



Stony Brook
School of Dental Medicine

Student Handbook

SECTION I | Mission, Vision, and Core Values of Stony Brook University School of Dental Medicine

Contents:

- I. Mission
- II. Vision
- III. Core Values

SECTION II | Academic Policies and Procedures

Contents:

- I. Introduction.....
- II. Policies and Procedures on Academic Progression |
 - a. Requirements for Academic Promotion |
 - b. Requirements for Graduation |
 - c. Evaluation of Faculty and the Curriculum by Students |
 - d. Evaluation of Students |
 - e. Grade Point Average and Student Ranking |
 - f. Due Process for Course Grade Reconsideration |
 - g. Course Failure, Remediation, and the Academic Record |
 - h. Remediation for “I” or “R” Course Grades |
 - i. Remediation for “F” or “U” Course Grades |
 - j. Remediation Requiring Modified Program of Study |
 - k. Remediation for Lapses in Ethics of Professionalism |
 - l. Reinstatement to Good Standing |
 - m. Ethics and Professional Behavior |
 - n. Academic Integrity |
 - o. Student Attendance and Participation in Curriculum |
 - p. Excused Absences |
 - q. Unexcused Absences |
 - r. Leave of Absence |
 - s. Withdrawal from the School of Dental Medicine |
 - t. Accommodation for Students with Disabilities |
- III. Educational Privacy.....
 - a. Student Records |
 - b. Educational Privacy and Access to Student Records |
- IV. Academic Standing Policies and Procedures.....
 - a. Introduction
 - b. Good Standing
 - c. Academic Warning
 - d. Probation
 - e. Suspension
 - f. Reinstatement
 - g. Dismissal
 - h. Appeal
 - i. Leave of Absence
 - j. Withdrawal
 - i. Authorized Withdrawal
 - ii. Unauthorized Withdrawal

- V. Academic Dishonesty
 - a. Introduction
 - b. Examples of Academic Dishonesty
 - i. Classroom Dishonesty
 - ii. Clinical Dishonesty
 - c. Academic Dishonesty Policy
 - d. Academic Dishonesty Procedures
 - i. Penalties for Academic Dishonesty
 - ii. Multiple Offenses
 - iii. Appeal
 - iv. Appeal Decision
- VI. Policies on Admissions and Enrollment
 - a. Background Check Policy
 - b. Technical Standards for Admission and Progression
 - c. Course Policies
 - d. Code of Student Responsibility
- VII. Notice of Opportunity to File a Complaint

SECTION III | Honor Code

Contents:

- I. Preamble
- II. Standards of Professional, Academic, and Social Conduct
 - a. Professional Conduct
 - i. Respect for Patients
 - ii. Respect for Fellow Students
 - iii. Respect for Faculty, Staff, and Community Members
 - iv. Respect for Laws, Policies, and Regulations
 - b. Academic Conduct
 - i. Examples of Classroom Dishonesty
 - ii. Examples of Clinic Dishonesty
 - c. Social Conduct
- III. Procedures for Ratifying and Maintaining the Honor Code
 - a. Ratification of the Honor Code
 - b. The Honor Code Pledge
 - c. Role of the Honor Court
 - i. Membership of the Honor Court
 - ii. Responsibilities of the Committee
 - 1. To the Community
 - 2. Within the Committee
 - d. Amending the Honor Code
- IV. Procedures for Reporting and Resolving Violations
 - a. Reporting Honor Code Violations
 - i. Self-Reflection
 - ii. Confronting a Violation
 - iii. Involving an Impartial Media
 - iv. Role of Faculty

- b. Resolution of Violations
 - i. Procedures Toward Resolutions
 - ii. Assigning a Chairperson
 - iii. The Preliminary Meeting
 - iv. Hearing Procedures
 - 1. Fact-Finding
 - 2. Determination if a Violation Has Been Made
 - 3. Evaluation
 - 4. Deliberation
 - 5. Presentation of the Resolution
 - v. Recommendation and Execution of the Resolution
- c. Repairing Breaches of Trust

SECTION IV | Predoctoral Dental Program Competencies

Contents:

- I. Effective Communication
- II. Professionalism, Ethics and Personal Values
- III. Scientific Knowledge and Problem-Solving
- IV. Assessment and Diagnosis
- V. Dental Therapeutics and Orafacial Rehabilitation
- VI. Social and Community Contexts of Health Care
- VII. Practice Management and Informatics
- VIII. Self-Assessment and Lifelong Learning

SECTION V | Resources for Personal, Academic, and Career Counseling for Students

Contents:

- I. Personal, Academic, and Career Counseling and Resources for Students
 - a. University and Psychological Services
 - b. Center for Prevention and Outreach
 - c. The Leonard Krasner Psychological Center
 - d. The Office of Equity and Access
 - e. Reporting Discrimination, Sexual Misconduct and Barriers to Accessibility (Report It)
 - f. Student Support Team
 - g. Student Accessibility Support Center
 - h. Student Health Services
 - i. Tutoring
 - j. Career Counseling
- II. Student Activities/Services/Extracurricular
 - a. Student Organizations
 - b. School Newsletter
 - c. Student Representations/Positions
 - d. Parking and Transportation
 - e. Outreach

SECTION I

Mission, Vision, and Core Values of Stony Brook University School of Dental Medicine

Approved July 2019

I. Mission Statement

The mission of the Stony Brook School of Dental Medicine is to deliver innovative, world-class oral health education, patient care, research, and service to our community and beyond.

II. Vision Statement

The vision of the Stony Brook School of Dental Medicine is to define and shape the future of dentistry by preparing tomorrow's healthcare professionals, innovators, researchers, and educators as leaders of change in a diverse and inclusive society.

III. Core Values (WE LEAD)

Welcoming: We foster a humanistic environment of mutual respect and trust with our teaching, learning, and delivery of patient care.

Exceptional Care: We provide the most current evidence-based care to our patients with attentive listening and affirmation.

Leaders of Innovation: We promote discovery to inform and advance the dental profession

Ethics and Accountability: We abide by the highest standards in education, research, patient care and service.

Advocacy: We connect and serve the local Long Island community, New York State, the nation and world.

Diversity: We embrace diversity in people and thinking.

SECTION II

Academic Policies and Procedures Manual for the Predoctoral Dental Program of Stony Brook University School of Dental Medicine

*Approved March 2021 by
The Academic Standing Committee and Faculty Council*

I. Introduction

The Academic Policies and Procedures Manual is the official document detailing the expectations, regulations, rights and due process for predoctoral dental students attending Stony Brook University School of Dental Medicine. Any individual who enrolls in the predoctoral dental program at Stony Brook University voluntarily places himself/herself under the rules and regulations of the University and the School and agrees to abide by them. Therefore, students, faculty and administrative personnel need to be familiar with these regulations.

The faculty of the School of Dental Medicine established these policies and procedures in compliance with the Commission on Dental Accreditation (CODA). Students should refer to the following resources available in the Office of Education for additional information regarding applicable policies, procedures and standards: University Student Conduct Code and the American Dental Association (ADA) Principles of Ethics and Code of Professional Conduct. Student behavior is also governed by the School of Dental Medicine Honor Code.

These policies and procedures endorsed by the Faculty Council of the School of Dental Medicine serve as guidelines for academic actions and decisions regarding the predoctoral program. The Academic Standing Committee (ASC) is that body of faculty charged with interpreting and applying the provisions herein. While every effort is made to provide accurate and current information, the School of Dental Medicine reserves the right to change policies, procedures, programs, and other matters without notice when circumstances dictate.

II. Policies and Procedures on Academic Progression

a. Requirements for Academic Promotion

A student will be approved for academic promotion or advancement within the program to the next consecutive year if he or she has completed all of the requirements of the prior year as follows:

Promotion from Year I to Year II:

- In good standing
- Successfully completed all courses and preclinical laboratory exercises
- Satisfied the requirements detailed in the SDM's policy on Technical Standards
- Maintained acceptable academic ethics and professional behavior as delineated by the School of Dental Medicine Honor Code, Academic Policies and Procedures, as well as, but not limited to the ADA Principles of Ethics

and Code of Professional Conduct, applicable state and federal laws, and generally accepted standards of professional behavior.

Promotion from Year II to Year III:

- In good standing
- Successfully completed all courses, preclinical laboratory exercises, minimal clinical accomplishments and competency examinations
- Satisfied the requirements detailed in the SDM's policy on Technical Standards
- Maintained acceptable academic ethics and professional behavior, as delineated by the School of Dental Medicine Honor Code, Academic Policies and Procedures, as well as, but not limited to the ADA Principles of Ethics and Code of Professional Conduct, applicable state and federal laws, and generally accepted standards of professional behavior.

Promotion from Year III to Year IV:

- In good standing
- Successfully completed all courses, preclinical laboratory exercises, minimal clinical accomplishments and competency examinations
- Satisfied the requirements detailed in the SDM's policy on Technical Standards
- Maintained acceptable academic ethics and professional behavior, as delineated by the School of Dental Medicine Honor Code, Academic Policies and Procedures, as well as, but not limited to the ADA Principles of Ethics and Code of Professional Conduct, applicable state and federal laws, and generally accepted standards of professional behavior.

b. Requirements for Graduation

The Doctor of Dental Surgery (DDS) degree will be conferred by Stony Brook University upon those persons who have fulfilled the following comprehensive requirements:

- In good standing
- Filed satisfactory evidence of having met the requirements for admission;
- Attended a minimum of four years of dental instruction;
- Satisfactorily completed all course work, examinations, mandatory academic exercises, minimal clinical accomplishments and competency exams;
- Satisfied the requirements detailed in the SDM's policy on Technical Standards;
- Successfully passed Part I and Part II of the National Board Dental Examination; or the Integrated National Board Dental Exam
- Maintained acceptable academic ethics and professional behavior, as delineated by the
- School of Dental Medicine Honor Code, Academic Policies and Procedures, as well as, but not limited to the ADA Principles of Ethics and Code of Professional Conduct, applicable state and federal laws, and generally accepted standards of professional behavior;
- Paid all tuition, fees and fines in full;
- Completed the American Dental Education Association (ADEA) Senior Survey and exit surveys conducted by the Office of Education.

All requirements for the DDS degree must be met within six years total from the time of initial matriculation. This time limitation does not apply to students in a combined degree program (e.g., DDS-PhD) or other approved programs.

c. Evaluation of Faculty and the Curriculum by Students

The Office of Education and the Curriculum Committee provide mechanisms for continuous student input regarding the course objectives, instruction, presentations and other curricular criteria as part of the school's outcome's assessment process. Students will be required to complete surveys (available on CBase) evaluating course and instructor effectiveness, modes of instruction, sequence and assessment.

d. Evaluation of Students

Grading and Evaluative Comments:

- A - Superior, excellent; exceptional achievement; student performing at highest level of knowledge or skill expected at his/her level of development.
- B - Very Good; student performing above average level of knowledge or skill expected at his/her level of development.
- C - Average, good; student performing at level expected at his/her stage of development; performance may deviate somewhat both above and below the norm of performance, but not sufficiently to warrant the next higher or lower grade.
- F - Failure; level of performance is unacceptable.
- H - Honors; corresponds to A level of performance.
- S - Satisfactory; corresponds to B and C levels of performance.
- U - Unsatisfactory; corresponds to F grade.
- I - Incomplete; used when a student does not complete the required course work by the stated end of a course.
- R - Requirements incomplete; used only for patient care courses or clinics when the student has not completed the required course work by the stated end of the course, due to circumstances beyond his or her control.
- W - Withdrawal; used if a student is given permission to withdraw from a course in progress prior to taking the final examination or completing the equivalent course requirements, with the expectation of taking it over again in the future. This grade will also be used for any uncompleted courses in the event that a student withdraws from the School of Dental Medicine prior to the completion of these courses.

e. Grade Point Average and Student Ranking

It is the policy of the School of Dental Medicine to not calculate grade point averages (GPAs) or rank predoctoral dental students in a given class, except to determine nominees for academic achievement awards. A weighted grade point average is calculated for internal purposes only, which includes identifying the graduating seniors who qualify for Latin honors (summa cum laude, magna cum laude and cum laude) at graduation.

Degrees with Distinction

Predoctoral students with highest academic achievements are considered for awarding of the DDS degree with Latin honors. The levels of distinction are summa cum laude, magna cum laude, and cum laude, and constitute approximately the 98th percentile, the 93rd percentile and the 85th percentile, respectively. In addition, students who have acquired research skills and have engaged in significant research activity are eligible for graduation with “distinction in research.” Attainment of a degree with distinction is indicated on the student’s diploma and permanent academic record.

f. Due Process for Course Grade Reconsideration

At the completion of each course, it is the responsibility of the course director to post student grades and evaluation reports in CBase within three (3) days following the course final exam or within three (3) days following the last date of the semester, whichever is first. This is in compliance with Stony Brook University policy on the timely registering of grades. Students are responsible for checking their own grades in CBase and completing course evaluations necessary to gain access to them. A student request for reconsideration of a grade must be filed within ten (10) days of the date of grade posting by the course director. A student who has a question regarding a course grade or evaluation should initially request reconsideration by the course director. If the question remains unresolved, the student may appeal to the chair of the appropriate department with which the course director is appointed. If the question is not resolved at the department level, the student may appeal the grade to the Academic Standing Committee via the Associate Dean for Education.

Remedial Support

Course Directors may identify students who would benefit from additional support and assistance in order to successfully complete a course and/or satisfy the technical standards of the SDM. The Course Director(s) in consultation with the ASC will develop an individualized plan of remediation that will be communicated to the student in writing. Should the student not successfully complete the remediation plan, the ASC will meet to review the student’s progress and consider additional remediation, placing the student on academic probation, suspension and/or a modified program of study.

g. Course Failure, Remediation, and the Academic Record

Students receiving an “F” or “U” grade in a course will be offered a make-up examination as part of the remediation for the course. Alternatively, the course director may determine that a student is “not remediable, except through repeating a course.” This determination of “not remediable, except through repeating a course” must be made in consultation with the Academic Standing Committee. All make-up examinations offered to resolve an “F” or “U” initial course grade must be completed and graded by July 31st of that academic year (unless the course end date is after July 31st, in which case the deadline will be extended until two weeks after completion of the course).

Students who pass the course make-up examination will receive a grade of “C” or “S” on their permanent transcript regardless of the performance on the reexamination.

If the student fails the course make-up examination, the failing course grade (“F” or “U”) will be registered on the student’s permanent transcript for the respective academic year. The ASC will review the record of any such student and will consider a recommendation for repeating the failed course versus placement of the student on a “modified program of study” as detailed in Sections II. I and J, respectively.

If the student receives a passing grade after repeating the course, the grade of “A,” “B,” “C,” “H,” or “S” will appear on the student’s transcript for the subsequent academic year.

Make-up examinations will not be offered for any course that is being repeated because of a previous failure. Furthermore, the ASC will consider dismissal for any student who fails both the initial and repeated course.

h. Remediation for “I” or “R” Course Grades

Students receiving an “I” grade in a course must complete any outstanding examinations, projects or remediation as determined by the course director by the start of the next academic year. Otherwise, the grade will be converted to an “F” on the permanent transcript. The Associate Dean for Education may extend this deadline on a case by case basis.

The ASC will evaluate the record of any student receiving an “R” grade in a clinic course.

Depending on the reason, in cases where the majority of the class received an R grade, the ASC may refer the Course Director to the Curriculum Committee where the course will undergo an in-depth course review in accordance with the Curriculum Management Plan. This process will result in the development of alternative clinical learning experiences that the student can complete to satisfy course requirements.

i. Remediation of “F” or “U” Course Grades

If the student receives a failing final course grade, the ASC will consider recommending a remediation plan that includes repeating the affected course or courses. As part of this plan, the ASC may recommend that the student request a leave of absence to re-enroll in the course as a non-matriculated student. The ASC will consider dismissal for any student who fails both initial and repeated courses under his or her remediation plan.

In courses in which a student is not progressing satisfactorily or as expected, the ASC, based on the recommendation of the Course Director(s), may prescribe a preemptive remediation plan to provide the student with additional support and assistance in successful completion of the course.

j. Remediation Requiring a Modified Program of Study

After evaluation of a student's record, the ASC may recommend that a student be placed on a "modified program of study" as the prescribed remediation plan. The ASC and the Associate Dean for Education will determine the structure of this individualized program, which will consist of repeating any courses for which the student received a grade of "F" or "U," plus one or several courses from the following academic year's curriculum. Grade posting on the academic record or transcript for the initial and repeated course (or courses) will follow the procedures as detailed above in Section II.G. Similarly, the ASC will consider dismissal for any student who fails both initial and repeated courses under his or her modified program of study.

Any modified program may not extend the total academic program for a student beyond six years. This time limitation does not apply to predoctoral dental students in combined degree (e.g., DDS/PhD) or other approved programs. This time limitation may not apply to students who have been accepted and who have documented learning disabilities or physical conditions that preclude them from taking a full course load. The time required for such students to receive the DDS degree will depend on the nature of the student's disability and reasonable accommodations as determined in consultation with the University's Student Accessibility Support Services.

k. Remediation for Lapses in Ethics or Professionalism

Predocloral dental students found to have committed unethical acts or behaved in an unprofessional manner (as delineated by the School of Dental Medicine Honor Code, Academic Policies and Procedures, as well as, but not limited to the ADA Principles of Ethics and Code of Professional Conduct, applicable state and federal laws, and generally accepted standards of professional behavior) will be brought to the attention of the ASC. After evaluation of the record (e.g., findings from the School of Dental Medicine Honor Court or Academic Judiciary), the ASC may place the student on academic probation and may require an individualized remedial program in ethics and/or professionalism. Depending on the severity of the infraction, the ASC may consider and recommend immediate dismissal from the program.

l. Reinstatement to Good Standing

After a student who has been placed on academic probation has completed the required remediation, the ASC will review the results of the remediation and the student's academic record and determine whether or not the student will return to good standing.

- A student who has been placed on academic probation for failing a course will be returned to good standing upon satisfactory completion (passing) of the course.
- A student who has been placed on academic probation for failing to pass Part I or II of the National Boards or the Integrated National Board Dental Exam will be reinstated to good standing upon passing the examination.

- A student who has been placed on academic probation for failing to maintain acceptable academic ethics and professional behavior will be reinstated to good standing upon satisfactory completion of the remediation program specified by the ASC and receiving satisfactory formative and/or summative assessments on ethics and professionalism.

The Associate Dean for Education has the authority to determine the student's status pending review by the ASC, until such time that the ASC convenes.

m. Ethics and Professional Behavior

Dental students are preparing for a career that demands the highest standards of honor, ethics, and professional behavior and appearance. All students are required to act in accord with the principles of the School of Dental Medicine Honor Code. Stony Brook University School of Dental Medicine promotes a sense of mutual respect among patients, faculty, staff, residents and students. Certain behaviors, such as violence, harassment and discrimination are inherently destructive to teacher-student, student-patient, and student-student relationships. Other behaviors, such as making demeaning or derogatory remarks, or giving destructive criticism, are also inappropriate and interfere with professional development. Students are expected to become familiar with and follow any written rules of conduct and professional behavior at any academic, clinical or research site at which the student trains.

n. Academic Integrity

The fundamental rules of academic integrity are of prime importance to the institution, and breaches are taken seriously. The following are examples of breaches of academic integrity:

- **Cheating:** Dishonesty of any kind with respect to examinations, course assignments, alteration of records, or possession of examinations (i.e., in violation of the course policy or director) shall be considered cheating. It is the responsibility of the student not only to abstain from cheating, but also to avoid the appearance of cheating, and to guard against facilitating cheating by others. Students who cheat, and students who help others cheat,
- are equally guilty of wrongdoing. Students should also do everything possible to induce respect for the examining process and for honesty in the performance of assigned tasks in and out of class.
- **Fabrication:** Students and professionals are expected to be honest in their representations of fact and to not report as true information they do not know to be true. Reporting false information in the patient care setting or with the patient record is dishonest and in violation.
- **Plagiarism:** Honesty requires full acknowledgement of any ideas or materials taken from another source for either written or oral use. Any student who fails to give credit for ideas or materials taken from another source has committed an act of plagiarism. The language or ideas taken from others may range from isolated formulas, sentences or paragraphs, to entire sections of books, scientific articles, speeches or the writings of others. Plagiarism also includes offering someone else's work as one's own or submitting without

acknowledgment materials assembled or collected by others in the form of projects or collections.

- **Scientific Misconduct:** Students involved in research are expected to conduct themselves according to the highest standards of scientific integrity. If participating in the research process, students must avoid intentional or gross negligence leading to fabrication of the scientific message or a false credit or emphasis given to a scientist. Anyone conducting research involving human subjects is required to undergo training in the ethical conduct of research and have their research protocol reviewed by the Committee Overseeing Research Involving Human Subjects.
- **Appropriate Identification:** It is improper for dental students to present themselves to patients or others as licensed dentists. In the clinical setting, students should visibly wear an official Stony Brook name badge, which shows the name and picture as identification as a dental student.

o. Student Attendance and Participation in Curriculum

In general, attendance is mandatory for all classes, laboratory and clinic sessions at the School of Dental Medicine (unless otherwise stated by the course director and in the course syllabus). Classes are scheduled to begin “on the hour” and end “10 minutes before the hour.” Course directors must inform students of their policy for admitting students who come “late” to a class session. It is suggested that the instructor give a short break during the class session if the class is scheduled to meet for more than one hour.

Attendance in assigned courses and clinics is critical for building student competency in the delivery of patient care. Absences can only be excused by the Office of Education. In general, absence requests should not be made on days of scheduled exams, rotations, or unique learning experiences (e.g., standardized patient encounters). Students must notify and consult with affected course or clinic directors in advance, who will determine the indication and nature of any make-up work. For missed clinic sessions, students must also notify clinic staff in advance of any planned absences. It is the student’s responsibility to consult with each course or clinic director and make arrangements for the prescribed make-up work or sessions. Students who have an unanticipated illness must contact the Office of Education the day of or as soon as reasonably possible to avoid having the absence deemed unexcused. They must also notify their course and clinic directors, and clinic staff for any courses involving patient care.

p. Excused Absences

Religious Observance

Stony Brook University and the School of Dental Medicine are committed to ensuring that every student will have the right to pursue their education while practicing their faith. Each spring, Stony Brook University, Office of the Provost will issue a listing of major religious holidays that will take place during the following academic year. All student absences in order to practice their faith will be viewed as an ‘excused absence’, with no negative consequence. Faculty are asked to avoid scheduling examinations, papers, presentations or other

assignments to be due on any of the major listed holidays. When this is unavoidable, students will be given the opportunity for an equivalent make-up.

Students requesting leave due to religious observances must comply with the University's Policy Statement on Religious Holidays and notify the Associate Dean of Education and the affected course and clinic directors and staff, "in advance, but definitely before the final date of the add/drop period (i.e., within two weeks of the beginning of the semester) of their intention to be out for religious observance."

Personal Leave

All predoctoral students are allowed up to four days of personal leave (excused absences) from clinics/courses per year. Students who are absent on days of scheduled exams, rotations, or unique learning experiences must meet with the course director in advance to determine the indication and nature of any make-up work.

Leave for Professional and Career Development

Second and third-year students will be allowed up to ten (10) days per year for professional and career development. Fourth year students will be allowed up to fifteen (15) days to allow for postdoctoral residency program interviews. Examples of acceptable professional and career development activities include, but are not limited to, residency interviews, externships, attendance at research or education meetings, or participation in organized dentistry events, leadership service and political advocacy. Requests must be made at least 14 days in advance of the event, and students may be asked to provide documentation of the event. Professional and career development days may not be used for personal reasons. Approval of such requests is at the discretion of the Associate Dean for Education and is dependent on the student's academic progress.

Procedure

1. Students must contact their course director(s) to determine whether there are scheduled exams or unique learning experiences on the requested date, and to discuss their absences and remedial plans.
2. For clinic courses, students will complete a clinical absence form to ensure that patients are not scheduled during the requested leave time. Once signed by their clinic coordinator, students will drop off their form at the Office of Education.
3. Students must submit an absence request in C-Base noting the date, time, courses missed and the reason for the request (Religious Observance, Personal or Professional Development). Students may request an absence for a full day, half day, or a quarter of a day ($\frac{1}{2}$ of a clinical session). A student must participate in an "educational experience" for at least an hour to be credited for a $\frac{1}{2}$ session. A student who is present for clinic for at least 1 hour, but leaves early or arrives late, will be required to make up $\frac{1}{2}$ session. To receive full credit for a clinic session, students must be present for at least 3 hours of a 4-hour session, and 2 hours of a 3 hour session. It is expected that students who do not submit a leave request in advance will participate in educational activities for the duration of the session (e.g., until 5pm).

4. The Office of Education will review the electronic request and either approve or deny the leave request. For absences longer than two days due to illness, the student must provide a note from the physician or appropriate health care provider stating that the student has been under his/her care, is fit to return to classes and (for DDS 2, 3, and 4 students) is cleared to resume the delivery of patient care.

Remediation

Students that exceed the allotted number of excused absences are required to make up the missed time. Remediation of missed clinical sessions must be made up with the affected clinical course. Remediation of missed didactic and laboratory sessions is at the discretion of the course director. Failure to make-up missed sessions will affect grading or decisions regarding promotion or graduation.

q. Unexcused Absences

Unexcused absences are those absences not requested in advance, reported in a timely manner, or approved by the Office of Education. Unexcused absences will be reviewed by the Academic Standing Committee and may affect grading and decisions regarding promotion or graduation, and may result in an academic warning, suspension, probation or dismissal. All unexcused absences from clinical courses must be made up within the affected clinical course. Make ups for unexcused absences from didactic and laboratory courses is at the discretion of the course director.

r. Leave of Absence

A voluntary leave of absence by a student must be approved by the Associate Dean for Education. A leave of absence may be granted to enable a student to address personal, health or academic needs. A request for a leave of absence must be presented in writing and addressed to the Associate Dean for Education. The written notification must state the start date of the requested leave, the intended return date to the program, and the justification for the leave.

- *Leaves of Absence to Resolve Personal or Health Problems:* When health is at issue, the request should contain documentation and a recommendation from the student's physician or other health care provider. All submitted materials will be kept in confidence to the extent provided by law.
- *Leaves of Absence for Academic Remediation:* The Associate Dean for Education will determine if the student requires leave to repeat or otherwise make-up academic work. A student will not be granted a leave of absence solely to avoid completing course requirements in a timely manner.
- *Leaves of Absence to Participate in an Educational Program, Research or Service Engagement:* The student must submit a petition specifying the goals and scope of educational program, research or service-engagement opportunity to the Associate Dean for Education.

A student wishing to return from a leave of absence must request in writing (at least 30 days prior to the expiration of the leave) authorization to do so from the Associate Dean for Education. The petition should confirm the anticipated date of return and should document that the reason for the leave has been met. For leaves granted for health reasons, documentation from the student's health care provider must be included and must specify that the return to the program does not create a risk of harm to the student, other students, patients, faculty and staff. Students on academic leave must document successful remediation. Returning students, whose clinical skills may have diminished during their absence, may require an individualized program of remediation as prescribed by the ASC. Readmission of students on leave of absence to the School of Dental Medicine is dependent on the availability of space and the satisfactory completion of all required examinations or remediation.

s. Withdrawal from the School of Dental Medicine

Students may voluntarily withdraw from the predoctoral program of School of Dental Medicine, but they must notify the Associate Dean for Education in writing of this request. The written notification must state the effective date of the withdrawal. Individuals who wish to return after formal withdrawal must reapply for admissions in accordance with SDM Admissions guidelines.

t. Accommodation for Students with Disabilities

The School of Dental Medicine has non-academic requirements or “Technical Standards” that all predoctoral dental students are expected to meet. Any student who believes he or she has a physical, psychological, medical or learning disability that may impact on course or clinical work should contact both the Associate Dean for Education and Stony Brook University Student Accessibility Support Services (SASS) (631-632-6748 or <https://www.stonybrook.edu/dss>). The latter office will, in consultation with the School of Dental Medicine, verify the student’s disability and determine what accommodations are necessary and appropriate and this information will be communicated with all relevant Course Directors. Students are encouraged to speak directly to their course directors about their accommodation needs. All information and documentation regarding the request and disclosed disability will be kept confidential.

The determination by Student Accessibility Support Services (in consultation with the Associate Dean for Education) that a student's disability warrants special accommodations may dictate provisions covering all examinations given as part of the predoctoral dental curriculum. Internal (University) decisions about disability and accommodation, however, do not govern the National Boards. The Joint Commission on National Dental Examinations governs the administration of the National Board Dental Examinations Part I, II and the Integrated National Board Exam. Any student wishing disability accommodations for National Board Dental Examinations is responsible for contacting Joint Commission on National Dental Examinations directly to request them.

III. Educational Privacy

a. Student Records

The Office of Education maintains a permanent record for each student that includes an academic file. The file contains admissions and registration materials, evaluation forms, academic summaries, and other relevant correspondences. The file contains information deemed necessary for the proper documentation of the student's progress through the predoctoral curriculum of the School of Dental Medicine. Student grades and evaluations are electronically posted in C-Base, and students are encouraged to review them regularly. This electronic posting constitutes official notification of grades.

The maintenance and utilization of academic files are guided by national standards (see Section III. B.). Any faculty member at the School of Dental Medicine who has a legitimate need may review a student's academic file after gaining permission from the Associate Dean for Education. Official copies of students' academic records will be submitted to requesting institutions (i.e., in support of applications to residencies, specialty training programs, licensing boards, etc.) only upon written request from the student.

Official transcripts of studies completed at other institutions, which have been presented to the School of Dental Medicine for admission or evaluation for credit for transfer and/or advanced standing, cannot be copied or reissued. If a transcript of this work is needed, it must be obtained directly from the institution that originally issued the document.

NOTE: The University, Health Sciences Center and School of Dental Medicine reserve the right to withhold issuance of a copy of a student's academic record for any student who has failed to meet all financial obligations.

b. Educational Privacy and Access to Student Records

The Family Educational Rights and Privacy Act (FERPA) sets forth federal requirements designed to protect the confidentiality of student educational records. The law governs access to records maintained by educational institutions and the release of information from those records. FERPA affords students certain rights with respect to their education records. These include the right for a student to inspect and review his or her education records within 45 days of the date that the University receives a request for access. Students should submit to the Associate Dean for Education written requests that identify the record(s) they wish to inspect. The Associate Dean for Education will make arrangements for access and notify the student of the time and place where the records may be inspected.

If a student believes their educational record is inaccurate or misleading, he or she has the right to request an amendment. Students should write to the Associate Dean for Education, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. In consultation with the ASC, the Associate Dean for Education will notify the student of whether the

requested amendment was approved or denied. If appropriate, additional information regarding the possibility of a hearing will be provided to the student.

Students have the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic (faculty) or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

Students have the right to file a complaint with the US Department of Education concerning alleged failures by Stony Brook University to comply with the requirements of FERPA. Complaints should be sent to the following address:

Family Policy Compliance Office
US Department of Education
Washington, D.C. 20202- 4605

The University (in accordance with FERPA) has designated the following information about students as public (directory) information:

- Name
- Address (local and home, including e-mail)
- Date and place of birth
- Telephone (local and home)
- Program of study (including college of enrollment and major)
- Enrollment status (e.g., full-time, part-time, withdrawn)
- Dates of attendance
- Degrees and awards received
- Previous educational agencies or institutions attended
- Participation in officially recognized activities and sports
- Weight and height of members of intercollegiate athletic teams
- Likenesses used in university publications.

Students have the right to have this directory information withheld from the public if they so desire. Each student who wants all directory information to be withheld (including items to be published in the Student Directory) shall so indicate by completing a "Change of Information Form," which can be obtained from the Office of Education. At least ten (10) days should be allowed for processing of these requests. The University receives many inquiries for "directory information" from a variety of sources, including friends, parents, relatives, prospective employers and other institutions of higher education, honor societies, licensing agencies, government agencies and the news media. Each

student is advised to carefully consider the consequences of a decision to withhold “directory information.” The University in all good faith will not release directory information requested to be withheld, and any requests from persons or organizations outside the University will be refused unless the student provides written consent for the release.

Applicable regulations include:

- The Family Educational Rights and Privacy Act (FERPA)
- The USA Patriot Act (amends FERPA)
- New York State Law (regulates use of students' social security and identification numbers)
- University Policy 507 (Student Access to Academic Records)

IV. Academic Standing Policies and Procedures

a. Introduction

A student's academic standing is subject to university standards and to the policies of the School of Dental Medicine (SDM). The Dean of the school shall be responsible for final decisions concerning a student's status. A student needs to be in good standing to maintain matriculation within the school's programs. If the student fails to maintain good academic standing, they may be subject to either: academic warning, probation, suspension, or dismissal. Students have right of appeal to challenge any change in academic standing. In cases of academic dishonesty, see SDM policy and procedures on academic dishonesty (Section V).

b. Good Standing

A student who meets the following academic standards of the School of Dental Medicine will be considered to be in good standing:

1. Successful completion of all courses, laboratory exercises, minimal clinical accomplishments, and competency examinations.
2. Satisfied the requirements detailed in the SDM's policy on Technical Standards
3. Passed Part I and Part II of the National Board Dental Examination, or the Integrated National Board Dental Exam prior to graduation.
4. Conducted himself/herself in accordance with high standards of professional and academic ethics.
5. In the course of academic evaluation, students must also demonstrate adherence to professional codes of ethics, sensitivity to patient and community needs, and appropriate professional behavior and demeanor.* This includes the ability to work with and relate to peers and other members of the health care team, attitude, attendance, appearance and punctuality.

If a student loses good standing status, he/she will be placed on academic probation. Only students in good standing will be permitted to begin a new academic year, based on the specific recommendations of the ASC. If such permission is given, the Committee shall stipulate, in advance, the specific method and time limit the student has to restore their good standing status. At the completion of the indicated time period, the Committee will re-evaluate the

progress of the student, and recommend either re-instatement of good academic standing status, extension of the probationary and/or suspension period, or dismissal from the School of Dental Medicine.

* Examples of inappropriate behavior may include the inability to respond to constructive criticism, failure to communicate in an appropriate and/or timely manner, inaccuracy of self-assessment, and inability to adapt to change.

c. Academic Warning

Policy

A student who does not meet the standards set forth in Section II (e.g., failure to complete course requirements) may be given an academic warning. Depending on the severity of non-compliance with the requirement(s), the ASC will issue an academic warning to the student, place the student on academic probation, or both. Students shall be informed of the academic warning (i.e., reason, consequences and recommended remediation) in writing by Associate Dean for Education. This warning does not imply or necessarily preclude probation and/or suspension.

Procedure

1. At quarterly intervals, the ASC will review each student's academic record and identify students who are experiencing academic difficulty and/or who fail to meet expected professional standards of conduct by means of faculty consultation, or by means of these academic records.
2. Per the ASC recommendations, the Associate Dean for Education will promptly inform the student in writing of the academic warning, the reason, possible consequences and available resources for remediation [within ten (10) business days].
3. The Associate Dean for Education will follow up on the student's progress, be available for consultation, and will report back to the ASC.
4. A student may receive any number of these "warning" letters from the Associate Dean for Education without a change in academic standing.
5. Depending on the severity of non-compliance to the academic requirement(s) outlined in Section II, the ASC may place a student on probation or suspension without receiving prior "warning" letters.

d. Probation

Policy

A student who does not meet the standards set forth in Section II (e.g., a student who receives a failing course grade and who must repeat the course, a student found guilty of academic dishonesty, or a student who fails to consistently exhibit appropriate professional behavior) shall be placed on academic probation for an appropriate academic period (ordinarily one semester depending on the student's schedule). Students shall be informed of the academic probation (i.e., reason,

consequences and recommended remediation) in writing by Associate Dean for Education.

Procedure

1. At quarterly intervals, the ASC will review each student's academic record and identify students who are experiencing academic difficulty and/or who fail to meet expected professional standards of conduct by means of faculty consultation, or by means of these academic records.
2. Per the ASC recommendations, the Associate Dean for Education will promptly inform the student in writing of the academic probation, the reason for the action, the period of time, conditions for removal from probationary status, possible consequences and available resources for remediation [within ten (10) business days].
3. If the student has met the conditions for removal from probation by the end of the probation period, the Associate Dean for Education will recommend return to good academic standing to the ASC. The Associate Dean for Education will promptly inform the student in writing of his/her return to good academic standing [within ten (10) business days].
4. If the student has not met the conditions for reinstatement and there is evidence that the student should not be dismissed, the Associate Dean for Education may choose to recommend to the ASC an extension of the probationary period.
5. The student may request extension of probation by petition to Associate Dean for Education who would ordinarily refer this to the ASC for review and recommendation.
6. If the student has not met the conditions by the end of the probation period, the student will be subject to dismissal.

e. Suspension

Policy

The faculty, through its Academic Standing Committee, reserves the right to recommend the suspension of any student whose conduct or academic performance is judged to render the student unfit for the training in or the practice of dentistry, or whose health status is such that they pose a risk of harm to themselves, other students, patients, faculty, and staff (per 10NYC RR405). In addition, an administrative suspension may be instituted by the Associate Dean for Education when a student poses an imminent risk of danger to self, others or the institution. An administrative suspension begins immediately, and the student may not participate in school activities, and it remains in effect pending ASC review.

Procedure

1. A student may be suspended by the Associate Dean for Education on the recommendation of the ASC at any time when there is a serious error in professional judgment.
2. Whenever possible complete documentation should be kept of any incidents leading to the recommendation for suspension.

3. Per the ASC recommendations, Associate Dean for Education will promptly inform the student in writing of the suspension, the reasons, the defined period for suspension (not to exceed one year) and the conditions for reinstatement [within ten (10) business days].
4. The Associate Dean for Education will review the student's status to ascertain if the conditions are met:
 - a. If the student has met the conditions by the end of the suspension period, the Associate Dean for Education may recommend reinstatement to the ASC. The Associate Dean for Education will promptly inform the student in writing of the decision for reinstatement.
 - b. If the student has not met the conditions for reinstatement by the end of the suspension period, the student will be subject to dismissal.
 - c. Suspension may be extended by Associate Dean for Education (per recommendation of the ASC), with appropriate documentation to warrant continuation of suspended status. The Associate Dean for Education shall notify the student of the extension, the extension period, and the conditions for reinstatement by letter within ten (10) business days.
 - d. Grades for interrupted courses will be determined for each student on an individual basis by the program faculty for each course. The options are withdrawal or incomplete.
 - e. While an administrative suspension may begin immediately, an ASC recommended suspension begins fourteen (14) days after the student receives notification of the ASC decision and the student may continue to participate in school activities during that period. If the student wishes to appeal the ASC decision to the Dean, it must be done within fourteen (14) days.
 - f. A student may appeal suspension by petitioning the Dean. In such cases, the student must inform the dean in writing no later than fourteen (14) business days after receipt of written notice of suspended status. In the written letter petitioning the appeal, the student shall state his/her intention to, and reasons for, the appeal.
5. A suspended student will not be granted a leave of absence except under extenuating circumstances.
6. A student's suspension becomes official if the student fails to appeal in fourteen (14) days or when and if the Dean denies the appeal.

f. Reinstatement

Policy

After a student who has been placed on academic probation has completed the required remediation, the Academic Standing Committee will review the results of the remediation and the student's academic record and determine whether or not the student will return to good standing.

Procedure

1. If the student has met the conditions for removal from probation by the end of the probation period, the Associate Dean for Education will recommend to the ASC that the student return to good academic standing.

2. The Associate Dean for Education will promptly inform the student in writing of his/her return to good academic standing [within ten (10) business days].
3. Academic Probation: If a student has been placed on academic probation for failing a course, he/she will be returned to good academic standing upon satisfactory completion of the course.

If a student has been placed on academic probation for failing to pass Part I or II of the National Boards or the Integrated National Board Dental Exam by the prescribed time, he/she will be reinstated to good standing upon passing the examination.

If a student has been placed on academic probation for failing to maintain acceptable academic ethics and professional behavior, he/she will be reinstated to good standing upon satisfactory completion of the program of remediation specified by the ASC and receiving satisfactory formative and summative assessments of professional behavior.

4. Suspension or Leave: Reinstatement after a suspension or leave period means that the student is allowed to register for courses but may not necessarily be in good standing. The student's academic standing would depend on the conditions for reinstatement and individual circumstances.

g. Dismissal

Policy

A student who fails to satisfy the conditions imposed by the Associate Dean for Education and Academic Standing Committee by the end of the probationary or suspension period will be subject to dismissal. A student who has been informed that he/she is subject to dismissal will not be permitted to participate in any school activities pending any appeal process except under extraordinary circumstances as determined by the Associate Dean for Education.

The Academic Standing Committee may recommend dismissal if a student:

- fails three courses;
- fails a single course while on academic probation;
- has been cited for lack of acceptable academic ethics or professional behavior;
- is unable to pass either Part I or II of the National Board Examination or the Integrated National Board Dental Exam after three (3) attempts;
- fails to proceed through the curriculum in accordance with the time requirements specified herein.

The decision to dismiss shall be made only after full consideration of the student's entire academic record. Unless the Academic Standing Committee or the Associate Dean for Education determines otherwise, a student who is recommended for dismissal will be allowed to continue to attend classes pending a final decision by the Dean. The Standing Rules of the Academic Standing Committee regarding dismissal will be adhered to:

Procedure

1. The student shall receive a written statement that he/she is being considered for dismissal, and that a special meeting is to be held (on the stated date) to consider the matter.
2. In the statement, the student shall be advised that he/she may present witnesses appearing in his/her behalf. A list of such witnesses shall be delivered to the Chair of the Academic Standing Committee at least two (2) working days before the date set for the meeting. Neither the student nor the Committee shall be represented by counsel at this meeting.
3. The meeting shall be conducted no later than ten (10) working days from the time notice of the meeting is delivered to the student.
4. The student shall be given copies of the Standing Rules of the Academic Standing Committee and the Academic Policies and Procedures.
5. The meeting must be conducted with a quorum of four voting members of the Academic Standing Committee present.
6. The meeting shall begin with a review of the total record of the student, including, but not limited to, academic grades, reports, and evaluations.
7. The student shall have the opportunity to present his/her version of his/her performance, using any relevant evidence, exhibits, and oral testimony.
8. The Committee shall base its recommendations solely upon the evidence presented at the meeting.
9. Motions by the Committee and discussions shall be conducted in executive session.
10. Deliberations of the Committee and all supporting documents shall be forwarded in writing to the Dean within two (2) working days following the meeting.
11. The Dean shall report his/her decision in writing to the student within five (5) working days with a copy to the Associate Dean for Education and Chair of Academic Standing Committee. If the decision is recommendation for dismissal, the letter will state that the dismissal will be stayed if the student chooses to exercise the right to appeal.
12. The student may appeal the decision of the Dean to the Office of the Vice President of the Health Sciences Center. If appeal is elected, the student must do so in writing, stating the reason(s) for the appeal, within ten (10) business days following the student's receipt of the letter from the Dean.

h. Appeal

Policy

If a student wishes to appeal a recommendation made by the Academic Standing Committee to the Dean, the student must direct a letter stating the reason(s) for the appeal to the Dean. If the student wishes to challenge the final decision made by the Dean, a further appeal may be directed to the Vice President, Health Sciences Center within ten (10) business days of receipt of the written notice of Dean's decision for the change in academic standing.

Procedure

1. If the student chooses to appeal a recommendation of the Academic Standing Committee, he/she must inform the Dean in writing of the intent, and reason(s) for the appeal, within ten (10) business days of receipt of the written notification from the Associate Dean for Education. Reasons for appeal may include the perception by the student that program or course policies and procedures were not followed. Appeals will not be granted to those students seeking to challenge course grades, or the validity of examinations or exam questions.
2. The Associate Dean for Education will make available to the Dean the academic records of the student plus documentation on the proceedings of the Academic Standing Committee corresponding to the student's enrollment.
3. The student may request to meet with the Dean to present his/her version of his/her performance prior to the Dean's decision. This request should be included in the student's written appeal.

Appeal Decision

1. The Dean of the School of Dental Medicine may or may not accept the recommendation of the Academic Standing Committee and shall inform the student of the final decision in writing within ten (10) business days.
2. Appeal Upheld: If an appeal results in reversal/reinstatement, the student shall be notified by the Dean, in writing, within ten (10) business days.
3. Appeal Denied:
 - a. If an appeal from dismissal is denied, the student shall again be subject to dismissal. If the student wishes to pursue further appeal, no action will be taken on the student's status until the Vice President, Health Sciences Center has had the opportunity to review the case.
 - b. If an appeal from other than dismissal (e.g., probation, suspension) is denied, the student shall continue his/her present status until the conditions of probation or suspension are met. A student who fails to satisfy the conditions imposed by the Dean by the end of the probationary or suspension period will be subject to dismissal.

i. Leave of Absence

Policy

A student may request a leave of absence for personal, medical or academic reasons, but not for longer than one year. A student may also request a leave of absence for participation in an educational program, research or service-engagement. A suspended student will not be granted a leave of absence. A student may not be granted more than one leave of absence for other than medical reasons.

Procedure

1. A student requesting a leave of absence, for medical, remedial or personal reasons, must do so in writing to the Associate Dean for Education. The written notification must state the start date of the requested leave, the intended return date to the program, and the justification for the leave.
2. The Associate Dean for Education reviews the leave request and either approves or denies the request.

3. The Associate Dean for Education will inform the student of the approval or denial of the leave within ten (10) business days. The written approval shall include the following:
 - a. Reason for leave
 - b. Length of time of the leave, not to exceed one year
 - c. The date by which the student must inform the Associate Dean for Education, in writing of the intent to return (at least 30 days prior to the expiration of the leave)
 - d. Academic standing of the student at the time of leaving and the time of resuming studies
 - e. Any conditions for reinstatement
4. Students requesting a leave for medical reasons must also submit a physician's note recommending leave. A physician's note indicating that the student is able to resume studies when the leave is over shall be a condition for reinstatement.
5. Leave may be extended by the student's petition to the Associate Dean for Education, who will review the request and make a recommendation, but in no case, will the leave be extended to total more than one year. (Under exceptional circumstances, a medical leave may be extended beyond one year.)
6. If the conditions for reinstatement are not met by the date indicated, the student will be subject to dismissal.
7. Should there be disagreement between the student and the Associate Dean for Education concerning the arrangements for leave, the matter shall be referred to the Academic Standing Committee for review and recommendation.

j. Withdrawal

i. Authorized Withdrawal

Withdrawal from the School of Dental Medicine, for any reason, will be recorded only when the student requests to withdraw in writing and the Associate Dean for Education supports the request. The written notification must state the effective date of the withdrawal. The Associate Dean for Education forwards the student's written request to the Dean. The date upon which the student requests to withdraw, and not the date of the last documented class attendance, is considered the official day of withdrawal. Non-attendance or notification to the instructors does not constitute formal withdrawal.

ii. Unauthorized Withdrawal

A student who leaves the School of Dental Medicine without obtaining an official withdrawal may forfeit the privilege of honorable dismissal and the prospect of readmission and will be reported on the official student transcript as having failed all courses which have not been completed.

V. Academic Dishonesty

a. Introduction

Intellectual honesty is a cornerstone of all academic and scholarly work. Therefore, the University, including the School of Dental Medicine, views any form of academic dishonesty as a serious matter. The University Senate Academic

Judiciary Committee is responsible for the establishment of general guidelines for dealing with academic dishonesty. The academic judiciary committee or the committee on academic standing of the school in which the student is enrolled has the responsibility for handling individual cases of academic dishonesty. For the School of Dental Medicine, cases of alleged academic dishonesty are first heard by the Honor Court. Findings of academic dishonesty from the Honor Court are reported to the Academic Standing Committee, which makes decisions regarding changes in academic standing and remediation.

Academic dishonesty includes any act which is designed to obtain fraudulently, either for oneself or for someone else, academic credit, grades, or other recognition, which is not properly earned. It is to behave, or to help another to behave, so as to improperly advance, protect, or diminish the academic status of individuals or the University.

b. Examples of Academic Dishonesty

Typical examples of academic dishonesty include but are not limited to:

i. Classroom Dishonesty

1. Cheating on course or proficiency examinations by the use of books, notes, or other aids when these are not permitted, or by copying from another student.
2. Submission of similar papers or projects in more than one course without permission of the instructor(s).
3. Collusion: Two or more students helping each other on an examination or assignment, unless specifically permitted by the instructor.
4. Use of substitutes: Sitting in for another student at an examination or permitting someone else to sit in for oneself.
5. Plagiarism: The submission of another's work as one's own original work without proper acknowledgment of the source.
6. Falsifying documents or records related to credit, grades, change of status forms (e.g., adds and drops), and other academic matters.
7. Altering an examination or a paper after it has been graded for the purpose of fraudulently requesting a revision of the grade.
8. Use of unauthorized materials for an exam or project (e.g., use of calculators on an exam where they have been prohibited, beepers, or other electronic devices).
9. Circulation and/or use of unauthorized "old exams".
10. Unauthorized possession of an exam, even if inadvertent or unpremeditated.
11. Theft, concealment, destruction, or inappropriate modification of classroom or other instructional material (e.g., posted exams, library materials, laboratory supplies, computer programs and outputs).
12. Preventing relevant material from being subjected to academic evaluation.

ii. Clinical Dishonesty

The principles of academic dishonesty shall also apply to those courses taken during the clinical phases of a program of instruction. In clinical programs academic dishonesty shall be defined further to include, but not be limited to:

1. Falsification of patient or institutional records.
2. Concealing information or activities that affect the safety and well-being of patients.
3. Inappropriate violation of client confidentiality.
4. Engaging in activities that are contrary to professional codes of ethics or standards or practice as defined by the program, school, or professional associations.
5. Misrepresenting one's role as a student to an institution, patient, or to the public at large so as to mislead them in their expectations of the student's competencies and/or limitations.
6. Failure to seek supervision for clinical activities or neglecting to obtain required clearance for such clinical activities.
7. Performance of procedures without supervision, for which the student has not been prepared.
8. Failure to follow the University guidelines regarding the use of human subjects or laboratory animals in research or experimentation.

c. Academic Dishonesty Policy

a. Under the principle of academic freedom, each faculty member reserves the authority, and with it the responsibility, to clearly define the bounds of acceptable conduct and to carry on his/her duties in a fashion conducive to academic honesty. The faculty member retains the right to take immediate and appropriate actions to prevent and/or deal with any act of unacceptable conduct on the part of a student. Students may bring forth charges of academic dishonesty as well. The faculty member and/or student shall formally refer the matter to the Honor Court to determine whether a violation has occurred.

b. Students who are accused of academic dishonesty during an exam have the right to and should be encouraged to finish the exam; in this way, students who appeal the accusation will have a completed exam on which their final grade will be based, should the accusation not be sustained. When academic dishonesty is suspected during an exam it is at the discretion of the instructor whether the student should be informed of suspicions immediately or when the exam is over. When academic dishonesty is confirmed before an exam (e.g., unauthorized possession), the student should be prohibited from taking that exam; if the instructor suspects that other students may have been exposed to the exam, the instructor may void that exam, at his/her discretion, and re-test. The course instructor may impose a penalty within the confines of his/her course prior to a formal finding of academic dishonesty with the Honor Court. The student may either admit to academic dishonesty and accept the penalty, or appeal the course instructor's allegation and penalty to the Academic Standing Committee. The Academic Standing Committee holds the right to defer its appeal decision until

the Honor Court delivers its findings and recommendation regarding the violation.

c. Students who are accused of academic dishonesty while on clinical rotation should be allowed to continue during the appeal process, unless the department or clinical institution believes that this would not be in the patients' best interests.

d. Students are presumed innocent until found guilty. Students may be found guilty of academic dishonesty by the Honor Court on the basis of preponderance of evidence. This may be obtained from direct evidence, circumstantial evidence, or a combination of the two. For example:

1. In cases of suspected plagiarism, a dramatic change in writing style may contribute toward a finding of guilty; identification of source material strengthens the accusation.
2. Possession of an accessible crib sheet may contribute toward a finding of guilty even if the student was not observed using the crib sheet.
3. Students may be found guilty of academic dishonesty if they are observed to be communicating with one another even if there is no clear indication on the exam paper of where collusion may have taken place.
4. Students may be found guilty of academic dishonesty on the basis of similarity between exams, papers, or other work even though there were no witnesses to communication between the accused students.

d. Academic Dishonesty Procedures

The procedures for reporting and resolving of alleged violations of academic integrity are detailed in the School of Dental Medicine Honor Code. Briefly, the Honor Court is that judiciary of students plus an ex officio Faculty Advisor that hears and deliberates on matters of academic dishonesty. The Honor Court is composed of fifteen (15) elected student representatives (three from each predoctoral class plus three postdoctoral students. A case of a suspected Honor Code violation may be brought to the Honor Court through self-reporting by a student or faculty member or by an impartial mediator (Honor Court member). The procedures towards resolution of the violation include assigning a Chairperson, holding a preliminary (organizational meeting), conducting a formal hearing, then communicating the findings and recommendations of the Honor Court to the appropriate individual or committee (e.g., Associate Dean for Education, Academic Standing Committee, and/or Postdoctoral Program Director).

i. Penalties for Academic Dishonesty

The course instructor may render a penalty for any suspected act of academic dishonesty within the confines of that course prior to a formal finding of academic dishonesty with the Honor Court. If the accused student appeals the allegation or penalty to the Academic Standing Committee (ASC), the ASC may defer its decision on the appeal until the Honor Court delivers its findings and recommendation. The ASC can support the course instructor's penalty, support the Honor Court's recommendation, or render its' own penalty. The penalty for any substantiated act of academic dishonesty may be expulsion (dismissal)

from the school unless the Dean concurs with an Academic Standing Committee's recommendation for a modified penalty.

1. **In Course Work:** Penalty may be dismissal from the University and/or may be a specific course grade. A grade received by a student found guilty of academic dishonesty may not be removed by withdrawal from the course.
2. **In Clinical Work:** A violation of academic integrity in clinical work reviewed and accepted by the Academic Standing Committee in accordance with the academic policies and procedures may lead to an immediate suspension of the student. Students found guilty of such an allegation may be dismissed from the University.
3. **Other Situations:** In cases of academic dishonesty not related to a course (e.g., stealing a library book) a suitable notation may be entered on the student's permanent academic record, as determined by the committee. All such cases are to be reported to the school's Academic Standing Committee.

ii. Multiple Offenses

If a student is found to have committed two or more acts of academic dishonesty, the Academic Standing Committee shall consider a further penalty, in addition to those already established for the separate offenses. This action must be taken 1) in the semester in which the multiple offenses were discovered or 2) within two months of the discovery, whichever is longer. Normally the penalty for multiple offenses will be expulsion from the University and this action will be noted on the student's permanent educational record.

iii. Appeal

Policy

If a student wishes to appeal a recommendation made by the Academic Standing Committee regarding academic dishonesty to the Dean, the student must direct a letter stating the reason(s) for the appeal to the Dean. If the student wishes to challenge the final decision made by the Dean, a further appeal may be directed to the Vice President, Health Sciences Center within ten (10) business days of receipt of the written notice of Dean's decision for the change in academic standing.

Procedure

1. If the student chooses to appeal a recommendation of the Academic Standing Committee regarding academic dishonesty, he/she must inform the Dean in writing of the intent, and reason(s) for the appeal, within ten (10) business days of receipt of the written notification from the Associate Dean for Education.
2. The Associate Dean for Education will make available to the Dean the academic records of the student, any report from the Honor Court plus documentation on the proceedings of the Academic Standing Committee corresponding to the student's enrollment.

3. The student may request to meet with the Dean to present his/her version of the events prior to the Dean's decision. This request should be included in the student's written appeal.

iv. Appeal Decision

1. The Dean of the School of Dental Medicine may or may not accept the recommendation of the Academic Standing Committee and shall inform the student of the final decision in writing within ten (10) business days.
2. Appeal Upheld: If an appeal results in reversal/reinstatement, the student shall be notified by the Dean, in writing, within ten (10) business days.
3. Appeal Denied:
 - a. If an appeal from dismissal is denied, the student shall again be subject to dismissal. If the student wishes to pursue further appeal, no action will be taken on the student's status until the Vice President, Health Sciences Center has had the opportunity to review the case.
 - b. If an appeal from other than dismissal (e.g., probation, suspension) is denied, the student shall continue his/her present status until the conditions of probation or suspension are met. A student who fails to satisfy the conditions imposed by the Dean by the end of the probationary or suspension period will be subject to dismissal.

VI. Policies on Admissions and Enrollment

a. Background Check Policy

Applicability

This policy applies to applicants who have received an offer of admission to Stony Brook University School of Dental Medicine (SDM) Predoctoral Program, Postdoctoral Programs (Endodontics, Orthodontics, and Periodontics), Dental Assisting Program, and all students who are currently enrolled in these programs.

Rationale

Health care providers are entrusted with the health, safety and welfare of patients, have access to controlled substances and confidential information, and operate in settings that require the exercise of good judgment and ethical behavior. Thus, an assessment of a student or applicant's suitability to function in such a setting is imperative to promote the highest level of integrity in health care services.

Clinical facilities, including those with which the SDM has affiliation agreements, are required by federal and accreditation agencies, such as the Joint Commission of Healthcare Organization (JCAHO), and the Centers for Medicare and Medicaid (CMS), to conduct background checks for security

purposes on individuals who provide services within the facility, especially those who render treatment.

Clinical educational experiences are an essential element in the dental school curriculum. Students who cannot participate in clinical courses or rotations due to criminal or other adverse activities that are revealed in a background check are unable to fulfill the requirements of School of Dental Medicine. Additionally, many health-care licensing agencies require individuals to pass a criminal background check as a condition of licensure or employment. Therefore, it is in everyone's interest to resolve any issues prior to a commitment of resources by the School of Dental Medicine, the student, or applicant.

Policy

Provisionally Accepted Students: Applicants who have received an offer of admission must submit to, and satisfactorily complete, a background check review by an approved vendor at the student's expense, as a condition to matriculation to the School of Dental Medicine. Acceptances are deemed contingent pending the results of the background check. A provisionally accepted applicant must initiate the background check review within 15 days of receiving notice of this policy. Failure to request a background check review in a timely manner is grounds for the School of Dental Medicine to withdraw the offer for admission. An offer of admission will not be final until satisfactory completion of the background check(s). An adverse response on the background check will not automatically preclude admission; all adverse findings will be reviewed by an ad hoc committee, in accordance with Section V below, who will then make a recommendation to the appropriate (predoctoral, postdoctoral, or dental assisting) Admissions Committee. Any provisionally accepted applicant who elects to dispute any aspect of their background check with the vendor is responsible for notifying the Associate Dean for Education in writing at the time of their submission of the dispute and at the time of resolution of the dispute. The vendor does not notify the SDM of disputes, and therefore student failure to notify the SDM will result in review of existing background check reports and may lead to withdrawal of the offer for admission. Admission to the School of Dental Medicine may be denied or withdrawn based on a review of the background check. Falsification of information, including omission of relevant information, may result in denial of admission from the School of Dental Medicine.

Current Students: Students who are currently enrolled in the School of Dental Medicine who completed a background check as part of their ADDSAS or PASS application or previous employment are required to submit the results of their background check to the Associate Dean for Education within 30 days of receiving notice of this policy. If this documentation cannot be produced or verified, current students must initiate a background check review with an approved vendor at the student's expense, as a condition of continued enrollment at the School of Dental Medicine. (Financial Aid packages have been increased to include this cost of attendance). Students who fail to initiate a background check within 30 days of receiving notice of this policy, or who do not pass the background check review may be subject to dismissal from the

SDM. An adverse response on the background check will be reviewed by an ad hoc committee, in accordance with Section V below, who will then make a recommendation to the Academic Standing Committee(s) or Postdoctoral Program Director. Falsification of information, including omission of relevant information, may result in dismissal from the School of Dental Medicine.

Students who have been arrested and/or charged with any criminal activity must report this activity in writing and include the appropriate information including court documents, arrest records, and a detailed description of the incident to the Associate Dean for Education no later than five days following the charge of any crime. The Background Check Review Committee will meet to discuss those findings and may request additional information from the student or request an additional background check. Students who fail to provide this information within the required time frame will be subject to dismissal from the SDM. If the student's background check includes adverse information, the Background Check Review Committee will meet to discuss those findings and may require additional information from the student (e.g., court documents, arrest record etc.).

Confidentiality and Recordkeeping

The information contained in the background check section may only be reviewed by university officials, the designated background check provider, and affiliated clinical facilities in accordance with the Family Educational Rights and Privacy Act (FERPA). The background check may include but is not limited to, any or all of the following:

- Social Security number validation
- Criminal Records:
 - Federal criminal history
 - State and county criminal history
 - Felonies, deferred adjudications, pending charges
- Civil searches
- Sex offender and predatory registry search
- Adult and child abuse registries
- Office of the Inspector General (OIG) List of Excluded Individuals/Entities
- General Services Administration (GSA) List of Parties Excluded from Federal Programs
- Fraud and Abuse Control Information System
- Nationwide Healthcare Fraud and Abuse scan
- Interpol or country of origin checks for international students
- Patriot Act/Terrorist Watch List

Background Check Review Committee

In reviewing background check reports and any information submitted, the Background Check Review Committee may consider, but is not limited, to the following factors in making its decision:

- The nature and seriousness of the offense or event
- The circumstances surrounding the offense or event

- The relationship between duties to be performed as a part of the educational program and the offense committed
- The age of the person when the offense or event occurred
- Whether the offense or event was an isolated or repeated incident
- The length of time that has passed since the offense or event
- Past employment and history of academic or disciplinary misconduct
- Evidence of rehabilitation
- The accuracy of the information provided by the candidate who has received an offer of admission
- The accuracy of the information provided by the student in the application materials, disclosure forms and other materials
- Experiential site or state board licensure policies

Adverse information may lead to withdrawal of the offer for admission or a dismissal from the School of Dental Medicine. The Background Check Review Committee reserves the right to request a repeat background check at any time. Students who fail to submit to a repeat background check within the required time frame may be dismissed from the SDM.

Rights of Appeal

Provisionally Accepted Students: All students completing the background check upon conditional admission to the SDM will be informed of the Background Check Review Committee's decision. These decisions are final and not subject to appeal.

Continuing Students: In accordance with SDM Policies and Procedures, a student may appeal a recommendation made by the Academic Standing Committee(s) or Program Director to the Dean. The appeal must be in writing and within 10 days of receipt of written notice from the Academic Standing Committee or Program Director.

Disclaimer

An acceptable background check does not guarantee that the student will be eligible to complete the predoctoral, postdoctoral or dental assisting program, or obtain a license to practice upon graduation. Experiential sites and/or state boards of dentistry make their own determinations on qualifications to practice dentistry and may treat information differently or uncover newer information not revealed in previous record searches. The School of Dental Medicine is not responsible for any determination by an experiential site and/or state board of dentistry.

b. Technical Standards for Admission and Progression

This document defines the nonacademic criteria for advancement through and graduation from the Stony Brook University School of Dental Medicine (SDM).

The SDM's first mandate is to society and to its patient populations. The SDM has the responsibility to matriculate and graduate the best possible dental practitioners. The SDM also has the responsibility of ensuring the well-being of

patients, including a guarantee that they receive safe, compassionate, and complete treatment within an acceptable amount of time. To ensure these mandates, the SDM developed a set of technical standards and established them as minimal criteria for admission and progression through the dental program.

This document describes essential functions and non-academic skills which students must be able to demonstrate in order to be accepted into and receive a degree from Stony Brook University School of Dental Medicine. The following “technical standards” are consistent with Section 504 of the 1973 Rehabilitation Act (PL93-112) and the Americans with Disabilities Act (ADA PL101336, 1990). These are minimal technical standards that must be met by all students, with or without reasonable accommodations, who have been admitted to the Doctor of Dental Surgery (DDS) degree programs. The SDM does not recognize an intermediary who may perform some or all of the technical standards as a reasonable accommodation.

Inherent in these standards is the concept that an oral health care professional who has obtained a degree from the SDM represents to all that he or she is completely prepared for and competent in the practice of clinical dentistry. The receipt of the degree implies that the technical skills and necessary knowledge have been attained by the degree, through caring for a variety of patients. Any person wishing to apply to the SDM must be able to possess the motor skills, intellectual skills, observational and communication skills, social and behavioral skills, and the ability to quantitate and integrate all of the preceding in order to attain the degree. The award of a degree carries with it the full authority of the SDM and is intended to communicate to all who might seek the services of the degree recipient that said recipient is competent to practice all phases of general clinical dentistry. In order to attain the skills, judgment, and professionalism inherent and implied by the degree, certain cognitive and technical skills must be exercised in order to master the entire didactic and clinical curriculum. Every student must pass every course in the curriculum in order to receive the DDS degree.

All students must demonstrate the essential skills that are necessary to fulfill the degree requirements, which are embodied in the following technical standards. These standards include motor, communication, cognitive, sensory, observational, and behavioral skills. Acquisition of these skills is directly linked to the competencies of the curriculum, which in turn are intended to foster an individual’s ability to meet the degree’s requirements. The Academic Standing Committee of the SDM will monitor individual student progress in all of the knowledge and skill areas.

Accordingly, the SDM requires each student to meet certain technical requirements, which include:

Motor Skills

General: A student must possess sufficient motor functioning to execute movements essential to providing oral health care to patients.

Specific: A student must possess the motor skills to perform palpation, auscultation and other diagnostic maneuvers, basic laboratory tests, 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.

Specific: A student must be able to perform basic life support including CPR, to transfer and position patients with disabilities, to physically restrain adults and children who lack motor control, and to position and reposition himself or herself 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 procedures, and use hand instrumentation including scalpels for surgical procedures.

Sensory/Observation

General: A student must be able to acquire a predetermined level of required information through demonstrations and experiences in basic and dental sciences courses.

Specific: Such information includes, but is not limited to, information conveyed through: 1) physiologic and pharmacologic demonstrations, 2) microscopic images of microorganisms and tissues in normal and pathologic states; and 3) 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 interpret x-ray and other graphic images. A student must be able to benefit from electronic and other instrumentation that enhances visual, auditory, and somatic sensations needed for examination or treatment.

General: 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.

Specific: A student must be able to perform dental examinations and treatments that require the use of sight and touch. He or she 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. He or she 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

General: A student must be able to: communicate effectively and sensitively with patients; convey 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 health care team.

Specific: 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 preventive regimens.

Cognitive

General: A student must be able to measure, calculate, reason, analyze, integrate, and synthesize.

Specific: 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

General: A student must possess the emotional health required for full use of his or her 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.

Specific: A student must be able to endure physically-taxing workloads and to function effectively under stress. He or she 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 motivation 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 accept criticism and respond by appropriate modification of behavior. A student must be able to interrelate among colleagues, staff, and patients with honesty, integrity, respect, and nondiscrimination.

Ethics and Professionalism

General: A student must maintain the standards of conduct for ethics and professionalism as set forth in the Stony Brook University Student Conduct Code, the SDM Academic Policies and Procedures Manual, and the American Dental Association's Principles of Ethics and Code of Professional Conduct.

Specific: A student must always act in the best interest of the patient and society even when there is a conflict with the student's personal self-interest. The student must conduct oneself as a trustworthy and responsible citizen and act with impeccable integrity in their interactions with students, faculty, staff and the public. A student must refrain from actions that detract from the

professional atmosphere or orderly appearance of the School of Dental Medicine or University, including personal appearance or other actions. This expectation would also apply when attending any school-sponsored or related activities, such as preceptorships, externships and outreach missions.

The SDM is committed to the principle of diversity in all areas. In that spirit, the SDM is open to all qualified individuals and complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (1993). While technological compensation can be made for some handicaps in certain areas, the SDM must be fully satisfied that a candidate can perform in a reasonably independent manner and complete the essential functions of the entire curriculum of required courses and electives. The use of a trained intermediary as a substitute is not acceptable because the candidate's judgment would be mediated by someone else's power of observation, selection, and interpretation.

Requests Regarding Disability

The SDM may not inquire whether an applicant has a disability prior to making an admissions decision. However, during the admissions process, an applicant may disclose a disability for which he or she wishes accommodation. That applicant will be referred to the Student Accessibility Support Center at Stony Brook University.

c. Course Policies

Academic Integrity

All courses operate on the principles of the School of Dental Medicine Honor Code.

The purpose of the Honor Code is to promote academic integrity, professionalism and respect for patients, faculty, staff, and colleagues by fostering an ethical, peer-supported culture among the dental student body. The Honor Code recognizes that a personal commitment to honesty, integrity, fairness, accountability and mutual respect are essential to maintaining a harmonious professional and academic community. The Honor Code makes explicit what dental students should expect from each other and acts as a social and professional contract to uphold its underlying principles. The Honor Code is intended to supplement, but not supplant, one's personal, religious, moral, and ethical beliefs. Moreover, the Honor Code does not supersede policies, regulations, codes, statutes or laws that exist under the State University of New York at Stony Brook, New York state, or federal jurisdictions.

Membership as a predoctoral dental student within the Stony Brook community is dependent on a commitment to the Honor Code and confirmed by pledging: "I hereby accept the terms of the Stony Brook University School of Dental Medicine Honor Code, realizing that it is my duty to uphold the concepts of personal and collective responsibility upon which the Honor Code is based".

Assessment

Honor Code Exam Pledge

Maintenance of academic integrity is critical to assure that students possess the knowledge, skills, and professional behavior required to become dentists and care for patients. Therefore, any violation of academic integrity is considered a serious infraction by the School of Dental Medicine and will be addressed according to the policies outlined in the Student Manual and the student body Honor Code.

Online Assessments

Privacy is assured as only matriculated students can participate in the platforms utilized for the online delivery of education. In addition, examinations will be recorded. The content of the recording is confidential and will be used for educational purposes only. The recording will be stored on a secure network until grading is completed, at which time it will be deleted.

Students must attest to the following statement before each exam:
“I am aware of the above and will adhere to the Honor Code during this exam.”

Syllabus Statement

The course director views the course syllabus as an educational understanding between the director and the students. Every effort will be made to avoid changes after the start of the course. However, the possibility exists that unforeseen events may make syllabus changes necessary. The course director will notify students of any change via their Stony Brook Medicine email and will update the syllabus on CBase.

Assessment

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact the Student Accessibility Support Center, ECC (Educational Communications Center) Building, Room 128, (631) 632-6748.

They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

<https://www.stonybrook.edu/commcms/studentaffairs/sasc/facstaff/syllabus.php>

- To access mental health services, call Counseling and Psychological Services at 631-632-6720; Counselors are available to speak with 24/7.
- For IT Support: Students can visit the Keep Learning website for information on the tools you need for alternative and online learning. <https://sites.google.com/stonybrook.edu/keeplearning>. Need help? Report technical issues at <https://it.stonybrook.edu/services/itsm> or call 631-632-2358.

- For information on Library services and resources please visit the Continuity of Library Operations guide.

Conflicts of Interest Related to Teaching

1. In any formal teaching activity, including lectures, seminars, and laboratory instruction, an instructor must disclose to learners any financial relationship(s) with a provider of commercial products or services relevant to the educational presentation. The disclosure should include the following information:
 - The name of the individual(s) with a relationship with commercial entities, i.e. self or immediate family member;
 - The name of the provider of commercial products or services;
 - The nature of the relationship each person has with each commercial interest

For an individual with no relevant financial relationship(s), the learners must be informed that no relevant financial relationship(s) exist.

2. An instructor must disclose the above information to learners prior to the beginning of the educational activity. That disclosure may be accomplished by entering the appropriate information on the School of Medicine COI website. Learners will be presumed to be familiar with information on the website.
3. An instructor teaching in an organized course or program must inform the course or program director of any financial relationships with a provider of commercial products or services relevant to the educational presentation. If the instructor is the course or program director, the instructor's immediate supervisor should be informed.

d. Code of Student Responsibility

The Code of Student Responsibility is applicable to all Stony Brook students, including any person who has accepted admittance to the University, undergraduates, graduates, professional students, and certificate program participants, matriculated and non-matriculated students, regardless of number of credits the person is enrolled in. The Code provides the policies and procedures governing student behavior at Stony Brook University.

Policies make it possible for people to live together and function in an orderly way, protecting the rights of the community while respecting the rights of each individual. You should be able to carry on your daily business safely, peacefully, and productively while at Stony Brook University; these policies and procedures have been designed to help accomplish this. The Code is intended to provide you with the University's expectations and also to support compliance with the state and federal laws related to matters such as those involving drugs, alcohol, weapons, discrimination, sexual assault or abuse, and racial, sexual, or sexual-preference harassment.

The Code is not the only source of policies and procedures governing student conduct at Stony Brook University. Students must also follow applicable policies found in the University Policy Manual, the Rules of Public Order, policies and procedures issued by the Office of Student Affairs (including Campus Residences Terms of Occupancy), and any policies and procedures issued by a school/college/academic program in which the student is enrolled. Students should also familiarize themselves with academic integrity policies and the University's research misconduct policy (see Academic Dishonesty and Research Misconduct information in the Appendix of the Code). All students should become familiar with these important items. All University policies and related documents may be accessed through the Stony Brook University website.

If additional information is required, please contact the Office of University Community Standards at (631) 632-6705, from Monday to Friday.
<https://www.stonybrook.edu/commcms/studentaffairs/scs/conduct.php>

VII. Notice of Opportunity to File a Complaint

Policy for Review of Student Complaints

Stony Brook University School of Dental Medicine recognizes the value of information provided by students and residents in assessing the institution's performance. This Policy for Review of Student/Resident Complaints is for the purpose of addressing significant violations of the school's standards, policies or procedures. This policy is not a forum for addressing grievances or appeals. The educational programs of the School of Dental Medicine have established grievance and appeal procedures for students and residents, and the institution expects individuals to attempt to resolve grievance issues through procedures established according to the situation.

Complaints must be submitted in writing by the complainant and addressed directly to the dean of the School of Dental Medicine or the appropriate associate dean (Education, Clinical Affairs or Research). The School will not entertain complaints that are not in writing or that are anonymous. The School will not act on complaints submitted on behalf of other individuals or complaints.

Procedures for Filing a Complaint

In general, the School of Dental Medicine will acknowledge a written complaint within 20 business days or a reasonable period after its receipt. Complaints should be addressed to the dean or the appropriate associate dean responsible for the issue at hand (Education, Clinical Affairs or Research).

For a timely review by staff, the complainant is responsible for including the following in the written complaint:

- A statement describing the complaint in the clearest possible terms. If the situation describes a grievance issue rather than a complaint, appropriate grievance or appeal procedures will be advised.
- A clear and concise written description of the evidence upon which the complaint is based (materials and documentation used to support a

complainant's allegations should be limited to and directly related to the reported case). The evidence should state relevant and provable facts. The evidence should not contain any protected health information (PHI).

- A description of any action that may have already been taken in an attempt to resolve the issue.
- Complainant's signature.
- Complainant must provide adequate documentation.

Within 30 business days after acknowledging receipt of the complaint, the dean or respective associate dean will review the complaint and its documentation and determine whether it is within the scope of school's policies and jurisdiction, and if there is adequate documentation.

The School of Dental Medicine administration will inform the complainant regarding the disposition of the complaint to include one of the following:

- The complaint will not be processed further. The complaint is not within the scope of school's policies and jurisdiction, or there is inadequate documentation to raise questions concerning the complaint.
- The complaint has sufficient substance to warrant further review. The School of Dental Medicine will make every effort to expedite the review; however, the time required to conduct the review may vary considerably depending on the circumstances and nature of the complaint. The complainant will be notified regarding one of the following:
 - The complaint is without merit
 - A resolution is suggested

The report of the appropriate associate dean will be forwarded to the dean for review. Following that meeting, the complainant will be notified of the decision.

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

A copy of the appropriate accreditation standards and/or commission's policy and procedures for submission of complaints may be obtained by contacting the commission at: 211 East Chicago Avenue, Chicago, IL 60611-2678 or by calling 312-440-4653.

The commission's web address is: www.ada.org/100.aspx

Prior to filing a complaint with the commission, a student is encouraged to seek information and answers to question through established channels within the School of Dental Medicine.

SECTION III

Honor Code of Stony Brook University School of Dental Medicine

*Approved July 2021 by
Honor Court, Predoctoral Dental and Postdoctoral Students, and Faculty Council*

I. Preamble

The purpose of the Honor Code is to promote academic integrity, professionalism and respect for and among patients, faculty, staff, and colleagues by fostering an ethical, peer-supported culture among predoctoral dental and postdoctoral students.

The Honor Code recognizes that personal commitments to honesty, integrity, fairness, accountability, and mutual respect are essential to maintaining a harmonious professional and academic community.

The Honor Code makes explicit what predoctoral dental and postdoctoral students should expect from one another and acts as a social and professional contract to uphold underlying principles.

The Honor Code is intended to supplement, but not supplant, one's personal, religious, moral, and ethical beliefs. Moreover, the Honor Code does not supersede policies, regulations, codes, statutes or laws that exist Stony Brook University, New York state, or federal jurisdictions.

II. Standards of Professional, Academic, and Social Conduct

a. Professional Conduct

Establishing and maintaining the highest standards of honor and integrity within the predoctoral dental and postdoctoral programs are critical to the development and conduct of dental health professionals and specialists. It is the responsibility of students of the profession to actively uphold these standards and expect that colleagues do the same.

i. Respect for Patients

Predoctoral dental and postdoctoral students must demonstrate respect for patients through language and conduct that are non-threatening and non-judgmental.

Students must respect patients' privacy as much as possible during history-taking, physical examinations and treatment. It is also crucial that students are candid and truthful to patients (e.g., informing patients of available treatment options, benefits and risks) to the best of their knowledge and abilities.

Students must take the utmost care to ensure patients' confidentiality and must adhere to the Health Insurance Portability and Accountability Act (HIPAA) of 1996 and all associated regulations. To avoid accidental

breaches of confidentiality, students shall not discuss individually identifiable health information in common areas.

Dental/medical records are important in providing effective patient care and serve as legal documents available for patient review. As such, it is crucial that students maintain accurate and clear reporting of all pertinent patient health information about which they have direct knowledge. Written and electronic documents, including correspondences pertaining to patients, must be kept legible, truthful, complete and accurate to the best of the student's/ knowledge and abilities.

ii. Respect for Fellow Students

The importance of respecting fellow predoctoral and postdoctoral students at the School of Dental Medicine cannot be overstated. Much of the education with the programs is reinforced by formal and casual interactions with peers.

Predocutorial dental and postdoctoral students shall encourage an open, collaborative and respectful environment both within and outside the classroom and clinic.

iii. Respect for Faculty, Staff, and Community Members

Predocutorial dental and postdoctoral students must demonstrate constant respect for faculty, residents, staff, professional colleagues, guests and members of the general public. Students and residents should make every effort to express their individual views in a calm, respectful and mature manner when in disagreement with another individual. Under this Honor Code, "confrontation" is defined as the initiation of a respectful, constructive dialogue with another community member with the goal of reaching some common understanding. While confrontation is encouraged, achieving a common understanding does not necessitate reaching agreement.

A diversity of personal beliefs serves to enrich the School of Dental Medicine community as well as the dental profession. Students should respect the values and beliefs of others both in the daily conduct and practice of this Honor Code.

iv. Respect for Laws, Policies, and Regulations

Laws, policies and regulations at the university, local, state and federal levels benefit the community and shall not be disregarded or violated. Any breach of those laws, policies, or regulations is also a breach of the Honor Code.

b. Academic Conduct

Predocutorial dental and postdoctoral students are responsible for proper conduct and integrity in all didactic and clinical work. Students shall strive for the highest

standard of knowledge and skill, realizing that the health and well-being of patients depend on their competence.

It shall be the responsibility of every predoctoral and postdoctoral student at the School of Dental Medicine to support the principles of academic integrity and to refrain from all forms of academic dishonesty including, but not limited to, the following:

- **Cheating:** Dishonesty of any kind with respect to examinations, course assignments, alteration of records, or illegal possession of examinations shall be considered cheating. It is the responsibility of the student not only to abstain from cheating, but also to avoid the appearance of cheating and to guard against facilitating cheating by others. Students who cheat, and students who help others cheat, are equally guilty of wrongdoing. Students should also do everything possible to induce respect for the examining process and for honesty in the performance of assigned tasks, in or out of class.
- **Fabrication:** Students and professionals are expected to be honest in their representations of fact and not report as true information they do not know to be true. Reporting false information in the patient care setting or with the patient record is dishonest is forbidden.
- **Plagiarism:** Honesty requires full acknowledgement of any ideas or materials taken from another source for either written or oral use. Any student who fails to give credit for ideas or materials taken from another source is guilty of plagiarism. The language or ideas taken from others may range from isolated formulas, sentences, or paragraphs to entire sections of books, periodical articles, speeches, or the writings of others. Plagiarism also includes offering someone else's work as one's own or submitting, without acknowledgment, materials assembled or collected by others in the form of projects or collections.
- **Scientific Misconduct:** Students involved in research are expected to conduct themselves according to the highest standards of scientific integrity. If participating in the research process, students must avoid intentional or gross negligence leading to fabrication of the scientific message or a false credit or emphasis given to a scientist. Anyone conducting research involving human subjects is required to undergo training in the ethical conduct of research and have their research protocol reviewed by the Committee Overseeing Research Involving Human Subjects.
- **Inappropriate Identification:** It is improper for predoctoral and postdoctoral students to present themselves to patients or others as licensed dentists or specialists. In the clinical setting, students should wear, in a highly visible location, an official Stony Brook name badge which shows the name and picture as identification as a dental student.

i. Examples of Classroom Dishonesty

Typical examples of academic dishonesty in the classroom include but are not limited to:

- Cheating on course or proficiency examinations by the use of books, notes, or other aids when these are not permitted, or by copying from another student.

- Submission of similar papers or projects in more than one course without permission of the instructor(s).
- Collusion: Two or more students helping each other on an examination or assignment, unless specifically permitted by the instructor.
- Use of substitutes: Sitting in for another student at an examination, or permitting someone else to sit in for oneself.
- Plagiarism: The submission of another's work as one's own original work without proper acknowledgment of the source.
- Falsifying documents or records related to credit, grades, change of status forms (e.g., adds and drops), and other academic matters.
- Altering an examination or a paper after it has been graded for the purpose of fraudulently requesting a revision of the grade.
- Use of unauthorized materials for an exam or project (e.g., use of calculators on an exam where they have been prohibited, beepers, or other electronic devices).
- Circulation and/or use of unauthorized "old exams".
- Unauthorized possession of an exam, even if inadvertent or unpremeditated.
- Theft, concealment, destruction, or inappropriate modification of classroom or other instructional material (e.g., posted exams, library materials, laboratory supplies, computer programs and outputs).
- Preventing relevant material from being subjected to academic evaluation.

ii. Examples of Clinic Dishonesty

The principles of academic integrity shall also apply to those courses taken during the clinical phases of a program of instruction. In clinical programs academic dishonesty shall be defined further to include, but not be limited to:

- Falsification of patient or institutional records.
- Concealing information or activities that affect the safety and well-being of patients.
- Inappropriate violation of patient confidentiality.
- Engaging in activities that are contrary to professional codes of ethics or standards or practice as defined by the program, school, or professional associations.
- Misrepresenting one's role as a student to an institution, patient, or to the public at large so as to mislead them in their expectations of the student's competencies and/or limitations.
- Failure to seek supervision for clinical activities or neglecting to obtain required clearance for such clinical activities.
- Performance of procedures without supervision, for which the student has not been prepared.
- Failure to follow the University guidelines regarding the use of human subjects or laboratory animals in research or experimentation.

c. Social Conduct

Our social relationships should be based on mutual respect and consideration. Predoctoral dental and postdoctoral students must consider how their words and actions may affect an individual's or group's sense of acceptance into the greater community. If a student encounters actions or values of peers that he/she finds degrading to himself/herself or to others, that student should feel comfortable confronting the peers.

Student behavior and speech should demonstrate respect for the diversity of patients and colleagues. Students must avoid disparaging remarks or actions with regard to a person's race, age, gender, disability, national origin, station, religion, creed, sexual orientation or gender expression. Even remarks delivered in jest without malicious intent can isolate and offend members of a community. Thus, students must endeavor to be sensitive to the consequences of words and actions. Students shall strive to create an environment that fosters mutual learning, dialogue and respect, while avoiding verbal, written or physical actions that could create a hostile environment.

III. Procedures for Ratifying and Maintaining the Honor Code

a. Ratification of the Honor Code

This Honor Code will be considered official at the time the students and faculty of the Stony Brook University School of Dental Medicine ratify it and any amendments by majority votes. Incoming predoctoral and postdoctoral students shall be subject to this Honor Code and shall sign the Honor Code Pledge upon acceptance of admission to the School of Dental Medicine. All ongoing predoctoral and postdoctoral students must sign the pledge to advance to the next year.

b. The Honor Code Pledge

Membership as predoctoral dental and postdoctoral students in the Stony Brook University School of Dental Medicine community is dependent on the commitment to the Honor Code and confirmed by signing the Honor Code Pledge, which states: "I hereby accept the terms of the Stony Brook University School of Dental Medicine Honor Code, realizing that it is my duty to uphold the concepts of personal and collective responsibility upon which the Honor Code is based."

c. Role of the Honor Court

i. Membership of the Honor Court

Three members from each predoctoral dental class of the student body plus three postdoctoral students will serve on the Honor Court. At the beginning of the new academic year, each predoctoral dental class will elect three of their peers to the Committee for a one-year term. Similarly, students from the postdoctoral programs (i.e., from any year of training)

will elect three representatives. There are no limits to the number of terms one can serve on the Committee. One member of the Court shall be elected from the representative members to serve as President of the Honor Court. The President of the Honor Court for the subsequent academic year shall be elected by April 30 of the prevailing academic year. All potential candidates write a statement of interest and send it to the Faculty Advisor.

The results of all elections will be kept on file for the duration of the current term. In the event that a member of the committee steps down, the first runner-up in the most recent election will serve the remainder of the term. If there is no runner-up, a special election will be held within a reasonable time to elect a new committee member to serve the remainder of the term.

The Honor Court will also feature a Faculty Advisor who will be appointed by the Dean of the School of Dental Medicine. The Faculty Advisor will serve in an ex officio (non-voting) capacity. This Faculty Advisor must not be a concurrent member of the Academic Standing Committee of the School of Dental Medicine.

ii. Responsibilities of the Committee

1. To the Community

The Honor Court's responsibilities to the community include: educating students, faculty and administration about the Honor Code using literature and other media; maintaining awareness of the Honor Code; and ensuring that every continuing and incoming predoctoral and postdoctoral student signs the Honor Code Pledge every year. Records must be kept regarding all student signatures on the Honor Code Pledge.

2. Within the Committee

The Honor Court is responsible for interpreting and implementing the Honor Code. The Committee will consider each case individually and should be sensitive to both the community and the individual(s) involved when making decisions. The committee will assist in the resolution of reported Honor Code violations as outlined in Sections VIII and IX.

d. Amending the Honor Code

This Honor Code may be amended through an annual proposal and voting process. Proposals are to be in writing, signed by at least 20 predoctoral dental students plus five faculty members and submitted to the Honor Court no later than one week before the scheduled meeting date. Amendments to the Honor Code must be accepted by a majority vote of all then-current students and Faculty Council. Voting may be conducted electronically.

IV. Procedures for Reporting and Resolving Violations

a. Reporting Honor Code Violations

Student honor as community members and professionals is maintained through accountability. Predoctoral dental and postdoctoral students shall act in accordance with this Honor Code and shall expect their peers to do the same. Any action not in accordance with the standards specified above in Sections I-III constitutes a violation of this Honor Code.

i. Self-Reflection

If there is concern that a student's professional, academic or social conduct, whether actual or perceived, may represent a violation of this Honor Code, students are obligated to seek guidance by contacting an Honor Court member.

ii. Confronting a Violation

If there is a concern that a peer's actual or perceived professional, academic or social conduct is in violation of the Honor Code, that individual must be privately confronted. It is sometimes difficult to challenge the behavior of a fellow community member; however, it is the student's responsibility to confront the alleged offending party or parties. Failure to do so is itself a violation of this Honor Code.

The confronting party is encouraged to approach the alleged offending party on his or her own; however, he or she may ask a member of the Honor Court to accompany him/her as an impartial mediator (Section VIII.C). Alternatively, a member of the Honor Court may approach the alleged offending party on behalf of the confronting party with the understanding that no accusation will be anonymous. Confronting the alleged offending party should be done with discretion and in a confidential manner. It is essential that the confrontation involve respectful communication and dialogue. During the initial confrontation, each party shall attempt to exchange facts and viewpoints in order to achieve a mutual understanding. If the parties agree that there has been no violation, the matter will be closed. If no agreement can be made, then an impartial mediator must be involved as outlined in Section VIII.C. If the parties agree that there has been a violation of the Honor Code, the offending party is obligated to report his or her behavior by contacting an Honor Court member within an agreed upon time frame. If a committee member is already involved as an impartial mediator or representative of the confronting party, the report will be considered to have been made to him or her. The Honor Court will then proceed as outlined in Section IX.

iii. Involving an Impartial Mediator

Impartial mediators are members of the Honor Court (students or the Faculty Advisor) who can be called upon to mediate a confrontation. In the event that an initial confrontation proceeds without the use of a

mediator and a mutual understanding is not reached, or the alleged offending party has neglected to report his or her actions, the confronting party must then contact a member of the Honor Court. At this time the committee will assign an impartial mediator. The mediator must maintain the confidentiality of the confronting and offending parties.

The mediator must set up a confidential meeting between the confronting and the alleged offending parties. If it is agreed that a violation did not occur, then both parties must feel comfortable with that resolution. If it is agreed that a violation likely occurred, or if an impasse persists after mediation, the case will be brought before the Honor Court by the mediator.

In the event that a situation is being handled by an outside authority, either party may seek non-disciplinary support from an Honor Court member.

iv. Role of Faculty

To report suspected Honor Code violations, members of the faculty will follow the same procedures as outlined above (see Sections VIII.B. and VIII.C.).

b. Resolution of Violations

A case of suspected Honor Code violation(s) may be brought to the Honor Court through self-reporting or by the impartial mediator (Honor Court member), at which point the case proceeds to a full hearing for resolution overseen by the Honor Court.

i. Procedures Toward Resolutions

1. Assigning a Chairperson

The impartial mediator of the case may be designated as Chairperson of the hearing. Alternatively, the President of the Honor Court may be selected by consensus of the Court. In the case of self-reporting, an Honor Court member will be assigned the position of chairperson for the hearing and will no longer be a voting member of the case. The assigned committee member may decline if he/she is unable to maintain impartiality. When a case reaches the Honor Court, the chairperson will convene the committee for a Preliminary Meeting. Details of the case will not be provided at this time.

2. The Preliminary Meeting

All Honor Court members are expected to attend the Preliminary Meeting. At the meeting, the chairperson will present all pertinent background information in the case. Honor Court members may remove (recuse) themselves from participation due to conflict of

interest. The following minimum conditions must be met for the Preliminary Meeting to take place:

- At least half of the Honor Court must be present.
- At least one voting Honor Court member from each of the predoctoral classes and at least one member from the postdoctoral programs must be present.
- The confronting and alleged offending parties involved in the case will not be present.

Membership on the Honor Court for the case will consist of those in attendance at the Preliminary Meeting. No additional Committee members may join later case proceedings. The Faculty Advisor of the Honor Court must be present to provide guidance to the student members regarding policies and procedures at the preliminary and formal hearings. In the event of extenuating circumstances, a committee member without conflict of interest may be excused from the Preliminary Meeting by the chairperson. Attendance at all subsequent meetings is expected. Absences may result in dismissal from the case at the discretion of the chairperson.

At this point an advocate will be appointed for each party, chosen from committee members in attendance. These advocates will no longer be voting members of the committee for the case; rather, each advocate will aid and support his/her party and facilitate the presentation of the facts of the case at the case hearing. While we will expect all parties to speak for themselves at the hearing, the advocate may act on his/her party's behalf as necessary to ensure that the truth is adequately communicated. The advocates will be present throughout all phases of the hearing.

3. Hearing Procedures

Subsequent to the Preliminary Meeting, a hearing will commence. It is the responsibility of the chairperson and the advocates to guide the parties through the hearing process.

The chairperson will serve as the facilitator of the hearing and all related meetings subsequent to these proceedings. At the beginning of a hearing, the chairperson will give a brief overview of the purpose of the hearing, answer any procedural questions, and ask members of the committee whether they feel they can be objective.

All persons involved in the hearing, including the confronting and offending parties, the advocates, called witnesses and the committee members, are expected to maintain the confidentiality of the proceedings. No part of the case may be shared with anyone, including fellow students, faculty or members of the administration.

a. Fact-Finding

The first phase of the hearing will focus on establishing the facts of the case. All parties involved will have the opportunity to express what they believe to be the facts of the incident. During this portion of the hearing, all committee members are urged to ask questions to gain a clear understanding of the situation. Witnesses may be called on behalf of the confronting and offending parties to provide testimony or evidence. Neither the confronting nor offending party shall be represented by counsel at this meeting.

b. Determination if a Violation Has Been Made

The chairperson will then dismiss the confronting and offending parties and their advocates. The remaining voting members (plus the ex officio Faculty Advisor) of the committee will determine by consensus whether the Honor Code has been violated in the case presented. If no violation is found, the parties are informed and the matter is closed. If a violation is found (i.e., findings of academic dishonesty), the hearing proceeds to the evaluation phase.

c. Evaluation

The parties are asked to return in order that the committee may inquire about the nature of the circumstances surrounding the Honor Code violation(s) in question. Each party also will be asked to suggest and justify a fair resolution of the problem.

d. Deliberation

When the parties and committee members believe that enough information has been shared, the parties and advocates will again be dismissed and the voting members of the committee will determine the following by consensus:

- What are the relevant circumstances in this case?
- What is an appropriate resolution in this case?

After an initial consensus is reached, the committee will adjourn for at least one day and refrain from discussing the details of the case. Each committee member will privately reconsider the case issues and reevaluate his/her endorsement of the initial consensus. The committee will then reconvene to either confirm its position or reach consensus on another response.

e. Presentation of the Resolution

The parties will return to hear the committee's recommendation and its rationale.

4. Recommendation and Execution of the Resolution

Findings of academic dishonesty and recommendations from the Honor Court will be presented in writing to the appropriate individual or committee for execution of the resolution. This includes the Associate Dean for Education and Chair of the Academic Standing Committee, or the affected Postdoctoral Program Director. Given findings of academic dishonesty, the Associate Dean for Education, Academic Standing Committee and/or Postdoctoral Program Director reserve the right to accept or modify the Honor Court's recommendation given the severity of the violation. The offending party has the right to appeal the recommendation to the Dean of the School of Dental Medicine, in which case the Dean may uphold the recommendation, return it to the Honor Court for further consideration, or overturn it. The community at large of students, faculty and administrators entrusts vital responsibility to the Honor Court in these matters.

ii. Repairing Breaches of Trust

When found guilty of an Honor Code violation, the offending party is obligated to repair breaches of trust to the community at large by compliance with the final resolution of the case, acceptable reaffirmation of commitment to the standards of the community and re-signing the Honor Code Pledge.

SECTION IV

Predoctoral Dental Program Competencies Stony Brook University School of Dental Medicine

Approved May 2021

I. Effective Communication

Graduates establish the rapport necessary to sustain effective personal and professional relationships. They actively and empathically listen to patients, families, healthcare team members, professional colleagues, and the wider community. They communicate effectively with these constituencies verbally, in writing, and electronically. They consider and respect personal values and the cultural, racial, ethnic, geographic, and socioeconomic backgrounds of those they serve.

- Take into account patient values, race, gender, beliefs, attitudes, and economics in the delivery of patient-centered care
- Communicate with patients in the various stages of life
- Discuss diagnoses, etiologies, treatment alternatives, and prognoses with patients

II. Professionalism, Ethics and Personal Values

Graduates demonstrate an understanding of the ethical dimension of dental practice and professional responsibility. They are able to identify alternatives in difficult ethical dilemmas, analyze the conflicting considerations, and effectively carry out a chosen course of action. They recognize their obligations to patients, the profession, and society. They understand the importance of demonstrating altruism, beneficence, empathy, fidelity, respect, compassion, honor, justice, integrity, humility, and a commitment to excellence. Graduates approach the practice of dentistry with an awareness of their personal strengths, limitations, and vulnerabilities. They nurture their own well-being and balance the demands of professional and personal life. They actively seek help and advice when needed, develop proper coping strategies, and respond to valid criticism.

- Demonstrate a commitment to the application of ethical and professional dimensions of dental practice

III. Scientific Knowledge and Problem-Solving

Graduates acquire, critically evaluate, integrate, and utilize foundational knowledge in the biomedical, clinical, and behavioral sciences and humanities relevant to the practice of dentistry. They understand, value, and apply the scientific method and emerging scientific findings to the solution of clinical problems and, when appropriate, participate in the generation of new knowledge. Graduates recognize clinical, scientific, and social problems. Graduates employ rational decision-making processes in combination with other skills. They include patients in these processes and address their needs using the best evidence available.

- Apply biomedical, clinical, and behavioral science knowledge in the care of patients.

- Search and critically evaluate scientific literature, problem-solve, and make evidence-based decisions in the care of patients.
- Critically evaluate the evidence on established and new technologies and determine which technologies should be incorporated into practice.

IV. Assessment and Diagnosis

In collaboration with individuals, families, communities, and the health care team, graduates thoroughly assess and diagnose oral/dental oral health problems. Graduates are competent in history-taking and examination skills. They develop problem lists, formulate differential diagnoses and prognoses, establish outcome goals and generate appropriate treatment plans. Graduates select and carry out additional investigations, with consultation and referral as needed. Graduates monitor clinical progress and adjust treatment and diagnosis accordingly.

- Obtain appropriate medical, dental, and social histories from patients
- Perform a thorough examination of the teeth, supporting structures, head and neck, and the oral cavity, and chart or document all normal and abnormal findings
- Select, obtain, and interpret clinical, radiographic, and other diagnostic information and procedures related to the major oral diseases and conditions
- Accurately diagnose the major oral diseases and conditions
- Construct a patient-centered comprehensive and sequenced treatment plan (including appropriate referral)
- Modify diagnoses and treatment plans based on re-evaluation of the outcomes of ongoing therapy

V. Dental Therapeutics and Orofacial Rehabilitation

Graduates competently perform routine clinical procedures, properly utilize ancillary services, and accurately interpret results.

- Diagnose and manage medical emergencies that may occur during dental treatment
- Perform basic cardiac life support
- Use pharmacological and non-pharmacological methods to prevent and/or manage pain and/or anxiety; and consider impact of prescribing practices on substance use disorder
- Prevent and treat dental caries
- Manage patients with pulpal and peri-radicular diseases
- Manage patients with moderate and severe periodontitis and perform periodontal therapy for gingivitis and slight periodontitis
- Manage patients requiring oral and maxillofacial surgery and perform uncomplicated oral surgical procedures
- Manage patients with temporomandibular disorders
- Manage patients requiring orthodontic care
- Manage patients with pathologic conditions of the hard and soft tissues of the oral cavity
- Manage the dental treatment of patients with special needs
- Manage patients with systemic diseases that may influence orofacial health and/or may be affected by dental therapy
- Restore single defective teeth to anatomic form, function, and esthetics

- Restore partial or complete edentulism with uncomplicated fixed or removable prosthetic restorations and manage complex cases, including those utilizing implant restorations
- Manage patients requiring restoration of form, function, and esthetics secondary to skeletal and occlusal abnormalities, and other disease processes
- Assess patient risk and formulate individualized plans of disease prevention, maintenance, or promotion of health

VI. Social and Community Contexts of Health Care

Graduates provide patient care and education that reflects an awareness of the cultural, psychosocial, economic, and legal needs and beliefs of patients. They utilize the principles of public health in assessing the needs of their patients and communities. Graduates use their knowledge, skills, and values in this domain to better identify and respond to the needs of individuals and their communities.

- Participate in improving the oral health of the community through research, community outreach programs, or patient educational services

VII. Practice Management and Informatics

Graduates respond to the larger context and system of health care. They have the ability to recognize and utilize the resources needed to provide optimal and safe patient care. Graduates demonstrate an understanding of different dental practice models and delivery systems. They demonstrate regulatory and legal compliance and efficient resource allocation while providing quality and cost-effective care to patients. They audit and evaluate their own practice patterns. They use resources, devices, and methods required to optimize the acquisition, storage, retrieval, and use of information for improved delivery of care.

- Ability to function in a private dental practice setting applying legal and regulatory concepts and using selected business systems and informatics

VIII. Self-Assessment and Lifelong Learning

Graduates are committed to independent lifelong learning. In assuming responsibility for their own learning, graduates can identify their learning needs and formulate personal learning plans. They use critical thinking skills to evaluate and interpret new clinical and scientific information. They keep abreast of advances in dental knowledge and integrate these into patient care activities. They foster their professional growth through continuing education, use of evolving technologies and medical information resources, and/or participation in research. Graduates actively set clear personal and professional learning goals, pursue them, and apply the knowledge gained to the practice of their profession.

- Ability to engage in self-assessment and lifelong learning

SECTION V

I. Personal, Academic, and Career Counseling and Resources for Students

Personal counseling is readily available to all students via multiple avenues. During orientation, students attend seminars conducted by the groups list below, that offer reactive and proactive services, to help students before problems arise. Students are encouraged to take advantage of these free campus services and visit their websites for detailed resources and counseling information.

a. University and Psychological Services

University Counseling and Psychological Services (CAPS), offers free and confidential services to enrolled students. Services included crisis intervention, brief counseling for individuals, couples, and group; consultation to students, faculty, staff, friends, and parents; medication management; animal assisted therapy, and assistance with referrals to community resources. Their goal is to offer our services in an atmosphere that is welcoming and comfortable for all students. CAPS services are available by appointment and through scheduled “walk in” hours at two locations; at the Student Health Services Center and the Health Sciences Center. Hours of operation are Monday-Friday 9-5pm with access to professional counselors after hours via phone.

<https://www.stonybrook.edu/caps/>

b. Center for Prevention and Outreach

The Center for Prevention and Outreach (CPO) offers a wide range of services to address student concerns about mental health, alcohol and other substances, healthy relationships, and sexual violence. Their focus is on prevention and early intervention, and they strive to provide knowledge and resources to individuals so they can take care of themselves. They also provide a network of care for those in need of support. They have three departments, each emphasizing a critical area of prevention and outreach: Mental Health, Alcohol and Other Drugs and Sexual Assault. Their diverse group of professional staff, student peer educators, and volunteers provide education, and advocacy services in each of these areas. The CPOs hours of operation are Monday-Friday 8:30-5pm.

<https://www.stonybrook.edu/commcms/studentaffairs/cpo/>

c. The Leonard Krasner Psychological Center

The Leonard Krasner Psychological Center (KPC), affiliated with the Stony Brook Clinical Psychological Ph.D. program ranked by U.S. News and World Report as among the top clinical psychology programs in the country, is an outpatient mental health facility that has been serving the community since 1972. As a nonprofit training clinic for clinical psychologists, they provide psychological services based on the latest clinical and research advances for the assessment and treatment of a wide range of clinical problems. The KPC hours of operation are

Monday-Thursday 10-7pm and Fridays 10-2pm.
<https://www.stonybrook.edu/krasnercenter/>

d. The Office of Equity and Access

The Office of Equity and Access (OEA) is charged with ensuring that the Stony Brook University experience provides equal opportunity and is safe, welcoming and free from discrimination. Within our commitment, we have developed preventive services, investigative services and resources for victims of sexual violence. Students may seek counseling, support and file a complaint with the Office of Equity and Access (OEA). <https://www.stonybrook.edu/commcms/oea/>

e. Reporting Discrimination, Sexual Misconduct and Barriers to Accessibility (Report It)

Stony Brook University is committed to preventing and combatting all forms of sexual misconduct, including gender-based discrimination, sexual harassment and sexual violence. You may report an allegation of discrimination, including sexual misconduct, directly to OEA. You do not need to first discuss an incident with a supervisor, manager, dean or department or anyone else prior to accessing any of the reporting options. ReportIt is available in multiple formats. Call 631-632-6280 or oea@stonybrook.edu to learn more.

f. Student Support Team

Students may experience a variety of challenges during their education. The Office of the Dean of Students' Student Support Team coordinates efforts to assist students who encounter challenges or concerns in achieving success at Stony Brook University. The purpose is to empower students to overcome obstacles to their growth both inside and outside the classroom. Welcoming any opportunity to provide consultation, answer questions, respond to concerns, or direct students to resources best equipped to meet their needs.
<https://www.stonybrook.edu/commcms/studentaffairs/studentssupport/>

g. Student Accessibility Support Center (SASC)

The Student Accessibility Support Center (SASC) provides services and accommodations that advocate for the needs of students. The goal is to improve academic and environmental accessibility to foster individual growth, student empowerment, and support a community of care. In 2019, SASC brought in a unique Sensory Room and Remote Sensory Room Services - a place for students to relax, refocus, and refresh. <https://www.stonybrook.edu/sasc/>

h. Student Health Services

The Student Health Center is located at 1 Stadium Road. You must call to schedule an appointment for medical care. To speak with or schedule an appointment with Student Health Services, call 631-632-6740 (option #1).

Monday, Wednesday, Thursday, Friday: 8am - 5pm
Tuesday 8am - 7:30 pm (beginning Tuesday, September 7)

Saturday 9am - 1 pm (beginning Saturday, September 11)

*Please note that hours may vary and are subject to change. To confirm the office is open please call. <https://www.stonybrook.edu/commcms/studentaffairs/shs/>

i. Tutoring

Each year, at least two DDS2 work-study student who have an exceptional understanding of the biomedical science curriculum are available to tutor students. Students are also offered access to tutoring services by PhD students in specific areas (e.g., anatomy) for a fee.

The Academic Standing Committee (ASC), chaired by the Associate Dean of Education, meets quarterly throughout the academic year to review the status of all dental students. Voting members of the Committee include the departmental Chairs or their designee. In courses in which a student is not progressing satisfactorily or as expected, the ASC, based on the recommendation of the Course Director(s), may prescribe a preemptive remediation plan to provide the student with additional support and assistance in successful completion of the course. For more details, see Academic Policies and Procedures included as a section in the SDM Student Handbook.

j. Career Counseling

Career counseling is provided to all students throughout their enrollment. Students learn about the broad array of career tracks available in dentistry through the practice management curriculum as well as through regular interactions with the departments, the Office of Education and the SDM Alumni Association. Approximately 3-4 times per year, SDM alumni are invited to the SDM for panel discussions on a broad array of topics including applying for residency and life after dental school.

II. Student Activities/Services/Extracurricular

a. Student Organizations

- ADEA Chapter for Students, Residents, Fellows at Stony Brook
- Academy of General Dentistry
- Aesthetic Society
- Alpha Omega
- Alumni Board Representatives
- American Association of Pediatric Dentistry Student Chapter (AAPDSC)
- American Association of Public Health Dentistry
- American Student Dental Association (ASDA)^[SEP]
 - Website: www.stonybrookasda.com^[SEP]
 - Blog: <http://stonybrookasda.wordpress.com/>
- Business in Dentistry
- Dentistry Declassified
- Dental Student Organization^[SEP] Dentistry Declassified
- Digital Technology and Advancement in Dentistry Club
- Endo Club
- Fitness Club
- Geriatrics Interest Group
- Hispanic Student Dental Association
- Honor Code Committee
- Operation Smile
- Ortho Interest Club
- Pan Asian Student Dental Association
- Periodontology
- Special Care Dentistry Association
- Stony Brook SDM Golf Club
- Stony Brook Stitchers
- Student Professionalism and Ethics Club
- Xi Psi Phi Dental Fraternity Chapter (ZIP)
- Women in Dentistry^[SEP] Honor Code Committee

Student Organization Events

Students are encouraged to explore the various products, materials and services offered by industry vendors by hosting a Lunch and Learn. Applications can be obtained in the Office of Education. All vendors must comply with the SDM's event policies:

1. All Lunch & Learn presentations must remain strictly educational/informative.
2. Vendors may NOT explicitly solicit or sell any of their products/services unless specifically requested to do so.
3. Lunch & Learns must not financially benefit student organizations. Any funds received must be used towards purchasing food and refreshments for the Lunch & Learn audience.
4. The Faculty Advisor must review and approve all Lunch & Learns, including advertisements.

5. For all outside speakers, the appropriate co-sponsoring department must review and approve all Lunch & Learns, including advertisement. All outside speakers must provide a biosketch and abstract of presentation.
6. If the vendor/presenter does not wish to follow this policy, the Lunch & Learn application will be declined.
7. Final approval from the Assistant Dean for Admissions and Student Affairs must be obtained no later than one week prior to the event.

b. School Newsletter

The Articulator - monthly student-run newsletter is a popular and fun way to see what's happening at Stony Brook Dental School:
<https://www.stonybrookasda.com/newsletter>

c. Student Representations/Positions

Class President

The class president serves as the liaison between their class and the faculty. They have a variety of responsibilities and events to plan, as well as to make sure their classmates concerns are addressed. The class president is responsible for attending multiple meetings throughout the year with various faculty and staff. They are also responsible for communicating any important information to the class. Tip: Talk to other class presidents about responsibilities and if you have any questions.

Class Vice President

The vice president shares similar responsibilities of the president. The vice president works directly with the president to ensure class cohesion and communication. The vice president also works directly with faculty and students to encourage the best possible academic atmosphere. The vice president works with the president to plan all events and attend all meetings along with the president. Tip: The president and vice president should get together very early on to make sure they provide a cohesive environment for the class.

Honor Code Committee

A group of three students are elected each year by fellow classmates who meet throughout the year to discuss the Honor Code. These members will interpret the code, educate others about the code, and resolve violations of the code. These committee members are also responsible for hearing Honor Code cases and dilemmas. Tips: Talk to current Honor Code Committee members about the position.

Curriculum Representative

One student is elected from each class to serve in this position. This representative will attend approximately 8 meetings a year, 2 of them during the summer (attendance to the summer meetings are not mandatory) and will listen to the new proposals for the School of Dental Medicine Curriculum. This

representative is often asked by faculty to give the students opinion on matters at hand. It is a great way to learn about curriculum changes and about dental education. Tips: Talk to other current Curriculum Representatives for more information.

Course Representative(s)

You can volunteer to serve as a course representative of any course in the school. With this position, you contact the course director and make arrangements for the whole class. Some of the things you may address include changing the dates of the examinations to fit your school schedule better or change the time or date of a lecture.

Re-elections of Officers

At the beginning of the school year, students have an option to re-elect their class officers. Nominations can be sent either from personal email or anonymously to the class officer responsible for the re-election process.

d. Parking & Transportation

School of Dental Medicine

Parking for the School of Dental Medicine is in South P Lot, located very close to the school. To get from South P Lot to the Dental School you can walk or take the bus. You have to sign up for parking passes and pick it up at Stony Brook's Administration Office, located at 254 Administration Building on the SBU Main Campus. <https://www.asa.stonybrook.edu/parking/permits/>

To get information on bus schedules and routes go to:
https://www.stonybrook.edu/commcms/transportation-and-parking/transportation/sbu_transit_shuttle/index

To get GPS tracking and live transit information down the "Doublemap Bus Tracker" app.

Tip: Only take the Express Bus to the Dental School and make sure to pull the ringer to have the bus stop or you will be riding around the entire campus.

Parking for School of Medicine

HSC permits are available for first year students for a fee. Pay in advance for your permit so you don't get to a test and realize you can't park!

Tips: You can pay online at: <https://www.asa.stonybrook.edu/parking/ParkingSystem/Authentication/Login.aspx?ReturnUrl=%2fparking%2fParkingSystem%2fdefault.aspx>.

e. Outreach

The School of Dental Medicine is committed to providing students with unique outreach opportunities as part of the dental education curriculum and the School's service mission. The School supports the following international and national outreach programs annually: Chile, Dominican Republic, Guatemala, Madagascar, and South Dakota, as well as two Remote Area Medicine (RAM) missions. Additional missions (e.g., Cambodia, Haiti, Jamaica, Philippines) are in development and/or are offered periodically. The application and selection process for the outreach programs is centrally coordinated through the Office of Education.

Eligibility

Participation in the national and international outreach programs is open to third year students, and fourth year students who did not have the opportunity to participate during Year 3. Students must be in good academic standing for consideration of outreach programs. Students who have previously participated in one of the School's international or national outreach programs are eligible for reconsideration. However, applicants should recognize we are looking to provide outreach opportunities to all DDS students. Participation in RAM and local community outreach (e.g., Give Kids a Smile) does not disqualify students from applying for international or national outreach programs.

Selection Criteria

Candidates will be evaluated based on a personal statement, interview, faculty input, clinical progress and academic standing review. The use of peer assessment may also be considered in the evaluation process.