

**STANDARD 4:
Educational Support
Services**

4i Admissions

4-1 Specific written criteria, policies and procedures **must** be followed when admitting predoctoral students.

A. Description:

1. List the admission criteria for the dental program. Are the criteria weighted? If so, explain.

Overview

The Woody L. Hunt School of Dental Medicine (WLHSDM) will be accepting applications for its inaugural Doctor of Dental Medicine (DMD) class that will matriculate in fall of 2021. The DMD program will be offered on the campus of Texas Tech University Health Sciences Center El Paso (TTUHSCEP). A newly constructed state-of-the-art facility is planned for completion in August 2019, which will include classrooms, simulation labs, student study and lounge areas, and offices for administrators, faculty, and staff. The WLHSDM will also use other existing facilities on the TTUHSCEP campus.

The WLHSDM has established admissions protocols and standards that will encourage highly-qualified applicants, including those from diverse and non-traditional backgrounds.

The goal of the WLHSDM is to attract, matriculate, and graduate a diverse student body with strong academic credentials and a passionate interest in serving the unique oral health needs of border populations in the greater El Paso, West Texas, and southern New Mexico regions. The WLHSDM will follow accepted recruitment and admissions standards, policies, and procedures in its selection process, as described below.

Academic Preparation

To ensure the completion of an academic program that will prepare applicants for the rigorous curriculum in dental medicine, applicants are strongly encouraged to seek the guidance of the health professions advisor(s) at their college or university. If an institution does not have a designated health professions advisor, applicants are encouraged to seek the advice of faculty in the biological sciences to help them determine an academic plan that will prepare them for the curriculum in dental medicine.

Applicants must have completed a minimum of 90 semester hours (or 134 quarter hours) at a regionally-accredited college or university in the United States (U.S.) or Canada. Foreign coursework will not be accepted for meeting any prerequisite course listed below, even if transfer credit was awarded by a U.S. or Canadian college or university. Additionally, state law requires that professional schools (such as WLHSDM) exclude any courses taken at foreign colleges or universities from the calculation of the GPA. Pre-requisite courses must be completed with a grade of "C" or better, and must be completed prior to matriculation at the WLHSDM. No particular major field of study is required, provided that all of the listed pre-requisite courses have been successfully completed prior to matriculation.

Preference will be given to candidates who have completed a baccalaureate degree. However, candidates without a degree may also be considered who have an outstanding academic record, excellent Dental Admission Test (DAT) scores, and whose application contains evidence of exceptional personal attributes.

Based on a review of peer institutions in Texas and the U.S., the WLHSDM anticipates the following characteristics for academic performance in its first-time enrollees:

Dental Admission Test Scores:

Academic Average: 17-24
Perceptual Ability: 17-24
Total Science: 17-24

Grade Point Average (GPA):

Science GPA: 3.0 – 4.0
Total GPA: 3.0 – 4.0

Source: American Dental Education Association (ADEA), the Voice of Dental Education. (2018) 2017-2018 ADEA Official Guide to Dental Schools. Retrieved from: <http://www.adea.org/officialguide/>

Required Courses

Successful applicants will have completed the following courses that are approved for pre dental or premedical students at their institutions:

General Biology	14 credits
Microbiology	4 credits
Chemistry (general/inorganic)	8 credits
Chemistry (organic)	8 credits
Physics	8 credits
Statistics	3 credits
English	8 credits
Humanities, Social Sciences	12 credits
Behavioral Sciences	

Suggested Biological Science Courses:

Anatomy
Biochemistry
Cell Biology
Histology
Immunology
Molecular Biology/Genetics
Physiology
Zoology

Other Required Courses:

College Mathematics	6 credits
English	6 credits
Speech/Public Speaking	3 credits

Competence in spoken and written English is also required. While fluency in Spanish is not a required skill, the ability to speak Spanish will be an advantage for students intending to practice dentistry in the Southwest.

Dental Admission Test

Applicants are encouraged to complete the DAT in the spring or summer prior to initiating the application process, but no later than December 1. Candidates' scores on the DAT are considered as a component of the overall academic record. DAT scores older than three years at the time of application will not be accepted.

Applicants are required to request that DAT scores be released to all dental schools to which they are applying. In this fashion, all released DAT scores will automatically be sent to Texas Medical and Dental Schools Application Service (TMDSAS). Scores submitted from an applicant's Personal Score Report will not be accepted.

Candidates are encouraged to review the information on the DAT and download the current version of the "DAT Guide", which is found on the website of the American Dental Association (Appendix 4-1A^[1]).

Residency Requirements

While the Admissions Committee will accept applications from non-Texas residents, applicants will be informed that, as an institution supported by the state of Texas, state law requires the WLHSDM to admit an entering class composed of at least 90% Texas residents. Additionally, the WLHSDM will only consider candidates for the DMD program who are either U.S. citizens or who have permanent resident status.

Secondary Application

At this time, the WLHSDM has no plans to require a secondary application.

Letters of Evaluation

The following letters of evaluation are required for each applicant:

- Two individual letters of evaluation or one Health Professions Committee Letter/Packet
- Option to submit one extra letter

Evaluators should know an applicant well to evaluate him/her both academically and personally. It is recommended that the evaluators be current or former professors who can speak to the candidate's academic ability in the natural sciences.

WLHSDM Standards for Curriculum Completion

The WLHSDM has developed minimum standards for entry into and progression through the curriculum in dental medicine. These standards provide guidance to earn the DMD degree in preparation for licensure as a practicing dentist and for postdoctoral training. Throughout the curriculum, patient safety will be of primary consideration.

Satisfactory completion of the following standards is required of all students, with or without accommodation. Satisfactory progression through the curriculum will be evaluated by the faculty, who will assess each student in the six fundamental areas summarized below:

- Candidates must develop and use motor skills such as palpation, auscultation, percussion, and other diagnostic maneuvers; develop and use sufficient dexterity to appropriately manipulate dental equipment, materials, and instruments in simulation and clinical settings for extended periods of time. These actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.
- Candidates must use sensory skills such as vision and somatic sensation to observe demonstrations in the basic and clinical sciences, and to observe a patient accurately at a distance and close at hand.
- Candidates must be able to speak, hear, and observe patients in order to elicit information; to describe changes in mood, activity and posture; and to perceive non-verbal communications. Candidates must also effectively communicate in oral and written form with patients, dentists, physicians, and others on the health care team about a patient's condition.
- Candidates must demonstrate the intellectual, conceptual, integrative, and quantitative abilities necessary for analysis, critical thinking, problem-solving, diagnosis, and treatment. In addition, the candidate should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.
- Candidates must possess the emotional health required for full utilization of his/her intellectual abilities. They must demonstrate the exercise of good judgment; the prompt completion of all responsibilities necessary for the care of patients; and the development of mature, sensitive, and effective relationships with patients. Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, display flexibility, and learn to function in the face of uncertainties and ambiguities inherent in the clinical care of patients. Personal qualities such as compassion, integrity, concern for others, interpersonal skills, interest, and motivation will be assessed during the admissions and educational processes.
- Candidates must consistently demonstrate professional demeanor and behavior, and must perform in an ethical manner in all interactions with faculty, patients, peers, and staff.
- Admission of students with disabilities

A copy of the Standards for Curricular Completion will be provided to all applicants at interview and to all matriculants prior to orientation. They will also be included in the TTUHSCEP Institutional Student Handbook. An abbreviated version will be posted on the website. If a student is offered and accepts admission to the WLHSDM, the student must sign an acknowledgment that he or she has read and understands that the standards for curricular completion must be met, with or without accommodation (Appendix 4-1B^[2]).

Procedures for Students with Disabilities

Without compromising the standards required by the WLHSDM or the fundamental integrity of its curriculum, the WLHSDM recognizes that persons with disabilities, as that term is defined in the Americans with Disabilities Act (ADA), may fulfill the standards with reasonable accommodation. The WLHSDM is committed to developing innovative and creative ways of opening its curriculum to competitive and qualified candidates with disabilities. Requests for accommodation under the standards for curricular completion will be considered on an individual basis and reasonable accommodation will be arranged, if appropriate. The use of a trained intermediary to observe or interpret information is considered to compromise the essential function of the dentist.

All candidates who are interviewed for admission at the WLHSDM will receive a copy of the Standards for Curricular Completion in the orientation packet. Any questions about the standards

will be discussed, and interviewees will be informed that they must be qualified to meet all of the standards, with or without accommodation.

An application for accommodation may be obtained from the Office of Student Services website (Appendix 4-1C[3]) and must be submitted to the Office of Disability Support Services (DSS) along with supporting documentation from an appropriate specialist, verifying the disability and recommending the proposed accommodation(s). The DSS may also seek independent review from a specialist of choice. Upon submission of the application and documentation to DSS, students must make an appointment for an intake interview to discuss their disability and specific needs for accommodations. Interviews take place in person, by phone, or through video conferencing, depending on the situation. Students will be provided with a written decision regarding their accommodations within ten institutional days after all requested material has been provided and reviewed.

Seeking accommodation at TTUHSCEP is separate from any request for accommodation on board exams, and an approved accommodation at TTUHSCEP is not a guarantee that an accommodation will be granted on board exams. Students will have to petition the Joint Commission on National Dental Examinations for any accommodation on the Integrated National Board Dental Examination, and this process is in addition to approval by TTUHSCEP. While board exams require a separate process, the DSS office can assist students with application for accommodations on board or licensing exams.

Criminal Background Check

In order to provide a safe environment for patients, visitors, faculty, employees, and students at TTUHSCEP, criminal background checks were instituted as of September 1, 2006. Compliance with this policy is required of all entering students, including WLHSDM students. Criminal background checks allow the university to evaluate whether TTUHSCEP students are qualified, eligible, and possess the character and fitness to participate in clinical care and/or clinical rotation sites at TTUHSCEP or affiliated institutions.

Therefore, in accordance with TTUHSCEP Operating Policy and Procedure 10.20 (Appendix 4-1D[4]), all prospective students will submit a background check through a prescribed vendor, to the TTUHSCEP Office of the Registrar. Refusal to complete the self-disclosure/criminal background check will preclude the student from admission and matriculation. All criminal history provided is confidential and shall be protected from disclosure to the greatest extent provided by law. It must be noted by the applicant, that matriculation will be completed only after receipt and review of the consent forms, self-disclosure information, and receipt of the subsequent background check record indicating no criminal history, unless otherwise indicated. Where a record of criminal history exists, each prospective student will be evaluated individually, and recommendations for enrollment or withdrawal/revocation of acceptance or admission will be made by the WLHSDM.

In addition, as part of the Texas Medical and Dental Schools Application Service (TMDSAS) application process, applicants are required to “disclose and explain any felonies or misdemeanors” that may appear on their record. TMDSAS states that “the failure to disclose this information is grounds for rejection of the application, withdrawal of any offer of acceptance, dismissal after enrollment, or rescission of any degrees granted.”

Review of Applications

The WLHSDM Committee on Dental School Admissions (Appendix 3-3B[5]) will ensure that the overall admissions process is dynamic and subject to an annual review of all processes and

procedures. This will ensure that the committee can respond to any evolving trends in the profession, the applicant pool, other peer institutions, or the WLHSDM. The committee will seek input from all faculty who are participating in the recruitment and admissions process, but all WLHSDM faculty will be able to offer input on the admissions process.

The Admissions Committee will carefully evaluate the following academic and non-academic information from each application received through the TMDSAS:

- Academic performance in all courses;
- Performance on the DAT;
- Academic course load;
- Knowledge of the profession and motivation for a career in dentistry;
- Research experience;
- Interpersonal skills (from personal interview and letters of recommendation);
- Demonstrated leadership qualities;
- Community service and related volunteer activities;
- Problem-solving skills and adaptability;
- Work and other life experiences;
- Evidence of socioeconomic disadvantage;
- Personal statement;
- Letters of evaluation

Admissions Philosophy

The WLHSDM will carefully evaluate a candidate's entire application packet, including cognitive and noncognitive, or nonacademic areas. This will include evaluations of an applicant's personal statements, letters of recommendation, and other life, extracurricular, volunteer or employment experiences.

Admissions information data are not weighted, but indicate the importance placed on attracting highly qualified individuals who: 1) can complete the rigorous curriculum in dental medicine; and 2) have demonstrated the motivation, maturity, interpersonal skills, and empathetic qualities necessary for a contemporary health provider.

While evidence of high intellectual ability and a strong record of scholastic achievement are vital for success in the study and practice of dentistry, the WLHSDM also recognizes the importance of the qualities of compassion, motivation, maturity, personal integrity, and effective communication as necessary traits in the health professions. Therefore, the personal interview will focus on nonacademic criteria. Interviewers will assess the applicant's life experiences, motivation to enter dentistry, knowledge of issues in dentistry and health care, personal characteristics, interpersonal and communication skills, and problem solving ability.

No single factor will be used exclusively to admit or eliminate an applicant to the WLHSDM. Admissions policies will apply to all candidates, without regard to race, color, religion, national origin, sex, age, disabled status, sexual orientation, or expression of gender identity. The Admissions Committee will examine each candidate for overall suitability. The Admissions Committee will strive to select a class with varied backgrounds, interests, and life experiences to provide a stimulating and broad learning environment for all students. Disadvantaged and/or underrepresented minority background and interest in the border region are among the considered factors. With equal qualifications, preference may be given to residents of El Paso, the U.S. border region, and West Texas.

2. Describe the planned process for selecting dental students. Indicate names and titles of individuals who will participate in the process.

Committee on Dental School Admissions

The Admissions Committee is a standing committee of the WLHSDM, and will have primary responsibility for determining admissions criteria, processes for selection of candidates, interview format, ranking of candidates, and the process for accepting candidates into the program. The committee will review all admissions criteria, policies, and procedures on an annual basis.

Initial members of the committee will be appointed by the dean and include the associate academic dean, the assistant/associate dean for student affairs, and the Director of Admissions, (each of which shall serve as ex officio members of the committee), as well as three (3) faculty from the Paul L. Foster School of Medicine (PLFSOM) (also appointed by the dean) who are involved in the teaching program of the WLHSDM. The committee will also include a dentist representative from the community who is selected by the El Paso District Dental Society (EPDDS) and who holds a current faculty appointment at the WLHSDM. The chair will be elected by the committee membership on an annual basis.

With the exception of ex-officio members, initial members of the committee shall be appointed for a three-year term. At the end of the three years, no more than one-third of the committee will be eligible for re-appointment or replacement. Faculty may serve two consecutive three-year terms, but six years of consecutive service must be followed by a minimum of a one-year absence from the committee before being eligible to serve another term.

Student representatives selected by the dean will be invited to support the work of the committee (such as conducting campus tours and hosting lunch for the candidates). Students will be excluded from the discussion of applicants and will not have access to any academic or personal data pertaining to the candidates. All persons participating in the admissions process will be required to sign a Confidentiality Agreement. (Appendix 4-1E [\[6\]](#))

Committee Preparations

Several weeks prior to the beginning of the application cycle, the Director of Admissions will gather all members of the Committee on Dental School Admissions, including all non-members who will be participating in the interview process. Discussions will include a review of policies and procedures relating to the admissions process including, but not limited to:

- The Family Educational Rights and Privacy Act (FERPA) and other issues related to privacy
- Overall goals of the admissions process, including any changes in policy
- Review of national and state applicant trends
- Review of the events of the interview day
- Review of interview questions and the evaluation of candidates.

In subsequent years, enrolled students who will be participating as hosts of the candidates will also be invited to participate in these meetings. The overall goal will be to relay essential information and establish consistency in the process.

Selection of Students

Applicants will be expected to adhere to the following timeline:

May 1	TMDSAS Application Opens (8 am CT)
Sep. 30	Dental School Application Deadline (5 pm CT)
Mid July – Mid Feb	Dental School Interviews
Dec. 1	Dental Schools Begin Offers of Acceptance

Applications for admission will be processed through the TMDSAS. Application forms and procedural information are available on the TMDSAS[\[7\]](#) website. TMDSAS will notify applicants when their applications have been sent to the school.

Applications will be reviewed for completeness. In addition, applications will be reviewed for adherence to the admissions requirements established by the school. Those candidates whose files are complete and who are considered to be competitive for admission, based on the admissions criteria established by the school, will be invited to interview. These criteria include:

- DAT scores
- Academic performance as reflected by the science GPA and overall GPA
- Rigor of the undergraduate curriculum, including course selection, extracurricular activities (dental and non-dental), employment and its impact on performance and maturation
- Recommendations from premedical advisors, faculty, or others
- Socioeconomic and disadvantaged background
- Personal statement and its reflection of communication skills, personal qualities, leadership, maturity, determination, and motivation for a career in dentistry
- Regional origin

Interview Day

Candidates selected for a personal interview will be invited to the WLHSDM for a full day of orientation and interviews. Information sessions will be provided on the following topics:

- The WLHSDM selection process;
- WLHSDM mission, goals, philosophy
- Curriculum overview;
- Financial aid;
- Campus tour;
- Required pre-matriculation immunizations;
- El Paso-area housing;
- Other pertinent information.
- Lunch with enrolled students (in subsequent years).

The candidate interview (Appendix 4-1F[\[8\]](#)) is designed to evaluate a candidate's interest and knowledge of the health care field and motivation for a career in dentistry; personal characteristics; and problem-solving skills. The interview can also address questions by the candidate that may have arisen during the application process. These interview sessions will be conducted weekly from mid-July through mid-February. All successful candidates must participate in the interview process.

The Committee on Dental School Admissions will review the credentials and interview evaluations biweekly for each of the candidates and will make decisions for or against admission. The

decisions of the committee are final. Based upon these decisions, a list of acceptable candidates will be prepared, ranking those judged to be best qualified for the study and practice of dental medicine. Following the TMDAS guidelines, offers will be made to exceptional candidates beginning on Dec. 1, utilizing the list of top-ranked candidates to fill the remaining positions.

Students who are accepted for admission will receive a packet of information during the late spring prior to their matriculation. This packet will contain information about the community of El Paso and the WLHSDM, including lists of books and materials required, class schedules, housing opportunities, and contact information. Additionally, the packet will include information and forms regarding various requirements that the students will need to complete before matriculation, such as acknowledgment of the standards for curricular completion, immunization forms, documentation of health insurance, documentation of a pre-entry physical examination, and a criminal background check

List of Alternates

Students who are not accepted for admission will be placed on a list of alternates in ranked order. Should any vacancies become available in the entering class, these will be filled by the next ranked applicant on the alternate list until all places are filled.

Enrollment Reservation Deposit

Applicants who receive an acceptance letter from the WLHSDM will be required to submit a deposit of \$50 to reserve a place in the class. This deposit is due within fifteen days of receipt of acceptance and is non-refundable. All deposits will be credited to first semester tuition. If an accepted student fails to register or withdraws after registering, the deposits will be forfeited to the WLHSDM.

3. To what extent will the administration and faculty participate in the modification of admission criteria and procedures?

The Committee on Dental School Admissions will ensure that the overall admissions process is dynamic and subject to an annual review of all processes and procedures. This will ensure that the committee can respond to any evolving trends in the profession, the applicant pool, other peer institutions, or the WLHSDM. The committee will seek input from all faculty who are participating in the recruitment and admissions process, but all faculty will be able to offer input on the admissions process.

The director of admissions (an ex officio member of the Committee on Academic Performance and Standards) will continuously monitor the progress of students through the curriculum and will annually report trends to the committee. In particular, at the beginning of each admissions cycle, the director of admissions will present to the committee an analysis of the academic performance of the previous D1 class relative to their respective GPA's and DAT scores. Particular attention will be focused on those students who excelled and those who experienced academic difficulty. Based on this data, the committee can make changes to the admissions process when necessary.

4. How will applicants be informed about the program's criteria and procedures for admission and the program's goals?

Students interested in the WLHSDM's DMD program and goals, as well as its admissions policies and procedures, will be able to access information from the following sources:

- The WLHSDM website (under development);

- The WLHSDM Office of Admissions;
- The TMDSAS website (Appendix 4-1G[9]);
- American Dental Education Association (ADEA): Official Guide to Dental Schools (Appendix 4-1H[10]);

Applicants will also be informed of the WLHSDM mission and vision statements when they view the website.

5. If students are admitted who do not meet the program's admission criteria, what are the school's intended policies and procedures for providing remediation to those students?

The WLHSDM has very specific admissions criteria, which have been outlined in a previous section of this standard. The WLHSDM will take great care to adhere to these admissions standards, and it does not anticipate admitting any applicant who has not met the admissions criteria.

However, if an enrolled student who has met the admissions criteria experiences academic difficulty, the WLHSDM has outlined a set of procedures regarding remediation, due process, and other procedures for providing academic and or personal assistance. This information is found in Standard 2-2.

6. Describe how the program will monitor and evaluate both attrition rates and performance of students in relation to admission criteria.

As previously noted, the director of admissions will serve as an ex officio member of the Committee on Academic Performance and Standards (Appendix 3-3B[5]). This will enable the director to examine the academic preparation of students relative to their academic performance. The director will annually report to the committee on student progress and trends. When necessary because of troubling patterns, the committee will recommend modifications to the admissions process.

Analysis of student performance will include academic and non-academic areas, including the following:

- Number of undergraduate science courses completed / by discipline;
- Degree completion;
- Prior degree in health profession;
- Disadvantaged status;
- Undergraduate course load;
- Years of pre-dental preparation;

Review of attrition rates will focus on the following areas:

- Academic performance;
- Personal reasons, including family considerations, career reconsideration, or financial circumstances;
- Issues of ethics, professionalism, or discipline;
- Transfer to another institution;
- Withdrawal for other reasons not mentioned above;

The Committee on Dental School Admissions will analyze all of these factors and make decisions to modify or retain current admissions criteria and or/standards. If modifications are made, they will be posted on the WLHSDM website and in other appropriate areas or publications.

- [1] [Appendix 4-1A - American Dental Association - Dental Admission Test \(DAT\) Guide](#)
- [2] [Appendix 4-1B - TTUHSCEP - WLHSDM Standards for Curricular Completion Acknowledgement Form](#)
- [3] [Appendix 4-1C - TTUHSCEP - Disability Support Services \(DSS\) - Self-Disclosure and Accommodation Request Form \(Rev. Nov 14, 2017\)](#)
- [4] [Appendix 4-1D - TTUHSCEP OP 10.20 - Criminal Background Checks for Students Residents and Trainees](#)
- [5] [Appendix 3-3B - TTUHSCEP - WLHSDM Standing Committees](#)
- [6] [Appendix 4-1E - TTUHSCEP OP 77.13 - Attachment D - Confidentiality Agreement](#)
- [7] [Webpage - TMDSAS - Texas Medical and Dental Schools Application Services](#)
- [8] [Appendix 4-1F - TTUHSCEP - WLHSDM Interview Evaluation Form](#)
- [9] [Appendix 4-1G - Webpage - Texas Medical Dental Application Service \(TMDSAS\)](#)
- [10] [Appendix 4-1H - Webpage - ADEA - Official Guide to Dental Schools](#)

4-2 Admission of students with advanced standing **must** be based on the same standards of achievement required by students regularly enrolled in the program.

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The Woody L. Hunt School of Dental Medicine (WLHSDM) currently has no plans to admit students who seek admittance with advanced standing from another institution. However, WLHSDM students in the second (D2), third (D3) or fourth (D4) year with a medical leave of absence longer than one year may petition the Committee on Dental School Admissions to re-enter the WLHSDM in the year during which they took the leave of absence. These decisions will be made on an individual basis and will involve a comprehensive review of the student's entire academic record and professionalism evaluations.

4-3 Students with advanced standing must receive an individualized assessment and an appropriate curriculum plan that results in the same standards of competence for graduation required by students regularly enrolled in the program.

4-3 Transfer students with advanced standing must receive an individualized assessment and an appropriate curriculum plan that results in the same standards of competence for graduation required by students regularly enrolled in the program.

The Woody L. Hunt School of Dental Medicine (WLHSDM) currently has no plans to admit students who seek to transfer from another institution.

4-4 Admission policies and procedures **must** be designed to include recruitment and admission of a diverse student population.

4-4 Admission policies and procedures must be designed to include recruitment and admission of a diverse student population.

A. Description:

1. Describe how the dental school's recruitment program will be evaluated in terms of providing a pool of well-qualified and diverse applicants for the available positions. Include the planned measures and outcomes that will be used to determine whether diversity is being achieved.

As outlined in Standard 1-4, the Woody L. Hunt School of Dental Medicine (WLHSDM) is committed to recruiting, enrolling, and supporting a diverse class. It has adopted the following goal, adapted from the Texas Tech University Health Sciences Center El Paso (TTUHSCEP) Paul L. Foster School of Medicine (PLFSOM): "The WLHSDM is committed to the recruitment and success of a diverse group of students with excellent academic and personal qualities that indicate their interest in meeting the distinct oral health needs of the greater El Paso and west Texas communities." (This will appear on the WLHSDM website.)

Additionally, the WLHSDM is committed to a diversity statement that was also adapted from the PLFSOM and promotes the following:

a. the recruitment, development, and success of a diverse group of students, faculty and staff
b. the inclusion of students who are from the U.S.-Mexico border region, who are economically or educationally disadvantaged, are often underrepresented in oral health care, and/or of Hispanic origin. The WLHSDM will also welcome and support students who are multi-lingual and from other traditionally under-represented minority groups. (This will appear on the WLHSDM website.)

The WLHSDM is committed to the following statements on diversity that also originated in the PLFSOM: "There is convincing evidence for inclusion of diversity to enrich engagement and solutions addressing the oral health needs of our community. The Woody L. Hunt School of Dental Medicine (WLHSDM) at Texas Tech University Health Sciences Center El Paso embraces this diversity as it promotes recruitment, expansion and retention of students, residents, graduates, post-graduates, staff and faculty. This diversity is defined as inclusion of those of Hispanic origin, those who are multilingual, and those from other traditionally under-represented minority groups". This will become the mission statement of the WLHSDM Committee on Dental School Admissions and will guide its activities and deliberations.

Additionally, the TTUHSCEP Institutional Student Handbook (Appendix 4-7C[1]) includes the following statements in Part IV (Anti-Discrimination and Sexual Misconduct Procedures (Including Title IX)):

"Texas Tech University Health Sciences Center El Paso (TTUHSCEP) is an Equal Employment Opportunity employer and ensures compliance with federal and state employment laws and regulations. TTUHSCEP provides a fair and equitable student conduct process, utilizing a thorough, neutral, and impartial investigation, from which is generated a prompt resolution."

"TTUHSCEP does not tolerate discrimination or harassment based on or related to sex, race, national origin, religion, age, disability, protected veteran status, genetic information, or other

protected categories, classes, or characteristics. While sexual orientation and gender identity are not explicitly protected categories under state or federal law, it is TTUHSCEP's policy not to discriminate in employment, admission, or use of programs, activities, facilities, or services on these bases."

"Discriminatory behavior is prohibited by this policy, as well as by federal laws such as Title VII, which prohibits discrimination in employment, Title IX, which prohibits discrimination on the basis of sex in education programs or activities, the Equal Pay Act, the Age Discrimination in Employment Act, the Americans with Disabilities Act, the Rehabilitation Act of 1973, the Civil Rights Act of 1991, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, Title II of the Genetic Information Non-Discrimination Act, and state laws such as Chapter 21 of the Texas Labor Code. Discriminatory behavior is prohibited regardless of the manner in which it is exhibited, whether verbally, in writing, by actions, or electronically displayed or conveyed".

Source: TTUHSCEP Operating Policy and Procedure 51.02 (Appendix 4-4A[2])

As noted in Standard 4-1, no single factor will be used exclusively to admit or eliminate an applicant to the WLHSDM. Furthermore, admissions policies will apply to all candidates, without regard to race, color, religion, national origin, sex, age, disabled status, sexual orientation, or expression of gender identity.

The Committee on Dental School Admissions will examine each candidate for overall suitability and is committed to the selection of a class from a variety of backgrounds, interests, and life experiences. This philosophy is intended to not only select a group of students that is academically gifted, but whose diversity will also provide a stimulating and broadening learning environment for all students. Disadvantaged students, and/or those from an underrepresented minority background, as well as those with an interest in serving the region are among the considered factors. With equal qualifications, preference may be given to residents of El Paso, the U.S. border region, and West Texas.

Regional Diversity

According to the U.S. Census Bureau, El Paso County, Texas has a population of approximately 840,410 and has the following ethnic composition (Appendix 4-4B[3]):

- Hispanic/Latino 82.8%
- White, Non-Hispanic/Latino 11.8%
- Black, African-American 3.9%
- American Indian and Alaska Native 1.0%

Recruitment Efforts

The goal of recruitment efforts will be to attract an applicant pool that is academically qualified and comprised of significant numbers of students that may include any of the following attributes:

- residents of El Paso, West Texas or the U.S. border region;
- socioeconomically disadvantaged;
- of Hispanic origin;
- those with a demonstrated interest in providing oral health care to the region.

Thus, recruitment efforts will include an immediate focus on area institutions whose students include many of these attributes. These institutions will include the University of Texas at El Paso (UTEP), El Paso Community College (EPCC), and New Mexico State University (NMSU). Other

state institutions with relatively high Hispanic representation will also be targeted and would include the following:

- University of Texas at San Antonio,
- St. Mary's University (San Antonio, Texas)
- Our Lady of the Lake University (San Antonio, Texas)
- University of Texas-Pan American (Edinburg, TX)
- Texas State University (San Marcos, TX)
- Texas A&M University – Kingsville
- Texas A&M International University (Laredo, Texas)
- South Texas College (McAllen, Texas),
- University of Texas – Brownsville

Additionally, the WLHSDM will participate in the following outreach/pipeline programs that target underserved minority high school and college students:

- UTEP – Medical Professions Institute; Pre-professional Guidance, Summer Enrichment Program (Appendix 4-4C[\[4\]](#))
- TTUHSCEP (4 weeks; MCAT prep, Interview Prep, etc.)
- NMSU (Las Cruces, NM); (Appendix 4-4D[\[5\]](#))
- EPCC (more health-related technical fields)
- Bel Air High School – Center for Health Professions (mostly health-related technical fields such as Dental Assisting, Vocational Nursing, Pharmacy, Technology, EMT training)
- Maxine Silva Health Magnet School
- TTUHSCEP – Area Health Education Center (AHEC) - to address the shortage of health care providers and improve access to health care in West Texas through education and development of the workforce.
- TTUHSCEP – Three-day Summer Health Careers Camp - Free camp for high school students, including nursing, medicine, dentistry, and biomedical sciences. Includes tours of El Paso Children's Hospital and the Texas Tech Physicians of El Paso clinics, and a question and answer session with a panel of TTUHSCEP students.

Additional partnerships with existing PLFSOM Outreach Programs that will also include presentations on careers in dentistry will include the following (Appendix 4-4E[\[6\]](#))

- 2017 Adventure for Your Future: Annual one-day conference in January; partnership with the El Paso Chamber of Commerce, the PLFSOM, and area hospitals and school districts. It is open for sixth, seventh, and eighth-grade students along with one accompanying parent in the El Paso area. Students learn about opportunities in the health professions while parents gain information on how to help their children along their career path.
- School visits - The Office of Admissions also visits Ysleta Independent School District (YISD), El Paso ISD, Socorro ISD, Canutillo ISD, Chaparral ISD, Clint ISD, Fabens ISD, and Gadsden ISD elementary, middle, and high school campuses during their career exploration fairs. Also, by invitation, presentations are done for science classes or other groups to promote health care careers.
- El Paso Pre-medical Development Society (EPPMDS): Aids prospective medical students with current information and workshops on the application and interview process, writing personal statements, and question/answer panels with current students. (Appendix 4-4F[\[7\]](#))
- Summer medical camp for high school students: Three two-week camps are offered annually. Each camp can accommodate up to thirty students and takes place on the

TTUHSCEP campus. The curriculum consists of interactive presentations with health career professionals, field trips, financial aid information (Appendix 4-4G^[8]).

- TTUHSCEP Campus Tours - Offered throughout the year for interested schools and community groups on a space-available basis.
- Texas College Campus Visits: The Office of Admissions visits Texas undergraduate universities throughout Texas.

In parallel with these recruitment efforts, the TTUHSCEP Development Office will pursue opportunities for developing scholarships that will attract and enhance the desired applicant pool.

Collectively, these programs are designed to enhance an interest in the health professions, including dentistry, to local students in the El Paso area, with the overall goal of attracting a student body, faculty, and staff that is reflective of the diversity of the El Paso/West Texas/U.S. border region.

- [1] [Appendix 4-7C - TTUHSCEP-Institutional-Handbook 2018-2019 \(7-31-18\) - Part IV Anti-Discrimination and Sexual Misconduct Procedures \(page 31\)](#)
- [2] [Appendix 4-4A - TTUHSCEP OP 51.02 NonDiscrimination and AntiHarrassment Policy](#)
- [3] [Appendix 4-4B - US Census Bureau - Quick Facts El Paso County](#)
- [4] [Appendix 4-4C - Webpage - TTUHSCEP - Summer Enrichment Program](#)
- [5] [Appendix 4-4D - Webpage - NMSU Pre-Health Professions Advising](#)
- [6] [Appendix 4-4E - Webpage - TTUHSCEP - Outreach Programs](#)
- [7] [Appendix 4-4F - TTUHSCEP - PLFSOM High School Medical Camp Flyer 2018](#)
- [8] [Appendix 4-4G - Webpage - TTUHSCEP - El Paso Pre-Medical Development Society \(EPPMDS\)](#)

4ii Facilities and Resources

4-5 The dental school **must** provide adequate and appropriately maintained facilities and learning resources to support the purpose/mission of the dental school and which are in conformance with applicable regulations.

A. Description:

1. Describe all existing and planned facilities in which didactic and/or clinical teaching will occur and describe how both the existing and planned facilities are (or will be) adequate for the teaching, research and service activities of the dental school. Include in the description of facilities:

- 1. the year the facility was (or will be) constructed;**
- 2. a description of any renovations that will occur in existing facilities to make them available for the dental education program;**
- 3. the number, location and layout of existing or planned classrooms, biomedical laboratories, lecture halls, and student work rooms that will be available to the dental school;**
- 4. the number, location and layout of planned preclinical instruction areas; and**
- 5. the number, location and layout of planned treatment areas in the dental clinic.**

In late spring of 2017, administrators from Texas Tech University (TTU) and Texas Tech University Health Sciences Center El Paso (TTUHSCEP) began discussions with Kahler Slater, a prominent Wisconsin architectural firm that has designed the most recent dental education facilities built in the U.S. This company is widely recognized as the most experienced company in designing contemporary dental education facilities. As a testament to their expertise, in January 2018 Kahler Slater announced that their design of the University of Texas Health San Antonio Center for Oral Health Care and Research building was the recipient of the Grand Prize in the 2017 Education Design Showcase by College Planning and Management magazine.

As a result, plans were finalized and a building is currently under construction on the TTUHSCEP campus that will house the Woody L. Hunt School of Dental Medicine (WLHSDM) Dental Learning Center. A 25,000 square foot area of the facility will feature a state-of-the-art dental education facility, lecture halls, eighty individual stations for dental simulation, support laboratories, student lounge and study areas, faculty offices, and several spaces that will facilitate evaluation and small-group learning (Appendix 4-5A[1]). This facility is expected to be ready for occupation by the WLHSDM in August 2019, which is long before the expected start of the WLHSDM in 2021.

As a new facility, all aspects of the WLHSDM Dental Learning Center are being designed and constructed to comply with the guidelines of the Americans with Disabilities Act (ADA). The WLHSDM will be fully capable of accommodating the special needs of its patients, students, staff, and faculty.

The curriculum is designed to incorporate community learning experiences from observational and introductory experiences in the first (D1) and second (D2) years to more advanced clerkships and clinical experiences in the third (D3) and fourth (D4) years. In alignment with a focus on underserved populations, Federally Qualified Health Centers (FQHC) with dental clinics will be included, along with additional clinics selected for their learning environments, facilities, patient populations and dentists. Sites will include:

- Centro De Salud Familiar La Fe (three locations) – can accommodate four students per site;
- Rawlings Pediatric Dental Clinic – can accommodate four students;
- Centro San Vicente - can accommodate four students;
- Project Vida Dental Clinic – can accommodate four students;
- La Clinica De Familia (five locations) – can accommodate four students per site;

The WLHSDM has initiated the appropriate affiliation agreements with each of these sites. Signed agreements will be available for review at the site visit, along with details of plans for all activities required for compliance with Standard 2-6.

Plans are also underway to build a new, 36,000 square foot state-of-the-art dental clinic (Appendix 4-5B[2]). It will have offices, waiting and patient reception areas, 130 dental operatories, dental radiology areas, clinical support lab, and staff lockers and lounge.

2. Describe the procedures that have been established for assessing program facilities and equipment in relation to current concepts of dental practice and dental education? What is the program's long-range plan for maintaining, replacing and adding equipment?

The WLHSDM will seek input from faculty, staff, and students regarding the adequacy of facilities and equipment, and all communications and suggestions will be forwarded to the appropriate administrators for their consideration and action, as appropriate. Input will also be provided through the appropriate WLHSDM committees that will generate comments and suggestions regarding facilities and equipment. Furthermore, through its strategic planning process, the WLHSDM will continually explore new programs and available new technologies that will support its mission.

The WLHSDM will also set aside a portion of its budget for the replacement and repair of equipment and facilities. Consistent with manufacturer requirements, the WLHSDM will develop a comprehensive equipment inventory and management plan for periodic evaluation and repair of equipment, and will include long-range planning for replacing and adding equipment. Regularly-scheduled preventive maintenance will be provided for all equipment in accordance with manufacturer instructions.

3. If the clinic is shared with other program(s), how many hours per week is it used by each program? How many treatment areas are used each session? What procedures have been established for scheduling utilization of the clinic?

The affiliated community learning sites noted above will have each have four WLHSDM students scheduled on pre-determined days during the normal working hours of the clinics. Eight hour sessions are anticipated. Affiliation agreements will define the working hours, responsibilities, and expectations of the clinical site and the WLHSDM. Clinical activities will enable students to interact with a diverse patient population with a wide profile of medical conditions, and also enable them to directly experience other models of health care delivery in an inter-professional setting.

[1] [Appendix 4-5A - TTUHSCEP - WLHSDM Learning Center](#)

[2] [Appendix 4-5B - TTUHSCEP - WLHSDM Dental Clinic](#)

4iii Written Agreements

4-6 Any site not owned by the sponsoring institution where required educational activity occurs must have a written agreement that clearly defines the roles and responsibilities of the parties involved.

Any site not owned by the sponsoring institution where required educational activity occurs must have a written agreement that clearly defines the roles and responsibilities of the parties involved.

All affiliation agreements executed between off-campus educational sites and the WLHSDM will contain language that clearly defines the roles and responsibilities of the involved parties.

The WLHSDM is currently pursuing an educational training agreement (ETA) with the following organizations:

- El Paso VA Health Care System Dental Service (Appendix 4-6A^[1])
- Centro de Salud Familiar la Fe (Appendix 4-6B^[2])
- El Paso Department of Public Health (Appendix 4-6C^[3])

[1] [Appendix 4-6A - TTUHSCEP - WLHSDM Education Training Agreement - EP VA Health Care System Dental Service](#)

[2] [Appendix 4-6B - TTUHSCEP - WLHSDM Education Training Agreement - Centro de Salud Familiar la Fe](#)

[3] [Appendix 4-6C - TTUHSCEP - WLHSDM Education Training Agreement - EP Dept of Public Health](#)

4iv Student Services

4-7 Student services must include the following:

- a. personal, academic and career counseling of students;
- b. assuring student participation on appropriate committees;
- c. providing appropriate information about the availability of financial aid and health services;
- d. developing and reviewing specific written procedures to ensure due process and the protection of the rights of students;
- e. student advocacy;
- f. maintenance of the integrity of student performance and evaluation records; and
- g. Instruction on personal debt management and financial planning.

4-7 Student services must include the following: (address separately)

- a. personal, academic and career counseling of students;**
- b. assuring student participation on appropriate committees;**
- c. providing appropriate information about the availability of financial aid and health services;**
- d. developing and reviewing specific written procedures to ensure due process and the protection of the rights of students;**
- e. student advocacy;**
- f. maintenance of the integrity of student performance and evaluation records; and**
- g. Instruction on personal debt management and financial planning.**

A. Description:

1. Describe each area of student services separately. Include specific description of the planned services provided.

Standard 4-7 (a): Personal, Academic and Career Counseling of Students;

Responsible Administrator: Associate Dean of Academic Affairs

Personal Counseling. The office of the assistant/associate dean of academic is responsible for counseling students on issues pertaining to routine, non-academic matters that may be affecting their academic performance.

Students who require more comprehensive personal counseling services about nonacademic issues (e.g., substance abuse and/or mental health issues) can take advantage of the Program of Assistance for Students (PAS) that is available for all Texas Tech University Health Sciences Center El Paso (TTUHSCEP) students. PAS benefits include:

- Individual, couple, and family counseling or consultation
- 24-hour crisis hotline;
- Student choice of provider or agency; ability to make own appointments;
- Confidentiality assured. No bills will be identified with students to the schools.
- PAS offices are located throughout the El Paso community. A list of providers is on the PAS website (Appendix 4-7A[1]).

TTUHSCEP provides up to five free counseling sessions per student per academic year. These five sessions are also available to any dependent living in the student's household. Additional sessions are the responsibility of the student. All use of PAS services is confidential.

Academic Support Services. The associate dean of academic affairs is available for consultation with students about academic issues affecting performance in the program. Additionally, faculty and administrators will be available to meet with students to discuss issues related to a specific course.

Academic support services will be available to students through the WLHSDM Office of Academic Affairs. Every effort will be made to identify students in academic difficulty early enough to provide the appropriate educational support. For example, the Office of Academic and Student Affairs will carefully monitor student performance during the fall semester of the first year (D1) to identify those students who may be encountering academic difficulty or other issues common to dental students who are transitioning into professional school. With early identification, the appropriate academic support resources can be immediately implemented.

The associate dean of academic affairs also serves as an ex-officio member of the Committee on Academic Performance and Standards in order to remain familiar with the academic and clinical performance of students.

Students will receive notification of their academic performance through the Office of Academic Affairs at the end of each semester. However, at the mid-way point of each semester, students with academic deficiencies will be notified in writing by the Office of Academic Affairs and reminded of the mechanisms available for resolving any deficiencies. This notification will encourage timely corrective action.

In addition to the assistance that will be available for students with academic difficulties, students with learning disabilities will be encouraged to self-identify and seek the appropriate assistance early in the curriculum. During the WLHSDM new student orientation (Appendix 4-7B[2]), students will receive information regarding the services available for those with disabilities and the means to access reasonable accommodations for any disabilities which have been appropriately documented (Appendix 4-1C[3]). This information will also be included in each course syllabus (Appendix 2-1A[4]).

The TTUHSCEP Office of Student Services offers a variety of academic support services, entitled the Program for Academic Support & Enrichment (PASE). It offers many resources to students that enable them to maximize their academic potential (Appendix 4-7C[5]). Features of the program will include:

- Individual assistance in identifying and improving areas such as:
 - Studying
 - Reading
 - Note taking
 - Test taking
 - Time management
 - Stress management
 - Individual learning assessments, with a personalized report of strengths and weaknesses;
 - Individualized study plans based on learning preferences;
 - Workshops aimed at identifying learning styles;
 - Remedial advisement;
 - Academic support for students with disabilities

Academic Assistance Offered by Peers. Currently, the PASE program also houses the PLFSOM Medical Student Teaching Center (MSTC). This is a program open to all medical students that offers free academic assistance from medical student peers in a variety of areas throughout their medical education. The teaching assistants (TAs) are paid by the TTUHSCEP and are second, third, and fourth year students who have excelled in several academic areas. Academic assistance can be provided individually, in small groups, or in workshops. The WLHSDM plans to utilize this model to offer a similar program to dental students.

Details of the PASE and MSTC programs will be provided to all students at orientation and will be included in the TTUHSCEP Institutional Student Affairs Handbook (Appendix 4-7C[6]).

Counseling for academic issues will be coordinated through the WLHSDM Office of Academic Affairs. Specifics on how to access academic counseling services will be provided during orientation for incoming D1 students, and will be reinforced in subsequent years in the curriculum. Information on academic assistance will also be in the Institutional Student Affairs Handbook (Appendix 4-7C[7]) and on the website.

Career Counseling. The WLHSDM will provide career information to area pre-dental students, dental students and alumni. Presentations to pre-dental clubs and other undergraduate student groups will highlight a variety of career options that are available in the dental profession. Examples will include information on general and specialty practice, military and academic careers, teaching opportunities, research, dental products and pharmaceuticals, public health and government service, and service to the profession. The goal is to help potential students understand that dentistry offers a variety of opportunities to satisfy evolving career and personal needs.

At the WLHSDM, students will have opportunities to explore various aspects of dental careers in detail. Activities in the practice management courses will include career development. Faculty who are generalists and specialists will present information on their areas of expertise, as well as personal information on the satisfaction they derive from practice, teaching, service, research, and administration. Speakers from other areas of dentistry, (e.g., dental industry, organized dentistry, public health and military) will present information on their careers. Students with similar interests will be encouraged to form study clubs or student organizations that will sponsor presentations from individuals working in specific areas. Information on study clubs and student organizations will be presented at orientation, in the WLHSDM Student Handbook (Appendix 2-1C[8]), and on the website.

Students will be encouraged to meet with WLHSDM faculty and administrators on an individual basis to discuss career plans. A mentoring program will also be developed with the leadership of the El Paso District Dental Society to encourage professional networking and career guidance to dental students by local practitioners. It is also anticipated that the dental activity at Fort Bliss in El Paso will be an additional, career-planning resource for students, especially those interested or participating in the Health Professions Scholarship Program (HPSP).

Information on how to access career information in local, state, regional and national publications and other databases will be included in the practice management courses and in career seminars sponsored by the WLHSDM.

Standard 4-7 (b): Assuring Student Participation on Appropriate Committees;

The WLHSDM acknowledges that students have a distinct and valuable perspective on both academic and non-academic matters that impact their lives and their education. Therefore, the

WLHSDM will invite students to serve on the following committees in order to hear their perspectives and share information with their student colleagues. (All committees are described in Appendix 3-3B[9].

- Committee on Dental School Admissions (non-voting participants);
- Committee on Curriculum and Educational Policy (non-voting members);
- Committee on Clinical Affairs (voting members);
- Sub-Committee on Clinical Quality Assurance and Safety (voting members);

The Student Council (composed of the elected officers of each class), in consultation with the assistant and/or associate deans, will nominate students to the dean to serve on committees as described in Appendix 3-3B[9]. The dean will make the appointments to the committees.

The WLHSDM plans to establish the following student organizations within the first two years of its operations:

- Student Chapter, American Student Dental Association (ASDA);
- Student Chapter, American Dental Education Association (ADEA)
- Student Research Group (SRG)

Students may also develop additional organizations, and this is accomplished through the TTUHSCEP Office of Student Services. The policies and procedures for establishing and registering student organizations are found in Part VI of the TTUHSCEP Institutional Student Affairs Handbook (Appendix 4-7C[10]).

Standard 4-7 (c): providing appropriate information about the availability of financial aid and health services;

Responsible Administrator: Mr. Ron Williams, Financial Aid Director

Financial Aid. As outlined in Standard 4-8, The TTUHSCEP Student Financial Aid Office (Appendix 4-7D[11]) administers financial aid, counsels students, conducts programs, and develops the processes necessary for full compliance with federal and other financial aid programs. The Student Financial Aid Office will deliver a formal presentation to student applicants on each of the interview days, which will include a tentative cost-of-attendance budget, as well as information on available financial aid, scholarships, and loan repayment resources (Appendix 4-7E[12]), Appendix 4-7F[13], and Appendix 4-7G[14]).

Prior to matriculation, accepted students will receive a copy of the estimated cost-of-attendance budget (Appendix 4-7H[15]), contact information for the Student Financial Aid Office, Free Application for Federal Student Financial Aid (FAFSA) information (Appendix 4-7I[16]), and information regarding scholarships (Appendix 4-7J[17]). Students will be encouraged to meet personally with financial aid counselors to discuss and finalize their individual needs.

During orientation week, D1 students will be provided with an updated copy of the “final cost of attendance budget”. Financial aid counselors will be on-site, and students will have the opportunity to make an appointment to meet with the counselor if they desire.

The TTUHSCEP website will contain the documents, forms and materials necessary to apply for, receive and manage financial aid, as well as information on additional resources to assist students and alumni. Financial aid counselors are readily available for consultation and advice.

The financial aid staff also manages all required entrance and exit interviews, as well as annual counseling regarding sources of financial aid and repayment terms. All students who use any form of financial assistance that must be repaid are required to complete the required entrance and exit interview sessions online (Appendix 4-7C[18] and Appendix 4-7L[19]). Additional information regarding financial aid is found in Standard 4-8.

Health Services

Responsible Administrator: Richard D. Brower, MD, Interim Associate Dean for Student Affairs, Paul L. Foster School of Medicine (PLFSOM) at TTUHSCEP

The WLHSDM does not provide health insurance for students or their dependents, but all students are required to maintain health insurance throughout their four years of dental school. During new student orientation (Appendix 4-7B[2]), WLHSDM students will receive information on health insurance that is available to purchase through TTUHSCEP. A student health insurance plan is available through Academic Blue Student Health Plans, via Blue Cross Blue Shield of Texas (Appendix 4-11B[20]).

Health services for all students at TTUHSCEP are available through Texas Tech Physicians of El Paso at Hague, located in the Providence Medical Plaza, 125 W. Hague Road, Suite 340. This is located approximately 15 minutes / 5 miles from TTUHSCEP. Office hours are Monday through Friday from 8 a.m. to 5 p.m. Services are provided by faculty from the Department of Family Medicine. To be eligible for services, students must be currently enrolled and have paid the student health fees. A student ID card must be presented at each appointment. (Appendix 4-11A[21])

Prescription benefits are not included in the student health fee, so students are responsible for the cost of any medications. However, Walmart Pharmacy offers a generic drug option plan for approximately \$4 per prescription.

All clinics and hospitals that provide clinical training also require each student to be covered by health insurance. Students without health insurance are not allowed to participate in these clinical experiences. Students are encouraged to purchase health insurance from any health insurance provider. The TTUHSCEP Office of Student Services offers health insurance through Academic Health Plans. That information may be found at the Academic Health Plans[22] website.

Immunizations. The WLHSDM requires that all students become immunized against a number of infectious diseases for their own safety as well as the safety of others. The list of required immunizations appears in Standard 4-10. All students must be compliant with the school's immunization requirements prior to the first day of orientation or the first day of class in each semester. Student immunization records are kept on file at the TTUHSCEP Occupational Health Department. As immunizations are updated, students are responsible for providing written documentation to TTUHSCEP Occupational Health. Information regarding required immunizations will be provided to students in the prematriculation packet, and will be available on the website.

Standard 4-7 (d): developing and reviewing specific written procedures to ensure due process and the protection of the rights of students;

Responsible Administrator: Dr. Wendy Woodall, WLHSDM Associate Dean of Academic Affairs

The WLHSDM has created a document that addresses the specific needs of the DMD program relative to ensuring due process and the protection of students' rights. The final draft of the WLHSDM Student Affairs Handbook (Appendix 2-1C[23]) will be submitted to the TTUHSCEP administration for review and approval. Once it has received final approval, the handbook will be available on-line for prospective and current students. It will include specific language dealing with due process and the protection of students' rights.

The assistant/associate dean for academic and student affairs will discuss the handbook with D1 students during D1 orientation and will address questions or concerns during that time. This will ensure that students are made aware of the issues that are addressed in the handbook, especially with regard to due process and students' rights. At the conclusion of these sessions, students will sign a form indicating that they have received and read the handbook, that they are aware that it is also posted online, and that they have had an opportunity to discuss any areas of concern during orientation sessions. The final copy of the handbook will be available on-site during the initial site visit.

Standard 4-7 (e): student advocacy;

Responsible Administrator: Assistant Associate Dean for Student Affairs

The assistant/associate dean for student affairs will serve as the primary student advocate in the WLHSDM and will meet with any student who may be having academic and/or disciplinary issues.

Any issues related to the clinical program or clinical education will involve the assistant/associate dean for clinical affairs and patient care, but the assistant/associate dean for student affairs will continue to serve as primary student advocate. Other faculty may serve as co-advocates for students on an individual or group basis depending on the situation.

Standard 4-7 (f): maintenance of the integrity of student performance and evaluation records;

Responsible Administrator: Diana Andrade, Registrar

The TTUHSCEP Office of the Registrar provides centralized services to all schools in TTUHSCEP, including the WLHSDM. This ensures the integrity of all student performance and evaluation records (Appendix 4-7M[24]). Access to records of student academic performance or evaluation is restricted to those with a "need to know", such as course directors and administrative staff. On an annual basis, all faculty and staff with access to student records are required to complete Family Educational Rights and Privacy Act (FERPA) training, as well as training regarding patient and student privacy (Appendix 4-7N[25]). Individual email reminders are sent to those who are required to complete their annual FERPA training. Those who have not completed the required training will be restricted from accessing student records until the training is completed.

Standard 4-7 (g): Instruction on personal debt management and financial planning;

Responsible Administrators:

Richard Black, DDS and Paul Ogden, MD: Course Directors for Masters Colloquium

Student indebtedness is an area of increasing concern to all involved in dental education. Similarly, the WLHSDM will encourage students to borrow only what is necessary and to avoid accumulating unnecessary debt.

During D1 orientation, a representative from the TTUHSCEP Office of Financial Aid will make a formal presentation on the financial aid processes, and there will be additional time in the schedule set aside for students to meet individually with a financial aid officer (Appendix 4-7B[2]).

In the WLHSDM dental curriculum, the informational series entitled Masters Colloquium (Appendix 2-3E[26]) will include formal exercises that will enable students to project their individual student loan debt and formulate customized strategies for managing this debt after graduation from dental school. Discussions will also include the impact of student debt on individual and career decisions, as well as the importance of minimizing their debt. Student competence will be assessed relative to basic skills in financial management and managing personal and professional debt.

2. What are the planned outcomes for each of the student service areas? How will the effectiveness of the counseling system be measured, by whom and how often?

In addition to the activities mentioned for each of the student service areas, planned outcomes will include availability of services during business hours, responsiveness to student needs, and adequacy of staffing. Administration and oversight of student services is provided by the assistant vice president for student services, which conducts an annual review of all components of student services.

The effectiveness of the counseling system in the WLHSDM will be continually monitored and evaluated by the Office of Academic Affairs. Student feedback will be utilized to monitor and evaluate the effectiveness of the counseling system.

3. Institutional policies and procedures related to Students Rights and Responsibilities, including Student Complaint Policy

As stated on its website (Appendix 4-7O[27]): “It is policy of the Texas Tech University Health Sciences Center El Paso to affirm the right of students to a prompt and fair resolution of a complaint or grievance involving allegations of inappropriate behavior by other TTUHSCEP students or personnel toward students. Policies and procedures are found in the TTUHSCEP Institutional Student Handbook: Code of Professional and Academic Conduct (Appendix 4-7C[6]) for the following areas of student complaints:

- Complaints regarding the general or academic misconduct of another student (Appendix 4-7C[28] Part XI, page 71)

Policies and procedures governing complaints regarding the general or academic misconduct of students are defined. Students, faculty, and staff are all encouraged to report violations of the student code in accordance with the disciplinary procedures outlined in the student code.

- Complaints regarding discrimination (Appendix 4-7C[29] Part XI, page 71)

This handbook identifies several policies intended to ensure the fair and equitable treatment of all members of the university community. The processes for filing complaints are included.

- Complaints regarding student records (Appendix 4-7C[30] Part XI, page 72)

The handbook provides detailed information about filing complaints relating to student records.

- Complaints regarding sexual harassment

TTUHSCEP does not tolerate discrimination or harassment based on or related to sex, race, national origin, religion, age, disability, protected veteran status, genetic information, or other protected categories, classes, or characteristics. While sexual orientation and gender identity are not explicitly protected categories under state or federal law, it is the policy of TTUHSCEP not to discriminate in employment, admission, or use of programs, activities, facilities, or services on these bases.

TTUHSCEP is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SAVE), and other federal and state law, TTUHSCEP prohibits discrimination based on sex and other types of sexual misconduct.

Sexual harassment is a violation of university policy as outlined in TTUHSCEP Operating Policy and Procedure OP 51.03, entitled Sexual Harassment, Sexual Assault, Sexual Misconduct, and Title IX Policy and Complaint Procedure (Appendix 4-7P[31]) and the TTUHSC Institutional Student Handbook: Code of Professional and Academic Conduct. (Appendix 4-7C[32], Part IV) It is also prohibited under Title VII of the Civil Rights Act of 1964, as amended, and Title IX of the Educational Amendments of 1972. All people have a right to an education and work environment that is free of bias, intimidation, or hostility. Educational programs and training sessions on the subject of sexual harassment are available to students, faculty, and staff.

- Complaints regarding employment at TTUHSCEP

Information about employment grievances for students who are employed at TTUHSCEP is provided in TTUHSCEP Operating Policy and Procedure 70.10, Non-faculty Employee Complaint and Grievance Procedures (Appendix 4-7Q[33]) This policy covers complaints concerning issues pertaining to wages, hours, working conditions, performance evaluations, merit raises, job promotions, job assignments, or similar matters involving management decisions concerning the employee.

- Complaints regarding grades or grading

As described in the TTUHSCEP Institutional Student Affairs Handbook (Appendix 4-7C[34]), the processing of formal grade appeal procedures is the responsibility of the school that administers the course.

- Complaints regarding other types of mistreatment

Students who feel that they have been mistreated in a manner that is not directly addressed by any of the specific policies identified above are encouraged to proceed with the formal process of reporting that mistreatment as described in the “Student Faculty Dispute Resolution Policy” found in the WLHSDM Student Affairs Handbook (Appendix 2-1C[35]).

Procedures are outlined in the policies identified above. Students are required to bring their concerns to the assistant/associate dean for student affairs. The deans of the schools have final authority in resolving disputes related to academic issues, such as grading and promotion, and in non-academic issues involving the school’s faculty and staff. Every effort should be made to resolve complaints against faculty and other school personnel at the school level. If the complaint is about personnel or services at the institutional level, the student is advised to contact the TTUHSCEP Office of Student Services in accordance with established institutional-level student complaint procedures.

- **Other institutional-level student complaint procedures:**

Student complaints that fall outside the scope of other institutional and school-based policies and procedures governing specific types of student complaints (student complaint or grievance policies and procedures), are administered under a special policy (Appendix 4-7Q[33]). This may include, for example, student complaints against staff members employed at the institutional level or against TTUHSCEP administrators. The TTUHSCEP Office of Student Services will administer this institutional policy and will ensure that due process is afforded to all concerned.

Procedures are delineated in the policies identified above. Students are required to bring any of these concerns to the assistant/associate dean for student affairs. As described in the TTUHSCEP Institutional Student Affairs Handbook (Appendix 4-7C[6]), the deans of the schools have final authority in resolving disputes related to academic issues, such as grading and promotion, and in non-academic issues involving the school's faculty and staff. Students are encouraged to make every effort to resolve complaints against faculty and other school personnel at the school level. If the complaint is about personnel or services at the institutional level, the student is advised to contact the TTUHSCEP Office of Student Services in accordance with established institutional-level student complaint procedures.

Additional Appendices:

1. Appendix 4-7K[36]: TTUHSCEP Financial Aid Exit Counseling Information

- [1] [Appendix 4-7A - Webpage - TTUHSCEP - Program of Assistance for Students \(PAS\)](#)
- [2] [Appendix 4-7B - TTUHSCEP - WLHSDM New Student Orientation Template](#)
- [3] [Appendix 4-1C - TTUHSCEP - Disability Support Services - DSS Self-Disclosure and Accommodation Request Form \(Rev. Nov 14, 2017\)](#)
- [4] [Appendix 2-1A - TTUHSCEP - WLHSDM Standard Syllabus Example](#)
- [5] [Appendix 4-7C - TTUHSCEP-Institutional-Handbook 2018-2019 \(Update 7-31-18\)- Academic Support \(page 69\)](#)
- [6] [Appendix 4-7C - TTUHSCEP-Institutional-Handbook 2018-2019 \(Update 7-31-18\)](#)
- [7] [Appendix 4-7C - TTUHSCEP-Institutional-Handbook 2018-2019 \(Update 7-31-18\)- Program of Assist. for Students \(page 64\)](#)
- [8] [Appendix 2-1C - TTUHSCEP - WLHSDM Student Affairs Handbook - Career Planning \(Revised 09-07-2018\)\(page 10\)](#)
- [9] [Appendix 3-3B - TTUHSCEP - WLHSDM Standing Committees](#)
- [10] [Appendix 4-7C - TTUHSCEP-Institutional-Handbook 2018-2019 \(Update 7-31-18\)- Part VI Registration of Student Organizations \(page 47\)](#)
- [11] [Appendix 4-7D - TTUHSCEP - Student Services - Financial Aid](#)
- [12] [Appendix 4-7E - Webpage - ADEA - Educational Debt Management](#)
- [13] [Appendix 4-7F - ADA - Dental Student Loan Repayment](#)
- [14] [Appendix 4-7G - Webpage - ADEA AAMC - Loan Calculator](#)
- [15] [Appendix 4-7H - Proposed Cost of Attendance - WLHSDM Annual Tuition Fees](#)
- [16] [Appendix 4-7I - Webpage - TTUHSCEP - Financial Aid](#)
- [17] [Appendix 4-7J - Webpage - TTUHSCEP - Scholarships](#)
- [18] [Appendix 4-7C - TTUHSCEP-Institutional-Handbook 2018-2019 \(Update 7-31-18\) - Graduation Procedures \(Page 63\)](#)
- [19] [Appendix 4-7L - Webpage - Exit Counseling - StudentLoans.gov](#)
- [20] [Appendix 4-11B - Webpage - TTUHSCEP - Academic Health Plans \(ahp\) Enrollment](#)
- [21] [Appendix 4-11A - TTUHSCEP - Student Health Brochure \(NEEDS REVISION\)](#)
- [22] [Webpage - TTUHSCEP - Academic Health Plans \(ahp\)Enrollment](#)
- [23] [Appendix 2-1C - TTUHSCEP - WLHSDM Student Affairs Handbook \(Revised 09-07-](#)

2018)

- [24] [Appendix 4-7M - TTUHSCEP - Annual FERPA Training](#)
- [25] [Appendix 4-7N - Webpage - US Department of Education FERPA Information](#)
- [26] [Appendix 2-3E - TTUHSCEP - Masters Colloquium Syllabi](#)
- [27] [Appendix 4-7O - Webpage - TTUHSCEP - Student Grievance Policies](#)
- [28] [Appendix 4-7C - TTUHSCEP-Institutional-Handbook 2018-2019 \(Update 7-31-18\) - Complaints regarding the general...of another student \(page 71\)](#)
- [29] [Appendix 4-7C - TTUHSCEP-Institutional-Handbook 2018-2019 \(Update 7-31-18\) - Complaints regarding discrimination \(page 71\)](#)
- [30] [Appendix 4-7C - TTUHSCEP-Institutional-Handbook 2018-2019 \(Update 7-31-18\) - Complaints regarding student records \(page 72\)](#)
- [31] [Appendix 4-7P - TTUHSCEP OP 51.03 - Title IX Sexual Harassment Assault Misconduct](#)
- [32] [Appendix 4-7C - TTUHSCEP-Institutional-Handbook 2018-2019 \(Update 7-31-18\)- Sexual Harassment \(page 33\)](#)
- [33] [Appendix 4-7Q - TTUHSCEP OP 70.10 - Non-Faculty Employee Complaint Grievance Procedures](#)
- [34] [Appendix 4-7C - TTUHSCEP-Institutional-Handbook 2018-2019 \(Update 7-31-18\)- Complaints regarding grades or grading \(page 72\)](#)
- [35] [Appendix 2-1C - TTUHSCEP - WLHSDM Student Affairs Handbook - Student-Faculty Dispute Resolution Policy \(Revised 09-07-2018\)\(page 19\)](#)
- [36] [Appendix 4-7K - TTUHSC - Exit Counseling](#)

4v Student Financial Aid

4-8 At the time of acceptance, students **must** be advised of the total expected cost of their dental education.

A. Description:

1. Describe how the school will inform potential students of the full cost of dental education and financial needs assessment prior to enrollment.

2. Describe how during each year of enrollment students will receive a statement on the accumulated debt, future needs assessment and availability of future financial aid.

3. For each separate item below, describe how the school will inform its students prior to graduation of:

- 1. repayment schedules and specific billing procedures,**
- 2. grace periods and their impact on repayment schedules,**
- 3. deferments and their implications,**
- 4. cancellation provisions, and**
- 5. available consolidation options and the time frame in which students would be eligible for them.**

As discussed in Standard 4-7, the Texas Tech University Health Sciences Center El Paso (TTUHSCEP) Student Financial Aid Office (Appendix 4-7D[1]) administers financial aid, counsels students, and conducts programs and processes necessary for full compliance with federal and other financial aid programs.

Representatives of the Student Financial Aid Office will deliver a formal presentation to student applicants on each of the interview days. During this presentation, they will provide the following information:

- A cost-of-attendance budget for the Woody L. Hunt School of Dental Medicine (WLHSDM) (Appendix 4-7H[2]).
- Available financial aid and scholarships (Appendix 4-7J[3]); and
- Loan repayment resources (Appendix 4-7E[4], Appendix 4-7F[5], and Appendix 4-7G[6]).

Prior to matriculation, accepted students will receive an updated cost-of-attendance budget (Appendix 4-7H[2]) and contact information for the Student Financial Aid Office. Also included will be information on the Free Application for Federal Student Aid (FAFSA) (Appendix 4-7I[7]), and information regarding available scholarships and loans (Appendix 4-7J[3]). Students will be encouraged to meet personally with financial aid counselors to discuss and finalize their individual needs.

During orientation week, first year (D1) students are provided with a final cost-of-attendance budget to ensure that they have current information on anticipated academic costs and living expenses. Financial aid counselors will be onsite, and students will have the opportunity to meet with a counselor and finalize their financial aid needs.

Annual Information

Students receiving financial aid must complete the financial aid process annually, so that the Student Financial Aid Office can determine eligibility and financial aid awards. The TTUHSCEP

financial aid website provides the guidelines for students to complete this process, including the following:

- Availability of institutional, private, state, and federal sources of financial aid (and whom to contact at TTUHSCEP). This enables students to access state, federal, and institutional funding, as appropriate. Mr. Ron Williams is the financial aid director for TTUHSCEP.
- Anticipated costs-of-attendance, including living expenses, while attending the WLHSDM (Appendix 4-7H[2]);
- Informational websites and other resources.

In accordance with federal regulations, students receiving financial aid will be able to access their individual website during every year of their education through the National Student Loan Data System (NSLDS) (Appendix 4-8A[8]) and review the following information:

- Financial needs assessment and availability of additional financial aid;
- The amount of accumulated debt to date;
- A variety of pay-back scenarios to help with their financial and career planning, including issues such as postdoctoral or specialty residencies, loan deferment, and consolidation.

TTUHSCEP financial aid personnel are always available to assist students as they progress through the WLHSDM, begin to make career plans, and plan for the repayment of any loans incurred.

Pre-Graduation Exit Interview

Federal regulations require all students who have received a federal student loan to complete an exit interview prior to graduation or separation from the institution. Information on the exit interview process is available on the TTUHSCEP financial aid website (Appendix 4-7K[9]).

At the appropriate time in their senior year, students will be strongly encouraged to review the pertinent materials at Federal Student Aid prior to completing the exit interview (Appendix 4-7L[10]). In accordance with federal regulations, the website contains timely information on the following topics:

- Specific repayment schedules and billing procedures;
- Applicable grace periods and their influence on repayment schedules;
- Postdoctoral and specialty programs, loan deferments, and their effect on total debt;
- Cancellation provisions;
- Consolidation options, timing, and eligibility.

[1]	Appendix 4-7D - TTUHSCEP - Student Services - Financial Aid
[2]	Appendix 4-7H - Proposed Cost of Attendance - WLHSDM Annual Tuition Fees
[3]	Appendix 4-7J - Webpage - TTUHSCEP - Scholarships
[4]	Appendix 4-7E - Webpage - ADEA - Educational Debt Management
[5]	Appendix 4-7F - ADA - Dental Student Loan Repayment
[6]	Appendix 4-7G - Webpage - ADEA AAMC - Loan Calculator
[7]	Appendix 4-7I - Webpage - TTUHSCEP - Financial Aid
[8]	Appendix 4-8A - Webpage - National Student Loan Data System (NSLDS)
[9]	Appendix 4-7K - Webpage - TTUHSC - Exit Counseling
[10]	Appendix 4-7L - Webpage - Exit Counseling - StudentLoans.gov

4-9 The institution **must** be in compliance with all federal and state regulations relating to student financial aid and student privacy.

A. Description:

1. Describe the dental school's policies and procedures that will ensure that the institution is in compliance with all federal and state regulations relating to student financial aid and student privacy (FERPA).

Texas Tech University Health Sciences El Paso (TTUHSCEP) is in compliance with all federal and state regulations concerning financial aid and student privacy.

All faculty and staff at TTUHSCEP who work with students are required to complete an annual training for Family Educational Rights and Privacy Act (FERPA) (Appendix 4-7M[1]). Students may also be required to complete this training, as appropriate, in order to familiarize them with their rights under this federal act.

Faculty and staff automatically receive an email that is a reminder for them to complete the required FERPA training. Faculty and staff who do not complete the required training will be prevented from accessing student information until it is completed. As a component of the annual online training, participants view a PowerPoint presentation and must subsequently answer at least twelve questions correctly out of fifteen questions (80%) in order to successfully complete the training. Participants may take the quiz as many times as necessary to successfully complete it. Successful participants may print and sign a certificate documenting their participation for their own records or for their particular department, as appropriate.

FERPA-related information is available on the website of the Office of the Registrar (Appendix 4-9A[2]). In general, FERPA grants to all TTUHSCEP students, including dental students, the following basic rights:

- The right to request access to education records
- The right to have education records protected from disclosure except in certain limited circumstances
- The right to designate basic directory information (e.g., name, address, telephone number, dates of attendance, etc.) as part of private education records
- The right to seek an amendment to education records that are inaccurate, misleading or in violation of privacy rights
- The right to complain to the U.S. Department of Education if it is felt that FERPA rights have been violated

The TTUHSCEP registrar's website has the "Student Consent to Release Education Records Form" (Appendix 4-9B[3]).

All employees, students, volunteers, or any member of the TTUHSCEP work force who have access to, or involvement with the exchange of any sensitive information, are required to sign a "Confidentiality Agreement" (Appendix 4-1E[4])

Faculty who serve as course directors are only granted access to student records for their particular course. All access to information on the Curriculum Hub and Management Program (CHAMP) are password-protected.

- [1] [Appendix 4-7M - TTUHSCEP - Annual FERPA Training](#)
- [2] [Appendix 4-9A - Webpage - TTUHSCEP - Office of the Registrar - FERPA](#)
- [3] [Appendix 4-9B - TTUHSCEP - Student Consent to Release Education Records](#)
- [4] [Appendix 4-1E - TTUHSCEP OP 77.13 - Attachment D - Confidentiality Agreement](#)

4vi Health Services

4-10 The dental school **must** advise prospective students of mandatory health standards that will ensure that prospective students are qualified to undertake dental studies.

A. Description:

1. Describe the school's pre-matriculation health standards.

Since Woody L. Hunt School of Dental Medicine (WLHSDM) students will be involved in direct provision of health care, they will be immunized against a number of infectious diseases to ensure their own safety, the safety of their patients, and the safety of other health care workers. Consequently, all students must be compliant with the WLHSDM immunization requirements (Appendix 4-10A[1]), and will be urged to complete them at least two weeks prior to registration. Failure to provide immunization history will prevent a student from registering from classes.

During applicant interviews, applicants will receive information regarding the immunization requirements of the WLHSDM. Students will also receive this information, along with any required forms, as part of the pre-matriculation packet. Similar information on required immunizations will also be posted on the WLHSDM website to ensure its availability to all applicants and students.

Student immunization records are maintained in the TTUHSCEP Department of Occupational Health. As individual records are updated, students must provide written documentation to the TTUHSCEP Department of Occupational Health. This information can be uploaded onto the Employee/Student Immunization Portal (Appendix 4-10B[2]).

Immunization Requirements (Appendix 4-10A[1])

- Varicella (Chicken Pox): Proof of immunity determined by serologic titer. In the event of a negative titer, 2 doses of Varicella Vaccine at least 28 days apart is required.
- Measles (Rubeola): Proof of immunity determined by serologic titer. In the event of a negative titer, 2 doses of MMR at least 28 days apart is required.
- Rubella (German Measles): Proof of immunity determined by serologic titer. In the event of a negative titer, 2 doses of MMR at least 28 days apart is required.
- Mumps: Proof of immunity determined by serologic titer. In the event of a negative titer, 2 doses of MMR at least 28 days apart is required.
- Tuberculosis clearance:
 1. A 2-step tuberculin skin test is required. Documentation of TB skin test administered within the last 12 months will be considered as step 1. If negative, the 2nd TB skin test must be completed one to three weeks after the first TB skin test. Proof of a negative TB skin test within the past 3 months will be considered as step 2. For those without a documented negative 2-step tuberculin test, TTUHSCEP Paul L. Foster School of Medicine (PLFSOM) will administer the initial second TB skin test on orientation day.

2. Students with a history of a positive TB skin test must submit documentation of such, as well as a chest x-ray within the last three (3) months and completion of a TB symptom review. BCG vaccine does not preclude the need for TB skin testing or chest x-ray.
3. Students with a positive TB skin test are required to meet with the infection control nurse.
 - Hepatitis B: Series of three (3) vaccines followed by a quantitative antibody titer. If a student does not develop immunity after the initial series, a second series and reassessment of titer will be required as recommended by the Centers for Disease Control and Prevention (CDCP). This series must begin prior to matriculation, but may be completed after arrival.
 - Tetanus/Diphtheria/Pertussis: Primary series of tetanus immunizations, plus one dose of adult Tdap. If adult Tdap is more than 10 years old, provide date of last Td and Tdap.
 - Flu Vaccine: Documentation of vaccine (one dose annually each fall.)
 - Meningococcal Vaccine: Documentation of vaccine: (If age < 22 years)
 - Polio Vaccine: Documentation of basic series of oral or inactivated polio immunization.

Students declining vaccines must complete the “Disease/Infection Information Sheet for Declined Vaccine” (Appendix 4-10C[3], Appendix 4-10D[4], and Appendix 4-10E[5]) and submit the completed form(s) to the TTUHSCEP Office of Occupational Health.

Students are encouraged to contact the TTUHSCEP Office of Occupational Health if any questions arise.

- [1] [Appendix 4-10A - TTUHSCEP - WLHSDM Immunization Requirements](#)
- [2] [Appendix 4-10B - TTUHSCEP Student Employee Immunization Portal](#)
- [3] [Appendix 4-10C - TTUHSCEP - Disease Information Declined Vaccine](#)
- [4] [Appendix 4-10D - TTUHSCEP - Hepatitis B Vaccine Declination Form](#)
- [5] [Appendix 4-10E - TTUHSC - Influenza Vaccine Declination form](#)

4-11 There **must** be a mechanism for ready access to health care for students while they are enrolled in dental school.

A. Description:

1. Describe the school's plan for health care service for its students, including education of students about bodily fluid exposure, needle-stick policies, and other infectious and environmental hazards associated with learning in a patient care setting.

Health Services

During new student orientation (Appendix 4-7B[1]), Woody L. Hunt School of Dental Medicine (WLHSDM) students will receive information on health insurance that is available to purchase through TTUHSCEP. A student health insurance plan is available through Academic Blue Student Health Plans, via Blue Cross Blue Shield of Texas (Appendix 4-11B[2]).

Health services for all students at TTUHSCEP are available through Texas Tech Physicians of El Paso at Hague, located in the Providence Medical Plaza, 125 W. Hague Road, Suite 340. This is located approximately 15 minutes / 5 miles from TTUHSCEP campus. Office hours are Monday through Friday from 8:00 am to 5:00 pm. Services are provided by faculty from the Department of Family Medicine. To be eligible for services, students must be currently enrolled and have paid the student health fees. A student ID card must be presented at each appointment. (Appendix 4-11A[3])

Prescription benefits are not included in the student health fee, so students are responsible for the cost of any medications. However, Walmart Pharmacy offers a generic drug option plan for approximately \$4 per prescription.

Needlestick / Body Fluid Exposure Program

TTUHSCEP has developed a protocol for managing needlesticks, other percutaneous injuries, and body fluid exposures (Appendix 4-11C[4]) (Appendix 4-11D[5]). Students will become familiar with these protocols during their didactic courses entitled Dental Skills (Appendix 2-3F[6]). The protocols will also be reviewed in detail during the orientation for clinical operations, which will occur annually and will be conducted by the office of the associate dean for clinical affairs and patient care. The protocol will also be included in the WLHSDM Clinic Operations Manual (Appendix 5-1B[7]), which will be distributed to each student and posted on the WLHSDM intranet. Needlesticks, other percutaneous injuries, and body fluid exposures will also be tracked as part of the continuous quality improvement process in the WLHSDM's Committee on Quality Assurance and Safety, which is discussed in more detail in Standard 5-3.

- [1] [Appendix 4-7B - TTUHSCEP - WLHSDM New Student Orientation Template](#)
- [2] [Appendix 4-11B - Webpage - TTUHSCEP - Academic Health Plans \(ahp\) Enrollment](#)
- [3] [Appendix 4-11A - TTUHSCEP - Student Health Brochure \(NEEDS REVISION\)](#)
- [4] [Appendix 4-11C - TTUHSCEP - PLFSOM Needlestick Body Fluid Exposure Matrix](#)
- [5] [Appendix 4-11D - TTUHSCEP - Care of Needlestick Injuries Body Fluids](#)
- [6] [Appendix 2-3F - TTUHSCEP - WLHSDM Dental Skills Syllabi](#)
- [7] [Appendix 5-1B - TTUHSCEP - WLHSDM Clinic Operations Manual](#)

4-12 Students **must** be encouraged to be immunized against infectious diseases, such as mumps, measles, rubella, and hepatitis B, prior to contact with patients and/or infectious objects or materials, in an effort to minimize the risk of infection to patients, dental personnel, and themselves.

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A. Description:

1. Describe how students will be encouraged to be immunized against infectious diseases.

This topic is discussed in detail in Standard 4-10 and Standard 4-11.

Additional Appendices:

1. Appendix 4-12A[1]: TTUHSCEP OP 75.11 TTUHSCEP Health Surveillance Program for Institutional Health and Infection Control

[1] [Appendix 4-12A - TTUHSCEP OP 75.11 Health Surveillance Institutional Health and Infection Control Program](#)