagnosis and prognosis.

2. Students will be proficient in understanding and discussing a rationale for the indicated therapy, developing a comprehensive treatment plan and communicating to patients the nature of their periodontal health status and treatment needs.
3. Students will be proficient in critically evaluating the results of therapy: organizing, developing, implementing and evaluating periodontal disease control programs as well as recall/maintenance programs for their patients.
4. Students will be proficient in effectively communicating with dental and other health care professionals, interpreting their advice and integrating this information into the treatment of the patient.
5. Students will be proficient in effectively utilizing allied dental personnel and in organizing, developing and implementing an infection control program for a dental practice setting.
6. Students will be proficient in scaling and root planing as well as non surgical treatment of periodontal diseases (chemotherapeutics, local, topical and systemic medications).
7. Students will be proficient in periodontal resective surgery procedures (gingivectomy/gingivoplasty, flap procedures, ostectomy/osteoplasty, root resection, extractions).
8. Students will be proficient in periodontal regenerative therapies to include bone or bone substitute grafts and guided tissue regeneration.
9. Students will be proficient in occlusal treatment to include occlusal adjustment/selective grinding; stabilization /splinting, including bite-guard therapy.
10. Students will be proficient in the management of endodontic-periodontal lesions; treatment should be provided in consultation with the individuals who will assume the responsibility for the completion or supervision of endodontics therapy.
11. Students will be proficient in functional and esthetic periodontal procedures to include: gingival augmentation/ridge augmentation, gingival, connective tissue and pedicle grafts.
12. Students will be proficient in more than one method of conscious sedation.

Academic Requirements

Students must successfully complete all required courses as outlined in this Periodontology Program Manual and must achieve all competencies and proficiencies. Failure to do so in any course will result in the student's failing to earn his/her academic degree/certificate. Each postdoctoral program has a fixed curriculum and graduation is dependant on passing all courses in the curriculum, demonstrating clinical proficiency in the discipline and completing a research project, and writing and defending a thesis.

Didactic

1. Successful completion of all required courses. Criteria for satisfactory completion are published in the course curricular outlines under "Student Evaluation".
2. Successful completion of all seminar programs.
3. Attend all lectures, seminars, and clinic sessions.
4. Successful completion of all preclinical laboratories/clinics according to the published guidelines for each course.
5. Successful completion of the In Service Exam and Mock Boards.

Seminars

During the course of study each student will be responsible for preparing a variety of seminars. Each seminar will be assigned to students who will review the literature and prepare reading lists. Following the seminar, the student who acts as moderator will be responsible to see that each section is typed, assembled and turned in to the Program Coordinator.

Clinic

Students will participate in clinical rotations in pediatric dentistry, oral surgery, anesthesia, and pediatric orthodontics. Classes are held either before clinic from 8 am-9 am or after clinic from 5:30 pm-7 pm. Clinics will be open 5 days a week (Sunday-Thursday) from 9AM- 5PM and available to residents for patient treatment depending upon class schedules.

Only those cases which have been properly typed, cost estimated, contracted, paid, and treated to the advisor's satisfaction will be accepted as completed clinical procedures.

1. As put forth by the Program Director in accordance with the American Association of Periodontology, each periodontal student must successfully complete and document a minimum of 15 comprehensive cases and case reports of varying degrees of difficulty.
2. The goal of the clinical experience is to gain proficiency in clinical periodontics. To that end, it is recommended that students set a goal of 200 isolated procedure cases to ensure adequate clinical exposures to a variety of procedures. Proficiency in specific procedures will be evaluated by the faculty in accordance with the outcomes assessment plan.
3. If, based upon faculty evaluation, a student is considered deficient in any aspect of Clinical Periodontology, their program will be extended. The length of time and type of remediation required will be decided by the Chairperson and the Director of Clinical Periodontology after consultation with clinical faculty.

Case Presentations

At selected times during the academic year students will be required to present case reports and patient records to his/her faculty advisor. These sessions will be utilized to assess student progress, identify any problems or shortcomings, and institute remedial measures.

Only those cases which have been properly typed, cost estimated, contracted, paid, and treated to the program coordinator's satisfaction will be accepted as completed clinical procedures.

Research

Students who are admitted to a Certificate of Advanced Graduate Studies (CAGS) will concomitantly pursue the Master of Science in Dentistry (MSD). The programs are combined clinical and research programs. Students will have three years of clinical experience and three years to develop a research proposal, collect data and write and defend their thesis. In any one year, students will spend approximately 1/3 of their time pursuing research and 2/3 of their time in clinical study and practice. On completion of the requirements, the MSD degree is awarded either in the same area as the CAGS or Dental Public Health. The MSD is not offered with the Advanced Education in General Dentistry program.

Candidates for the MSD degree are required to pass all assigned courses and demonstrate progress in their area of research throughout the three years of the program. The number of courses that may be transferred to an MSD program is explained in more detail in the Policy on Transfer of Courses and Course Exemption in the BUIDRE Policies and Procedures Manual. Core courses that will be required of all students doing research are in epidemiology, biostatistics, and research writing. Additionally courses are planned by candidates in consultation with the research advisor and in accordance with the requirements of their major field. Coursework may be in formal courses, seminars, and research in proportion to the particular needs and backgrounds of the candidates as worked out in consultation with the research advisor. Requirements for the MSD include completing the core courses and a major research project and thesis of professional caliber under faculty supervision. The goal is for students to develop the ability to evaluate the existing literature, focus, organize and analyze complex data to address an issue in a way that contributes to the literature.

The MSD degree entails a research project and thesis and is an integral component of the 36-month program. Depending on the time needed to complete the research component, additional time beyond the 36 months may be necessary for successful completion of the MSD degree. Other coursework may be assigned at the discretion of the research advisor.

Thesis

A research thesis is required. Guidelines for thesis preparation will be provided to candidates by their program coordinator. The thesis is to be based on a research project carried out by the candidate. The topic for a thesis will be chosen by the candidate in conjunction with the faculty advisor. The major areas of focus are clinical, epidemiological or public health research. In certain cases, field projects or systematic reviews with a meta-analysis of the literature may be acceptable.

Students must initiate and complete a research project using the elements of scientific method, including research design, accurate reporting, critical thinking and the formulation of conclusions based upon scientific data rather than opinion. Collaboration with other hospitals, medical institutions and other health-orientated organizations is encouraged to foster collaborative research.

Students will be assigned a research advisor within the CAGS Program with the approval of the appropriate clinical research or dental public health directors at Boston University. The student must work closely with the research advisor to ensure satisfactory progress. The research protocol will be developed within the first 6 months of the program. Implementation and data collection will commence after Institutional Review Board approval (research ethics committee) approval (where appropriate) and other regulatory approvals. It is anticipated that data collection will be complete no later than 4 months before graduation to allow for data analysis, thesis preparation and defense of the thesis (optional depending on the program). Guidelines for Thesis Dissertation Submission are provided in the Student Handbook, Appendix IV.

Student Responsibilities

- Student doctors will appear promptly to both didactic and clinical sessions.
- Student doctors may not be absent from BUIDRE without permission of the Program Coordinator.
- Student doctors are responsible for the neatness, accuracy, and details of all patient records kept.
- Student doctors will, at all times, conduct themselves in a manner befitting the dental profession and will show due respect for patients, personnel, and faculty. Students' behavior must be of the highest caliber at all times.

Periodontology Curriculum

A word on Distance Education

Most classes and all clinical and research activity will take place at the BUIDRE facilities in Dubai. Some coursework will be presented electronically from Boston University School of Dental Medicine. Courses presented via distance education technology are indicated in the following course listings. In most cases these courses are intended to be viewed in a classroom setting with BUIDRE faculty present to stimulate discussion and answer questions. However, these courses will also be available on the internet for student's independent review.

Please note that there is no required number of credits to graduate. Completing all coursework is required for graduation. Credits are assigned only for weighting courses for calculation of grade point average.

Interdisciplinary (IDC) courses are indicated below. IDC course descriptions can be found on page 16 of this manual.

Year I

- PD 832 Growth and Development .5 cr, 1st sem. **(IDC)**
- PE 801 Histology/Embryology: Clinical Relevance in Diagnosis and Therapy of Periodontal Disease .5 cr, 2nd sem.
- PE 802 Periodontology II 1cr, 1st and 2nd sem.
- PE 808 Seminar: Treatment Planning in Periodontics 2 cr, 1st and 2nd sem.
- PE 816 Periodontal Literature Review I 4 cr, 1st and 2nd sem.
- PE 817 Seminar: Grand Rounds 2 cr, 1st and 2nd sem. **(IDC)**
- PE 823 Periodontal Therapy I 4 cr, 1st and 2nd sem.
- PE 825 Orthomechanotherapy 2 cr, 2nd sem.
- PE 880 Seminar: Integration of Periodontology: Restorative and Implant Therapy I 1 cr, 1st and 2nd sem. **(IDC)**
- PE 911 Clinical Periodontology 12 cr, 1st and 2nd sem.
- PE 991 Research: Periodontology 6 cr, 1st and 2nd sem.
- PH 800 Introduction to Biostatistics/Epidemiology 1 cr, 1st sem. **(IDC, Distance Ed. from BU)**

Year II

- OB 761 Oral Microbiology 1 cr, 3rd sem. **(IDC, Distance Education from BU)**
- OB 763 Basic Processes in Oral Biology 2 cr, 3rd and 4th sem. **(IDC, Distance Ed. from BU)**
- OB 767 Oral Immunology 1 cr, 4th sem. **(IDC, Distance Education from BU)**
- OS 761 Medical Concerns of the Dental Patient 1 cr, 3rd and 4th sem. **(IDC)**
- OS 828 Pain and Anxiety Control 1 cr, 4th sem. **(IDC)**
- OS 831 Head and Neck Anatomy 1 cr, 3rd sem. **(IDC, Distance Education from BU)**
- PA 801 Oral and Maxillofacial Pathology 1 cr, 4th sem. **(IDC, Distance Education from BU)**
- PE 809 Seminar: Treatment Planning in Periodontics 2 cr, 3rd and 4th sem.
- PE 818 Seminar: Grand Rounds 2 cr, 3rd and 4th sem. **(IDC)**
- PE 827 Applied Dental Pharmacology 1 cr, 4th sem. **(IDC, Distance Education from BU)**
- PE 830 Clinical Applications of Oral Medicine and Oral Pathology 1 cr, 4th sem. **(IDC)**

PE 912 Clinical Periodontology 14 cr, 3rd and 4th sem.
PE 992 Research: Periodontology 6 cr, 3rd and 4th sem.
PH 741 Behavioral Sciences 1 cr, 3rd sem. **(IDC, Distance Education from BU)**
PH 763 Bioethics and Law 1 cr, 4th sem. **(IDC, Distance Education from BU)**
PR 761 Occlusion 1 cr, 3rd sem. **(IDC)**
PR 816 Seminar: Implantology 1 cr, 4th sem.
PR 844 Implantology Literature Review 1 cr, 3rd and 4th sem. **(IDC)**
PR 845 Implantology Topics 1 cr, 3rd and 4th sem. **(IDC)**
PR 846 Implantology Case Presentation 1 cr, 3rd and 4th sem. **(IDC)**

Year III

PE 810 Seminar: Treatment Planning in Periodontics 2 cr, 5th and 6th sem.
PE 819 Seminar: Grand Rounds 2 cr, 5th and 6th sem. **(IDC)**
PE 829 Periodontal Literature Review II 4 cr, 5th and 6th sem.
PE 913 Clinical Periodontology 14 cr, 5th and 6th sem.
PE 993 Research: Periodontology 8 cr, 5th and 6th sem.
PR 832 Temporomandibular Disorders and Orofacial Pain 1 cr, 6th sem.
PR 847 Implantology Case Presentation 1 cr, 5th and 6th sem. **(IDC)**

Periodontology Course Descriptions

PE 801 Histology/Embryology: Clinical Relevance in Diagnosis and Therapy of Periodontal Disease

Histology, embryology, molecular biology and physiology plus basic knowledge of periodontal disease and surgical techniques will be discussed. Treatment options will be analyzed in terms of anatomic limitations and flexibility of tissue components. .5cr, 2nd sem.

PE 802 Periodontology II

This course focuses on periodontal microsurgery, periodontally accelerated osteogenic orthodontics and alveolar distraction osteogenesis 1cr, 1st and 2nd sem.

PE 808, 809, 810 Seminar: Treatment Planning in Periodontics

Weekly case presentations followed by discussion of various alternatives of periodontal therapy and integrated dental disciplines. 2 cr, 1st and 2nd sem; 2 cr, 3rd and 4th sem; 2 cr, 5th and 6th sem.

PE 816 Periodontal Literature Review I

Weekly seminar focusing on extensive reading and critical evaluation of classic and current periodontal literature. Provides the student with the background necessary to develop and defend rationales for therapy. For first-year students. 4 cr, 1st and 2nd sem.

PE 823 Periodontal Therapy I

An introduction to the rationale for and objectives of periodontal therapy. Weekly lectures cover data collection, treatment planning, and the role of initial therapy in periodontal treatment. For first-year students. 4 cr, 1st and 2nd sem.

PE 825 Orthomechanotherapy

Presentation of diagnostic and treatment planning skills necessary for the management of localized malocclusions and focusing on orthodontic problems that can be managed by the periodontist. 2 cr. 2nd sem.

PE 829 Periodontal Literature Review II

A weekly seminar going over the most recent articles from the main periodontology journals. This is part of the student's preparation for the in-service examination and the American Board of Periodontology exam. For second-year students. 4 cr, 5th and 6th sem.

PE 911, 912, 913 Clinical Periodontology

Clinical periodontal practice emphasizing the elements of case documentation, patient evaluation and examination, diagnosis, prognosis, and treatment planning. Complete periodontal therapy performed under staff guidance. 12 cr, 1st and 2nd sem; 14 cr, 3rd and 4th sem; 14 cr, 5th and 6th sem.

PE 991, 992, 993 Research: Periodontology

Research in periodontology or its related preclinical sciences. Partially satisfies requirements for

the Master of Science in Dentistry. 6 cr, 1st and 2nd sem; 6 cr, 3rd and 4th sem; 8 cr, 5th and 6th sem.

Interdisciplinary Courses

OB 761 Oral Microbiology

Distribution, ecology and pathogenic potential of oral microbiota. Pathogenicity of components of bacterial plaque and their role on the development of oral diseases. Mechanisms of local and systemic resistance to pathogenic oral microbiota. 1 cr, Spring sem. **(IDC, Distance Education from BU)**

OB 763 Basic Processes in Oral Biology

Examines biological processes at the cellular and molecular levels. Provides a basis to understand the events that regulate inflammation; wound healing; bone formation and resorption; salivary proteins and physiology; tooth development, eruption, and movement; and fluoride action. 2 cr, Fall and Spring sem. **(IDC, Distance Education from BU)**

OB 767 Oral Immunology

Defense mechanisms that the host utilizes against exogenous matter. Although the immune system is protective, there is also a destructive aspect that affects most tissue. The course examines these seemingly divergent mechanisms. 1 cr, Spring sem. **(IDC, Distance Education from BU)**

OS 761 Medical Concerns of the Dental Patient

A review of internal medicine and the management of the medically compromised dental patient. 1 cr, Fall and Spring sem. **(IDC)**

OS 828 Pain and Anxiety Control

A discussion of topics in pain and anxiety control, including pain physiology, local anesthetic techniques, patient management, and sedative techniques. 1 cr, Spring sem. **(IDC)**

OS 831 Head and Neck Anatomy

An in-depth discussion of head and neck anatomy, emphasizing implications of head and neck anatomy to clinical dentistry. 1 cr, Fall sem. **(IDC, Distance Education from BU)**

PA 801 Oral and Maxillofacial Pathology

A course for post-doctoral students in the dental specialty programs covering a spectrum of diseases involving the oral and paraoral structures. Lectures will include fibro-osseous lesions, developmental disturbances affecting the jaws and teeth, odontogenic tumors, cysts of the oral and paraoral region, bacterial, viral and mycotic infections, benign tumors and tumor-like lesions, white lesions, pigmented lesions, vesicullo-bullous diseases, hematologic, endocrine, and metabolic disorders. 1 cr, Spring sem. **(IDC, Distance Education from BU)**

PD 832 Growth and Development

This course offers a clinically relevant understanding of craniofacial growth and development for the non-orthodontist. Topics include how malocclusion develops and how growth can be

modified during treatment of malocclusion. Attention is focused on normal and abnormal growth and development of the face, the occlusion and the dental arches and includes cleft palate and other craniofacial disorders. .5 cr, Fall sem. (IDC)

PE 817, 818, 819 Seminar: Grand Rounds

Weekly case presentations by periodontic, prosthodontic, endodontic, pediatric dentistry and orthodontic students, emphasizing comprehensive treatment planning. Students and faculty discuss ideal and alternative treatment plans. Stresses importance of interdisciplinary coordination of treatment. 2 cr, Fall and Spring sem. (IDC)

PE 827 Applied Dental Pharmacology

In this course we will examine pharmacological issues relevant to dentistry and oral biology. We will focus on pharmacology associated with symptoms detected in the oral cavity during treatment. These include but are not limited to autoimmune syndrome, HIV, and cardiac, neurological, and metabolic disorders. Medications associated with these conditions and their influence on the oral cavity will be discussed. 1 cr, Spring sem. (IDC, Distance Education from BU)

PE 830 Clinical Applications of Oral Medicine and Oral Pathology

A systemic approach to the oral manifestations of systemic disease as well as a discussion of common oral lesions stressing therapeutics. 1 cr, Spring sem. (IDC)

PE 880 Seminar: Integration of Periodontology: Restorative and Implant Therapy

Discussions and case presentations on the integration of periodontology, restorative dentistry and implantology into the comprehensive treatment plan. 1 cr, Fall and Spring sem. (IDC)

PH 741 Behavioral Sciences

Focuses on developing a framework for delivering total health care. Examines the meaning and impact of effective communication skills, managing transitions, enhancing patient relations, and managing stress and pain. 1 cr, Fall sem. (IDC, Distance Education from BU)

PH 763 Bioethics and Law

Introduces models of applied ethics used within the field of dentistry. With lectures, case studies, and class discussion, students engage in identification and analysis of ethical dilemmas. Topics include professional responsibility and ethical principles, the doctor-patient relationship, the dentist and the community, and ethical conduct in science. 1 cr, Spring sem. (IDC, Distance Education from BU)

PH 800 Introduction to Biostatistics / Epidemiology

Designed to provide students in a clinical specialty program (CAGS) with skills in basic concepts of clinical research methods and statistical analysis. Acquaints the student with basic data types and summary statistics for the study of disease in human populations. For students who have not had prior experience with statistics and epidemiology. 1 cr, Fall sem. (IDC, Distance Education from BU)

PR 761 Occlusion

Principles of occlusion. The analysis and management of occlusal problems as related to periodontology, restorative dentistry, and tooth movement. 1 cr, Spring sem. (IDC)

PR 844 Implantology Literature Review

A seminar course consisting of a comprehensive review of the current and classical literature in implantology and related fields. Review of the literature is followed by comment and discussion conducted by one of the masters in the field. 1 cr, Fall and Spring sem. (IDC)

PR 845 Implantology Topics

A presentation course given by leading experts of implantology with emphasis on current and classical implantology topics. 1 cr, Fall and Spring sem. (IDC)

PR 846, 847, 848 Implantology Case Presentation

A case presentation course by periodontology, prosthodontic, oral surgery, and implantology students on a variety of clinical implantology topics. 1 cr, Fall and Spring sem. (IDC)

*Other Course Descriptions***PR 816 Seminar: Implantology**

Comprehensive course covering the history of implants, tissue biocompatibility, and biomechanics. Encompasses implants, tissue biology, patient selection, diagnosis, treatment planning, and literature review. Includes presentation of oral surgery and prosthodontic considerations utilizing different implant systems. 1 cr, 2nd sem.

PR 832 Temporomandibular Disorders and Orofacial Pain

A comprehensive review of the anatomy, physiology, and pathology of the temporomandibular articulation and muscles of mastication. Pathophysiology of pain along with methods of diagnosis and treatment of orofacial pain. Special emphasis on the multidisciplinary management of patients with head and neck pain. 1 cr, 4th sem.

Clinical Periodontal Program

Faculty coverage is provided to educate and assist you in the learning process.

When working cases with a substitute instructor (one other than the case preceptor), try to stay with the original surgical plan. Conflicts are avoided if students ensure the appropriate instructor is present when "their" cases are being treated.

Relationship with Department Personnel

- Always be courteous.
- Request, do not demand assistance.
- Report any problems in this area to the Program Coordinator.

Surgical Assistance

All students are encouraged to assist fellow students in the clinic when available. This has been especially recommended so as to provide the first year student with the opportunity of early observation of and participation in clinical periodontics.

This partnership within the periodontal program is designed to afford the senior student doctor the opportunity for teaching, and the underclassman one-on-one assistance from a more experienced person.

Dental Assistants

Assist with dental procedures, prepare instruments trays, take radiographs. Collect all patient records and put them in appropriate bins. Maintain dental supplies in the bays and keep the operatories clean.

Dental Hygienist

Perform prophylaxis of patients during visits, review and update medical history. Take or update x rays as needed, clean and inspect instruments to ensure sterilization is complete.

Patients Assignment and Referrals

The Program Coordinator of Periodontology assigns patients for postdoctoral periodontal treatment to students. Once the patients are assigned to the students, it is incumbent on the front desk to contact the patient by telephone or in writing to ensure that patients are quickly brought into the Dental Health Center.

Referrals from colleagues outside BUIDRE are permitted, but treatment may only take place after an official assignment has been made.

All new patients entering BUIDRE present to the information desk where pertinent autobiographical information is obtained. They then continue to be seen by a primary care dentist and Radiology for screening, where full medical and dental history forms are completed, tentative treatment options are discussed, approximate finances and duration of treatment are outlined, and, if necessary, full mouth radiographs are made. Thereafter, patients' needs are categorized, and patients are assigned to various clinical areas within BUIDRE.

Patients are also referred to the Department of Periodontology by the Departments of Prosthodontics, Endodontics, and Orthodontics by outside offices or clinics.

These patients may only be accepted for treatment if:

1. the records have been satisfactorily completed, and
2. the patient has been assigned by the official student assignment mechanism.

Treatment plans must be mutually agreed upon before treatment is undertaken.

Patients may be referred to particular student doctors, but the Program Coordinator of Periodontology must be informed.

Personal patient referrals to student doctors are encouraged, but these patients must enter the BUIDRE system via regular channels and the Program Coordinator of Periodontology must be informed.

Rashid Hospital and similar dental clinics in the vicinity may also refer patients to the department.

The periodontal student must see patients with emergencies immediately. The student will ensure that appropriate work is carried out on this patient, who will then be issued a treatment record. In order to encourage these referrals every effort must be made to bring these patients into active treatment without undue delay. Letters with treatment outlines and regular progress reports must be sent to referring doctors or institutions.

Coordination of Patient Care with Other Departments

Prosthodontics

Successful periodontal therapy often requires prosthetic dentistry to complete comprehensive treatment plans. Cooperation between periodontics and prosthodontics is thus imperative. Treatment plans concerning both these disciplines must be collectively agreed upon and signed by preceptors in both departments.

Endodontics

Referral and assignment to the Department of Endodontics should be effected via the Program Coordinator of Endodontics.

Orthodontics

Minor tooth movement can be carried out by periodontal student doctors under the supervision of orthodontic instructors.

Major tooth movement must be referred to the department of orthodontics and will be assigned to orthodontic students or faculty.

Cases being treated orthodontically must be reviewed periodically by the preceptor. Students must ensure that the orthodontist periodically sees these cases.

Treatment

Treatment is not permitted unless all school records and case reports have been satisfactorily prepared. Also, no treatment should be rendered free of charge unless approved by the Dental Director. Patients must be treated courteously and with empathy. Students must try to plan cases so that the plans are acceptable to patients from physical, psychological, practical, financial, and geographic points of view. Should any problems of patient management arise, the student should immediately discuss this with the Program Coordinator

Conscious Sedation Rotation/Certification

A course in conscious sedation (Nitrous Oxide) is given by the oral and maxillofacial surgery and pediatric dentistry faculty. This course is mandatory and will lead to student certification in nitrous oxide sedation.

Clinic Protocol and Standards for Advancement and Graduation

Comprehensive Care Requirements

The specific criteria for graduation are determined at the beginning of the first year. These criteria must be met in order to be considered for graduation. They include the proper care of all patients assigned, the achievement of specific competence levels in various procedures, and a minimum amount of total clinical experience. In the fall of the third year, each class will be reminded of what their specific criteria will be. Please note that these represent minimum achievement levels that ALL students MUST reach. It is expected that most students will perform significantly more than these minimum requirements.

Patient Care Services

BUIDRE conducts a formal system of quality assurance for the patient care program that demonstrates evidence of:

- a) standards of care that are patient centered, focused on comprehensive care and written in a format that facilitates assessment with measurable criteria
- b) an ongoing review of representative sample of patients and patient records to assess the appropriateness, necessity and quality of the care provided
- c) mechanisms to determine the cause(s) of treatment deficiencies
- d) patient review policies, procedures, outcomes and corrective measures.

The use of quantitative criteria for student advancement and graduation are not allowed to compromise the delivery of comprehensive patient care.

BUIDRE has developed and distributed to all appropriate students, faculty, and staff and to each patient a written statement of patients' rights.

BUIDRE ensures that active patients have access to professional services at all times for the diagnosis and management of dental emergencies.

All students, faculty and support staff involved in the direct provision of patient care is recognized in basic life support (B.L.S.), including cardiopulmonary resuscitation and are able to manage common medical emergencies.

Written policies and procedures are in place for the safe use of ionizing radiation.

BUIDRE establishes and enforces a mechanism to ensure adequate preclinical/clinical/laboratory asepsis, infection and biohazard control and disposal of hazardous waste.

BUIDRE's policies ensure that the confidentiality of information pertaining to health status of each patient is strictly maintained.

Student Evaluation

1. At appropriate times during the academic year, written and oral examinations will be given in the various courses. All courses must be satisfactorily completed according to the guidelines established and published with each course outline. The student should review the relevant course outlines and familiarize himself/herself with the total course content.
2. Criteria for evaluating each student performance are published in each of the course outlines.
3. In order to receive a Certificate award, all students are required to successfully complete the In-Service Training Comprehensive Examination
4. A final examination, in the form of a case presentation following the AAP format (format prior to 2004), including an oral defense, will be satisfactorily completed as a requisite for graduation.
5. Seminars will be evaluated on the basis of the student's participation, preparation, and performance elements.

Extended Program

Any student who must extend professional preparation beyond the regular scheduled program will be registered and pay tuition and fees.

Students remaining past the program end date to complete clinical requirements will be registered and assessed a partial tuition and fees.

Students who are enrolled in a research program, have completed all their program requirements, and are in the process of writing their thesis or dissertation, will be registered and assessed a continuing student fee.

Payment of these entitles the student to appropriate access BUIDRE libraries, research laboratories, academic staff, and other academic facilities for the purpose of completing degree requirements.

General Policies for Graduate Programs

Academic Credit

The academic year is divided into two semesters. A credit hour (or semester hour) is approximately equivalent to one class hour per week or approximately fifteen hours per semester. There is not a credit hour requirement for successful completion of a program. Credit hours assigned to each course is for weighting each course for calculation of grade point average.

Methods for Assessing Student Participation in the Learning Process

Student performance is evaluated using multiple measures over time which are reviewed semi-annually using student portfolios. Student performance includes the evaluation of clinical performance using proficiency measures, patient case presentations, course grades, incident and noteworthy reports, patient management record reviews, and self-evaluation of performance. Faculty evaluation and self-evaluation are essential aspects of the learning process. Building self-assessment skills assist students in better monitoring and adjusting their learning as they work toward clinical proficiency in the program. Once they graduate they will need to rely on their self-assessment skills to further refine their skills as they shift from proficiency towards mastery. Studies show that one major factor that discriminates highly successful clinicians from average ones is a refined ability to self-evaluate their performance both during and after the delivery of treatment. Therefore, the Program Evaluation Plan couples faculty evaluation of performance with student self-evaluation activities so as to support the future success of students after completion of the program. The use of student portfolios to compile evidence of their work and accomplishments can be used after the program to seek employment in private practice and/or academics.

Accordingly, not only are students continuously evaluated to ensure adequate feedback that supports effective learning, but they also evaluate the quality of the program and its teaching.

Research Project and Thesis

At the outset of the research phase a research advisor is assigned to each student. The advisor is a faculty member of BUIDRE and is responsible for the selection of a research project, the supervision of all phases of the research project, academic guidance, evaluation of progress, and assistance in writing of the thesis. The thesis project will teach scientific methodology, research techniques, approaches to research questions, development of a hypothesis, data analysis, and the presentation of data. The student is expected to participate in bi-weekly research meetings with his/her research advisor. After completion of the thesis project the student is required to write a thesis according to guidelines stated below. Research projects will be supervised by full-time, on-site BUIDRE faculty members. Faculty members from Boston University may act as second or third readers in the thesis defense process.

Student progress will be monitored and evaluated at regular intervals of not more than one semester duration by the student's Thesis Defense Committee. The Chief Academic Officer is responsible for selecting faculty members to serve on the Committee which will be comprised of all faculty who serve as research advisors for the program and may include additional faculty. Research advisors are required to present an evaluation of the student's activities with respect to the academic performance (course grades not lower than a B), research quality, research

quantity, and attitude towards achieving his/her goals. The committee may make recommendations with respect to changes of the student's project. The committee is responsible for grading each student's performance. Unsatisfactory performance requires recommendations regarding remedial efforts (with or without prolongation of the program) or termination. The Chief Academic Officer will communicate with each student the findings of the committee. Successful completion of the program requires the completion of a thesis according to BUIDRE guidelines and the presentation of the research project in a seminar. Each thesis is evaluated by a first reader (advisor) and in some cases a second reader or a third reader (selected by the Thesis Defense Committee). At the completion of the project the Thesis Defense Committee reviews the final drafts of the student's thesis, provides input for the changes, and makes a final recommendation for awarding the degree.

For detailed instructions on thesis format and requirements, refer to the "Guidelines for Thesis Submission" in Appendix IV of the Student Handbook.

Outline of Study

An outline of the research project, approved and signed by the research advisor, shall be submitted for the approval of the student's program no later than four months after initial registration. This program of study must be submitted to the BUIDRE primary research advisor.

Deadlines for Submission of Thesis or Dissertation

Theses and dissertations must be submitted to the reader eight (8) weeks prior to the anticipated date of graduation. This allows ample time for the thesis/dissertation to be read and for corrections/revisions to be made. Delay in submission may result in postponement of the date of graduation, which, in turn, may result in additional tuition.

Institutional Review Board (IRB)

Under DHCC regulations, an IRB is an appropriately constituted group that has been formally designated to review and monitor biomedical research involving human subjects. In accordance with regulations, an IRB has the authority to approve, require modifications in (to secure approval), or disapprove research. This review group serves an important role in the protection of the rights and welfare of human research subjects.

Policies Regarding Students in Combined Programs

Students in combined programs that offer a certificate and research degree must complete the requirements of each program before they are awarded their certificate and degree. Students will not receive their research degree until they have completed their CAGS program. Students will not receive their certificate until the research project has been submitted, accepted and approved.

Time Limit

The program shall be completed within four years after the first registration for study leading to the MSD degree.

Grading Policy

Grading Scale

Grades awarded for course work at BUIDRE are:

- A = 4.0
- A- = 3.7
- B+ = 3.3
- B = 3.0
- B- = 2.7
- C+ = 2.3
- C = 2.0
- C- = 1.7
- D = 1.0
- F = 0.0
- I = Incomplete
- W = Withdrawal

Please note that there are no A+, D+, D-, F+ or F- grades. A grade of “I” (incomplete) as an interim grade is only awarded in special circumstances such as an inability to complete course work due to illness or personal reasons beyond the student’s control and acceptable to a course director. An interim grade of “I” (incomplete) will not be recorded as a final grade. If the student has not rectified the “I” by no later than 30 days after the close of the semester, the grade will be recorded as W (withdrawn) or F.

Student promotion requires satisfactory completion of all course requirements, both clinical and didactic, and the maintenance of professional ethical standards

Determination of Grades

The methods by which grades are allocated are determined by the course director. Didactic courses are to be *criterion reference* graded. Criterion referencing infers that there are *predetermined* cut-off points or standards matching numerical or percentage grades with corresponding letter grades. (Example: 90-100=A, 80-89=B, 70-79=C, 60-69=D, below 60=F). Norm referencing, which infers that letter grades are assigned to a comparative curve or scale of all the numerical grades in a given examination or course, is not to be used.

Preclinical or clinical courses are also to use criteria-referenced grading, using BUIDRE’s defined competencies and associated criteria of evaluation. Criterion referencing compares students’ work to pre-determined criteria for excellence or goals for the task or project to be graded. The mechanisms for applying criterion-referenced grading must be communicated to the student in a clear fashion (in writing) at the beginning of the course.

Weighting of Course Work

The relative weighting of the various examinations, practical projects or clinical procedures which makes up the final course grade is at the discretion of the course director and will be *clearly provided to the student at the beginning of each course in the course syllabus*. Flexibility

in weighting of course work is not inappropriate but options (such as dropping the worst test score, etc.) must be made known to the students at the beginning of the course.

Weighting of Course Grades (Credits)

Each course is assigned a number of credits. Credit assignment is for the sole purpose of calculating overall grade point average. Graduation is not dependant on accumulating a certain number of credits. Each postdoctoral program has a fixed curriculum and graduation is dependant on passing all courses in the curriculum, demonstrating clinical proficiency in the discipline and completing a research project, and writing and defending a thesis.

Posting Grades

Course directors must inform students of the course grade within ten (10) business days of the final exam or end of course. Course directors may elect to send grades via email to students.

Grade Point Requirement and General Policy Regarding Deficient Grades

Students are expected to maintain a grade point average of 3.0. Grades of “F” or “D” are not acceptable for promotion from year to year or for successful completion of a postdoctoral program. If the program director or curriculum committee allows a student with a deficient grade to remain in a program, that deficient grade must be rectified. A grade of “F” must be rectified by repetition of the course. A grade of “D” may, at the discretion of the course director, be remedied by a written or oral reexamination or completion of an assigned project.

When a student repeats a course in its entirety, the student may be awarded the grade earned for that course. When a deficiency grade is rectified by repeating a course, the original grade remains on the student’s transcript and a new grade is recorded for the year the course is retaken along with the designation “ Repeat or RP”. Successful completion of a remediation option short of repetition of a course in its entirety will result in a grade improvement from a “D” to a “C-“. Improvement of a grade of “D” by this means will be recorded in the transcript as a “C-“ with the designation “ Remediate or RM”.

Remediation of Deficient Grades

Recommendations for scheduling of re-examinations, remediation projects or clinical practical exams for remediation of course failure should be communicated to the Curriculum Committee for review and approval. Furthermore, remediation programs or examinations of any type with the goal of improving a final grade should not be offered to a student without approval of the Curriculum Committee. Students with final grades of "D" will be considered by the Curriculum Committee for the option to take any scheduled re-examination. All students will be informed no later than three weeks prior to the announced dates for re-examination. Upon notification of approval to take re-examination(s) the student must contact the appropriate course director(s) involved and advise them of the intention to be present for the re- examination and must be present on the scheduled date(s). No substitute dates are allowed.

The specific option for remediation of a student's deficient grade is determined by the course director and is based on the *course director's judgment* as to the nature of the student's deficiencies and as to the student's ability to demonstrate mastery of the course material within a given period of time. For example, one student who demonstrates limited minor conceptual

deficiencies may be given a re-examination after a short period of study and tutoring; while it maybe in the best interest of another student who demonstrates a complete lack of understanding of course material to be required to repeat the course. All such remediation decisions must be approved by the Curriculum Committee prior to implementation.

Options for remediation of deficiencies of a didactic course may include:

- Written exam after a review/tutorial period.
- Oral examination.
- Successful completion of a comparable program outside of BUIDRE, the content of which is acceptable to the course director.
- A written paper or essay project.
- A repetition of part of the course.
- A repetition of the course in its entirety.

Options for remediation of deficiencies of a laboratory course may include:

- A special practical exam.
- A remedial period of laboratory work with specific goals or practical examinations
- Repetition of part of the course.
- Repetition of course in its entirety.

Options for remediation of deficiencies of a clinical course may include:

- a remedial period of clinical work with specific goals
- repetition of the clinical course (entire rotation or year).

A student who repeats a course in its entirety may be awarded any grade for the course. When a failed course is repeated in its entirety, both the original failure grade and the newly awarded grade will appear in the transcript. As the process of remediation may extend past the end of the academic year, the original grade is the basis for computation of the student's grade point average for the year. The new grade will be weighted into the following year's grade point average computation.

In general, remediation of failure is applicable for a failing final course grade. Remediation of failure of a single examination or project (quiz, progress exam, mid-term exam, final exam) is not necessary and in most instances inappropriate as scheduling multiple retake examinations during the academic year may be disruptive. However, where a single examination is critical for certification or progression from one area of instruction to another, timely remediation of an individual examination maybe appropriate. Examples might be C.P.R. certification examinations or clinical certification examinations during a preclinical course.

Remediation of Grades other that Failure

In general, short of repeating an entire course, there are no options for improving an existing passing grade (A, B, C) through re-examination or other remedial work.

Written Examinations

1. An instructor will proctor all examinations. Adequate proctors must be available for each room used in the administration of the examination.

2. Rooms should be sufficiently large enough for adequate separation of students. Advance scheduling of all examinations will allow the scheduling of additional classrooms if necessary.
3. Policy statements regarding cheating and consequences of cheating must be discussed with students prior to each examination.
4. Proctors should actively circulate throughout the room observing student behavior.
5. If a student is suspected of trying to get or give information during an examination, the following actions must be taken:
 - a. alert a second proctor (if appropriate);
 - b. proctors shall observe the situation as unobtrusively as possible;
 - c. if proctors observe enough evidence that cheating is occurring, the names of involved students must be noted and reported to the supervising faculty member;
 - d. the supervising faculty member shall provide a written report of the infraction to the course or program coordinator;
 - e. the course director or program coordinator shall provide a written report of the incident to the Chief Academic Officer;
 - f. the examination(s) of the student (s) in question shall be held by the course director until such time as a determination is made.

Clinical and Preclinical Practical Examinations

1. All faculty members in the clinic should be aware of which students are taking a practical examination. This may be facilitated by posting a card on the operatory wall at time of practical examinations.
2. If a student is suspected of trying to get or give information during an examination, the following actions must be taken:
 - a. alert a second proctor
 - b. proctors shall observe the situation as unobtrusively as possible
 - c. if proctors observe enough evidence that cheating is occurring, the names of involved students must be noted and reported to the supervising faculty member
 - d. the supervising faculty member shall provide a written report of the infraction to the course director or program coordinator
 - e. the course director or program coordinator shall provide a written report of the incident to the Chief Academic Officer. The examination(s) of the student(s) in questions shall be held by the course director until such time as a determination is made.

Examination Review Policy

In keeping with BUIDRE's philosophy that examinations and testing situations should be educational as well as evaluative in nature and to ensure timely reporting of performance to students, instructors shall follow the policies below:

1. Written Examinations: Examinations must be corrected, graded and returned to students for discussion of the questions with the class as a whole within two weeks in case of multiple choice exams and three weeks in the case of essay or combined essay/multiple choice exams.

2. Preclinical Laboratory Examinations: Materials, including teeth, restorations and other appliances, and grades, along with a written evaluation, will be returned to the student within three weeks.

3. Clinical Practical Examinations: Written evaluation must be supplied to the student within two weeks after the practical examination. It is directed that each program giving clinical exercise or practical examinations develop a standard, uniform, grade sheet to be utilized by those faculty giving the examination. A copy of this grade sheet, with appropriate comments, is given to the student upon completion of the examination.

Process for Recording Grades

The office of the Manager of Student Services will email grade sheets and grading policies to each course instructor.

Instructors will be required to submit completed grade sheets to the Office of the Manager of Student Services and the Academic Office within ten business days of the last class or final exam.

The Office of the Chief Academic Officer will review course final grades and contact the student and the student's department of any deficiency grades (D or F). For students who receive a grade of "F", the Chief Academic Officer will notify the student that repetition of the course is necessary. For students who receive a grade of "D", the Office of the Chief Academic Officer will discuss arrangements with the course director for a re-examination. Please keep in mind that the course director has sole discretion to determine whether it may be in the best interest of a student who received a grade of "D" to re-take the course in its entirety and not offer a re-examination.

Incomplete grades must be resolved no later than 30 days after the close of the semester.

The Office of the Manager of Student Services will forward transcripts to program directors twice a year, in January and July. Programs may request transcripts, for academic review and advising. When requesting transcripts, departments must give the Manager of Student Services a minimum of 10 working days to prepare student transcripts.

Programs must submit grades to the Manager of Student Services on a grade sheet within ten business days of the end of each semester. Course name, number and final grade must be included. Programs are responsible for submitting research grades for each student. Research advisors must submit grades to the Office of the Manager of Student Services within ten business days of the completion of each academic year.

Library

The Maktoum Harvard Medical Library is available to BUIDRE students, staff and faculty. The library will be opened with 5,000 books and 400 journals plus additional electronic resources. The facility will provide on-line access to numerous journals. The resources that they have access to may be particularly helpful in commercializing research results (e.g., Nexus/Lexus, etc.). Several of these services would require a fairly high cost subscription to access as an individual.

Please refer to the BUIDRE Library Guide Manual for detailed Library Services information.

Accreditation

The Advanced Education Programs will be accredited by the United Arab Emirates Ministry of Education, Commission for Academic Accreditation.

This program follows the standards established by the Commission on Dental Accreditation (CODA) for advanced educational programs in Periodontology and the multidisciplinary scope of the specialty certificate examination of the American Board of Periodontology.

Currently, the CODA does not accredit international specialty programs. However, the Commission is considering revising this policy, and accreditation of international programs may be instituted in the future. Because the structure and curriculum of the program parallel that of the accredited program in Boston, the program is already prepared to apply for accreditation without any alterations if the CODA changes its policy and begins international accreditation of specialty programs.