

SECTION VIII

SCHOOL OF DENTISTRY

Dean's Welcome

We are delighted to have you as a student in the School of Dentistry. All professional schools have high goals for their students – but few can provide the careful, individual attention that you will find at Loma Linda. You will be challenged to develop your thinking skills; to master the principles, concepts, and skills of clinical dentistry; and to develop qualities of a Christian character. While the process of becoming a dentist or dental hygienist is arduous, it is an experience you will find stimulating and rewarding.

Before you read the following pages of policies, processes, and standards, let me assure you about something that transcends all that follows. We are committed to you and the quality of your education. You have chosen to come to our school. You have been carefully selected, we believe in you, and we pledge our best efforts to make your educational experience a positive one. As you work your way through your program, remember you are part of the Loma Linda family; and we are honored to accept you as future alumni.

This *Student Handbook* contains valuable information on issues important for you to know. I urge you to take time to become familiar with the content of this handbook because it will help you learn about us, and I believe you will like what you see. We are delighted that you have chosen to become a member of the School of Dentistry family – where you will make lasting friendships. Welcome to the challenging and interesting experiences that await you at Loma Linda.



A handwritten signature in black ink, which appears to read "Ronald Dailey". The signature is fluid and cursive, written on a white background.

Ronald Dailey, M.A., Ph.D.
Dean

Contact and Communication

A comprehensive menu of information, contact and communication details for incoming and current Loma Linda University School of Dentistry students can be found at:

<http://dentistry.llu.edu/>

Core Values

Loma Linda University School of Dentistry (LLUSD) is a faith-based institution and we encourage you to experience its unique culture.

As well as promoting excellence in clinical dentistry and dental hygiene, LLUSD embraces:

- a focus on faith and ethics
- spiritual development and worship experiences
- community service and mission opportunities

In harmony with our mission, you are encouraged to focus on:

- altruism and service
- your own mental, physical and spiritual well-being
- an engagement within a diverse student body

You are invited to embrace our core values:

| | |
|--------------------------|--------------------------------|
| Belief in God | Respect for self and others |
| Spiritual maturity | Ethical integrity |
| Demonstrated compassion | Principled care |
| Service to others | Pursuit of knowledge |
| Commitment to excellence | Conscientiousness and industry |
| Critical thinking | Effective communication |

The LLUSD experience prepares dental professionals committed to service. You are encouraged to embrace your faith tradition and to pursue your own spiritual growth. No religious test exists at LLUSD but you are expected to align with its standards and ideals while attending here. For example, the use of tobacco, alcohol, or other harmful substances is not consistent with the School's values. Similarly, you are requested to respect LLUSD's observance of Saturday as Sabbath and not to attend to professional activities during the Sabbath when representing the School.

Inherent Requirements

Inherent requirements are defined as essential elements that demonstrate the abilities, knowledge and skills required to achieve core learning outcomes, while preserving the

academic integrity of the University's learning, assessment and accreditation processes. Specifically, inherent requirements are the abilities, knowledge and skills needed to complete pre-doctoral dentistry, dental hygiene or advanced dental education programs. They are required of all LLUSD students.

In addition to inherent requirements, there are compulsory requirements which are broader in scope and include both compliance with the policies, procedures and regulations which are applicable to students at the University. Specifically, they may include mandatory requirements associated with a program of study at the School (e.g. attendance, completion of assignments).

LLUSD has identified the inherent requirements needed to meet its academic, clinical, and service-learning goals. Enrolling at LLU indicates you understand the requirements and agree to demonstrate them during this time of professional development.

Professional and ethical behavior:

LLUSD students must act in ways consistent with the recognized values of society and avoid activities that do harm.

Specifically, LLUSD students are governed by practice standards and codes of ethics and accept that professional growth in harmony with these standards and codes is required.

Behavioral stability:

LLUSD students must maintain acceptable and appropriate conduct according to the recognized norms of society over a given period of time.

Specifically, LLUSD students must demonstrate the behavioral stability and resilience required by challenging educational programs. For example, the use of good judgment, insight, motivation, self-assessment, self-control, and the development of a mature, sensitive, and effective personal relationship style are required. Students must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, remain flexible, and learn to maintain function in the face of uncertainties inherent in academic and clinical education.

Legal Compliance:

LLUSD students must adhere to the national and state laws, and comply with professional requirements relevant to dentistry, dental hygiene and general health-care.

Specifically, LLUSD students require state licensure and board certification in order to practice. In order to grant this professional recognition, issuing agencies must ensure the public is protected. Full compliance is required with legal issues including, but are not limited to, harassment, domestic violence, and felony DUI, visa and residency requirements.

Communication:

(Verbal communication): LLUSD students must be able to convey messages, ideas or feelings through speech.

(Non-verbal communication): Students must recognize that communication skills are required, other than speech, that conveys meaning including, gestures and facial expressions; body posture, stance, touch, eye movements, eye contact and distance from others.

(Written and media communication): Students communicate by written symbols including electronic means, print or handwriting.

Specifically, LLUSD students must be fluent in oral and written English. Students must be able to communicate effectively and sensitively with patients, faculty, staff, and others. They must be able to observe, hear, and speak to patients in order to elicit and provide information. In addition, they must have the ability to read and understand written communications, and generate effective oral and written communications with all members of a health-care team and this includes the ability to discern when confidentiality is required. Students must be able to observe and describe changes in mood in their patients; and must possess skills in effective perception and understanding of nonverbal communications. Behaviors communicating integrity, honesty, empathy, and cultural sensitivity are essential.

Any non-verbal communication that is interpreted as harassment or unwelcome is not acceptable. Students must align their behaviors, whether intentional or unintentional, with codes of practice accepted by the community and required by the profession. Similarly, written communication, including the use of symbols and imagery must be professional and unambiguous. Media and digital standards are identical to those for person-to-person communication.

Students may be required to remediate inadequate or improper communication skills, which could include accent modification.

Cognition:

LLUSD students must have the mental actions or processes of acquiring knowledge and understanding via one's thoughts, experiences and senses.

Specifically, LLUSD students must demonstrate those skills that reflect an individual's ability to think. Cognitive skills include concentration, memory, reasoning, planning and organization, thinking flexibility, problem solving, and assessing spatial relationships. Students must also be able to measure, verify, calculate, analyze, and synthesize. Students must have the capacity to gather, organize, and assess relevant information in order to arrive at integrated solutions.

Sensation and perception:

LLUSD students must have the ability to recognize external stimuli - through sight, smell, hearing, taste, and touch.

Specifically, LLUSD students, for learning to occur, must be able to visualize and comprehend physical demonstrations in the classroom, laboratory, and clinic. This requires the functional use of vision, touch, hearing, smell, and somatic sensation. Students must be able to acquire information from written documents and to visualize information presented in images from papers and digital media, including interpretation of radiographic and other graphic images, with or without the use of assistive devices. Sufficient visual acuity is required to read charts,

records, small print, and handwritten notations. Adequate visual and tactile skills are also necessary to perform dental examinations and provide treatment. Visual acuity, accommodation, and color vision are necessary to discern variations in color, shape, and general appearance between normal and abnormal hard and soft tissues.

Strength and mobility:

(Gross motor skills): LLUSD students need the use of large muscle groups that coordinate body movements for activities such as walking, lifting, pushing, pulling and maintaining balance.

(Fine motor skills): The students must have the ability to undertake precise coordinated movements of the hands for activities such as writing and manipulating small objects.

(Sustainable performance): The students must have the ability to physically sustain effort to complete required activities.

Specifically, LLUSD students need sufficient motor and sensory capability to provide general dental care. Alternating between sitting and standing over several hours is a normal requirement. Students need strength and capacity to perform palpation, percussion, auscultation, and other diagnostic maneuvers—including basic laboratory tests and diagnostic procedures. These actions require gross and fine muscular movements, coordination, and equilibrium. Individuals must be able to operate foot controls utilizing fine movements, operating high- or low-speed dental instruments to achieve accurate movement of less than one-half millimeter. Students must also be able to perform basic life support, transfer and position disabled patients, physically restrain patients who lack motor control, and position themselves around the patient and the dental chair.**

** Adapted from the University of Western Sydney /
http://www.uws.edu.au/ir/inherent_requirements/inherent_requirements_key_terms

Student Leadership

Student Governance

All pre-doctoral dental and dental hygiene students are members of Loma Linda University - American Student Dental Association (LLU - ASDA). Advanced Dental Education students should refer to their specific program handbooks for any leadership information. LLU - ASDA organizes, coordinates, facilitates, and supports pre-doctoral student governance at Loma Linda University School of Dentistry (LLUSD). The governing structure of LLU - ASDA is comprised of the Executive Council (EC) and the Section Coordinating Committee (SCC). The EC membership includes a president, vice president, secretary, treasurer, and three members at large, while the SCC membership is the EC and the chairs of the special interest sections. The EC guides the development of policies and initiatives while the SCC operationalizes the activities of student life, support, and representation.

LLU - ASDA president and vice president are elected annually by the student body, while all other members are elected by the SCC. To maintain a leadership role, a minimum 2.7 G.P.A. must be maintained by the president and vice president and the Sections' chair. Other officers

or team members must maintain a minimum 2.5 G.P.A. Students on academic probation may not serve in a leadership position.

Sections

The chairs of the special interests groups (including, but not limited to, professional associations, class representatives, and other social, spiritual, and service interest groups), together with the EC, make up the Section Coordinating Committee (SCC). This group implements activities for LLUSD students. The Sections operate autonomously but are not independent of the mission and goals of LLU - ASDA. The Sections serve the School of Dentistry student body as a whole in conjunction with the Office of Admissions and Student Affairs.

Class Leadership

Class leaders are elected by class members. The class leadership roles are as follows:

| | |
|---------|-------------------------------------|
| DDS | president and four vice presidents |
| DH (BS) | president and three vice presidents |
| DH (AS) | president and vice president |
| IDP | two class representatives |

Responsibilities held by each vice president include any combination of the following: spiritual leadership, outreach and service, clinical, technology and communication, social, secretary, treasurer, and historian. Other representatives may be elected to serve the class in various capacities, as needed. The leaders work as a team to coordinate class events—including educational, spiritual, and social experiences, as well as to facilitate communication between their class and school administration.

Class leaders and representatives are elected annually by the class members. To maintain a leadership position, a minimum 2.7 G.P.A. must be maintained by the president, vice presidents and professional organization representatives. Other representatives must maintain a minimum 2.5 G.P.A. Students on academic probation may not serve in a leadership position.

Professional Representation

Students are invited to represent the School of Dentistry in professional organizations. The Office of Student Services assists LLU - ASDA and individual classes in the election of representatives for the following organizations:

- American Dental Education Association (ADEA)
- American Dental Hygiene Association (ADHA)
- American Student Dental Association (ASDA)
- California Dental Association (CDA)
- National Association of Seventh-day Adventist Dentists (NASDAD)

Committee Representation

Students are elected or nominated to serve on school standing committees. Student Services will consult with LLU - ASDA to select students to serve on the following committees: Admissions, Academic Review, Curriculum, and Professional Standards.

Professional Conduct

Organized dentistry is proud of its reputation. Embracing principles, such as honesty, integrity, veracity, altruism, and compassion are essential if the profession is to maintain trust in society. The establishment of peer review committees, ethics committees, codes of ethics, and other regulatory and/or advisory processes and standards within the profession indicate a vital and continuing concern for maintaining high ethical standards. The School of Dentistry is a partner in the process where future professionals are trained in the development of ethical behaviors and virtues consistent with the highest standards of the profession.

LLUSD seeks to broaden students' ethical perceptions by including a spiritual perspective not ordinarily found in professional codes. By adding a spiritual foundation it is anticipated that the dental professional's ethic will be more completely informed—reflecting not only concern for his/her fellows, but also an intimate relationship with the Creator God.

The School's emphasis contains specific admonitions that are limited in number but comprehensive in nature. It is anticipated that values including honesty, integrity, and altruism will be enhanced during professional training so that following graduation these virtues will be second nature in the service provided to patients.

The School of Dentistry's focus on professional ethics applies to all students—associate and baccalaureate dental hygiene; pre-doctoral, including international dentist students; graduate, certificate, residents, fellows, preceptors, research scholars; and exchange students.

Professional relationships

Mutual respect is critical in professional development. On one hand, faculty members mentor students with respect to conduct, learning, clinical practice, and professional relationships. Consequently, all teaching and evaluation must be done within the context of respect for the student as a person of value and moral worth, and with the preservation of the student's autonomy within an education relationship. Faculty members are also responsible for creating and maintaining an environment that is conducive to learning. This includes making optimum use of students' time; presenting information in a clear, concise, and organized manner, and providing regular feedback to students on their progress.

Likewise, students must respect the mentoring and supervisory role of faculty members. This respect includes, but is not limited to, following appropriate direction in didactic, laboratory, and clinical settings; recognizing the limits of their training and experience; seeking direction when required; and supporting faculty reputation and responsibility through word and action.

Clinical relationships

Students are held to the highest professional standards in all pre-clinical laboratory and clinical experiences. Breaches of honesty or integrity are handled as professional standards issues. In the clinical setting, care of the patient is of utmost importance. This includes balancing 'doing good,' with 'doing no harm.' When patient care is compromised, any contributing factor is defined as patient abuse. Examples of patient abuse include, but are not limited to:

- Unsupervised and/or unauthorized treatment of patients
- Treating patients while under the influence of alcohol or other substances
- Failure to comply with clinic policies regarding patient treatment and financial arrangements
- Failure to comply with accepted protocols for infection control
- Refusal to properly treat patients for reasons of gender, race, color, creed, sexual orientation, national origin, financial status, handicap, or disability (including patients with infectious communicable diseases)
- Failure to report observed incidences of patient abuse by others
- Offering or asking for financial inducements related to the use of patients during state or regional board examinations
- Patient abandonment

Community relationships

Specific policies help maintain the quality of relationships between members of the University and School community. LLUSD students indicate they have read, understood and accept the University and School policies including, but not limited to:

- Harassment
- Sexual harassment
- Discrimination
- Pornography
- Computer and Information Systems
- Social media
- Financial relationships
- Facility use
- Parking
- Vehicle Registration
- Professional Standards
- Academic Integrity
- Infection Control
- HIPAA and PHI

Policy descriptions are identified in University and School Publications including The Student Handbook and The Academic Catalogue. Non-compliance with University or School policies is regarded as an integrity issue and may be handled by the Professional Standards processes.

Academic integrity

Cheating is not tolerated at the School of Dentistry as it robs students of an opportunity to learn, leads to a loss of self-esteem, renders peer relationships difficult, and impacts teacher-student relationships. Such lapses are not in the best interest of the student, the School, or the profession and they are dealt with as professional standards issues.

Specifically, faculty must provide students with optimal assessment conditions to foster independent student effort including, but not limited to:

- Materials in addition to those specifically authorized, are not permitted when taking an examination. Other materials (e.g., backpacks, notebooks, textbooks, coats, purses, cellular telephones, or any other electronic communication device) must either be left outside or at the front of the examination room.
- Communication with other students during quizzes or examinations is prohibited.
- Students ought to request other seating, if they feel that other individuals are using their examination or quiz answers.
- Students are responsible for protecting the integrity of their work.
- Using unauthorized aids during examinations and quizzes is prohibited.
- Behaviors that give the appearance of cheating are prohibited.
- Misrepresenting the work of others as one's own, as in class assignments or laboratory projects, is prohibited.
- Plagiarism or excessive paraphrasing of another's written work is prohibited.
- Excessive, unexcused absences from classes or clinical assignments are inappropriate.
- Failure to report incidents of academic dishonesty by others is considered a breach of professional standards.
- Falsifying instructors' signatures on charts or evaluation forms
- Altering patient records, grade forms, evaluation sheets, or other documents after a signature is received
- Signing other students' names on class attendance records
- Falsifying a signature on clinic records

Theft and or vandalism

Theft includes taking or having unauthorized possession of another's property. Vandalism includes destroying another's property. Examples of theft or vandalism include, but are not limited to:

- Taking another's clinic or laboratory projects or equipment
- Unauthorized use of clinic facilities or supplies
- Failure to charge, collect, or turn in appropriate fees for service provided to patients
- Defacing or vandalizing the school's facilities or others' personal property

Personal relationships

Students and faculty must conduct themselves in a manner appropriately reflecting the highest personal standards, protecting the reputation of the School of Dentistry, and demonstrating Christian love and concern for all. Examples of personal misconduct include, but are not limited to:

- Intentional disruption or obstruction of any University or school activity
- Physical abuse, threats of violence, or other conduct threatening the health and safety of others
- Use, possession, sale, or manufacture of narcotics or illegal drugs
- Public conduct or acts that are in conflict with the core values of Loma Linda University (e.g., substance use or abuse, immorality, use of profanity, disruption, non-compliance)

Professional appearance

LLUSD students are expected to present an appearance consistent with the highest professional standards—one that projects to the public an image of cleanliness and competence. Professional appearance should be modest and consistent with the mission and philosophy of Loma Linda University.

To that end, professional appearance standards are applied during scheduled school hours, Monday through Friday, while in Prince Hall, its classrooms and laboratories, all campus facilities used for dental school education purposes, clinics, and off-campus assignments—including service learning and clinic rotations. The intent of the appearance standards is to create a professional and safe environment for members of the school family and patients. Exceptions are made for casual wear (e.g., T-shirts, jeans or modest shorts) for weekends, holidays and evenings when there is no scheduled patient contact.

Professional appearance standards (general)

- Appearance must be modest, neat, clean, and conservative in style. Clothing and the use of jewelry is to be compatible with a professional and safety conscious work environment.
- Personal cleanliness and oral hygiene are required.
- Hair must be clean, neat, and well-groomed. During patient care, hair must be held back from the face.
- If jewelry is worn, it must be conservative and professional.
- Men may not wear earrings. For women, earrings must be limited to one per ear and not drop below the bottom of the earlobes.
- Visible tattooing and body piercings other than ears is not permitted.
- For women and men, pants must be dress slacks. Denim is not considered professional attire.
- Shirts for men must be button up rather than polo-style or T-shirts. Neckties are optional.

- Tops worn by women must be modest in fit, length and neckline.
- Skirts must approximate or fall below the knees, even if worn over tights or leggings.
- Shoes must be closed-toe, clean, in good repair, and professional in style.
- Surgical scrubs may be substituted for professional dress.
 - Surgical scrubs must be neat, clean, and professional in appearance.
 - A plain T-shirt (long or short-sleeved) with a crew or V-neck may be worn under the surgical scrub top and must be tucked in at the waist.
- Pre-doctoral and hygiene students must wear light or dark blue scrubs.
 - Scrub top and bottom must be the same color.
 - Advanced education students may wear other color scrubs, provided they have been approved by relevant supervisors and clinic area directors in consultation with clinic administration.

The following are considered inappropriate for professional attire (except as noted in the general comments section):

- T-shirts worn as outer garments
- Visible undergarments
- Denim of any color pants, skirts, or dresses
- Shorts
- Leggings
- Halter tops, tank tops, midriffs, or 'spaghetti' straps
- Sweatpants and pull-over sweatshirts
- Hats, caps, beanies, or hoods worn indoors
- Other than the University and school name and logo, tops with sayings, large brand names and inappropriate print

Professional appearance standards (specific)

- In clinic and laboratory areas, shoes made of nonporous material must be worn, at a minimum completely covering the top of the foot and toes, and meet all applicable OSHA requirements.
- School-approved clinic barrier gowns must be worn at all times in the clinics—including off-campus service learning assignments or rotations while providing or assisting in patient care.
- A University ID badge must be worn above the waist and visible at all times while on campus and while providing or assisting in patient care.
- Clinical areas require the wearing of surgical scrubs, a white laboratory coat, school-approved clinic barrier gown, or dress clothes. (Some clinic areas may prohibit street clothes.)

Compliance with the professional appearance standards is the responsibility of the entire school family. When addressing violations, patient care must be the highest priority. If a professional standards violation is deemed significant, students may be dismissed from the clinic,

laboratory, or classroom until they meet the appearance standards. OSHA violations involving professional standards not covered in the code must be addressed and corrected before students can return to the laboratory or clinic.

When students observe an alleged violation of the standards by a faculty member or staff, they may contact any supervisor or administrator. Noncompliance is considered a professional standards issue.

Professional Standards Review Processes

Dentistry and Dental Hygiene health care professions require high ethical and professional standards. Important contributors to the maintenance of these high standards are support, review and discipline processes characterized by fairness, consistency and transparency. An essential element is the direct participation of peers and mentors.

LLUSD students / residents dealing with ethical or professional issues enjoy the option of seeking friends or colleagues for informal counsel. Receiving advice from student / resident leaders is also preferred. Handling specific issues, however, demands a structured process.

LLUSD pre-doctoral, dental hygiene, and advanced dental education students / residents are supported by three levels of professional standards processes. The three levels are defined and described as follows:

Level One – Peer Support*

The maintenance of high ethical and professional standards is possible when members monitor themselves, support each other, and seek counsel and assistance before questions and concerns escalate into problems. Verbal or written reports of ethical or professional concern may be referred for peer support. Students / residents may select peers and or other colleagues may be nominated by student leadership, administration or faculty.

A) Requested

Students may request peer support from an individual or group on ethical or professional issues. For example, issues could include personal challenges, matters arising in didactic courses, laboratory, or clinical practice. The process provides opportunities for consultation, clarification, and counsel.

B) Recommended

Students / residents may receive a recommendation to meet with an individual or group to evaluate an incident or consider alternative actions before proceeding with an ethical or professional decision. Administrators, committees, instructors, faculty, or peers may make these recommendations. The intention is that wider counsel will result in successful outcomes.

C) Required

Students / residents may be required to work with a peer or group regarding specific professional issues. While not meeting the level of a major breach of ethical or professional standards, the issues may be considered serious enough to warrant focused peer support.

Level two – Professional Standards Review**

Ethical or professional issues rising to the level of concern and resulting in a written report (e.g. an Unusual Occurrence Report) or letter of complaint are processed by the Professional Standards Review process. The goal is to address serious issues and establish solutions without involving the Professional Standards Committee (PSC) process. The Chair of the Committee, the Associate Dean, Admissions and Student Affairs, and the Associate Dean, Advanced Dental Education (if appropriate) are responsible for the process.

Alleged breaches of ethical or professional standards may be submitted, in writing, by students / residents, faculty, staff, patients, or public to any School representative. The Chair and the Associate Dean, Admissions and Student Affairs have the option of handling the issue at the Review level, referring it back to Peer Support, or referring it forward to the Professional Standards Committee. Issues including, but not limited to, personal disputes, matters of professionalism, or ethical concerns considered minor, are ordinarily handled by the Review process.

Due-Process

- To initiate the process the Chair notifies the student / resident, in writing, of the following:
 - The ethical or professional issue in question and the nature of the concern including a summary of the facts (e.g. time, date, and place).
 - The policy or regulation allegedly breached.
 - The due-process procedures.
- The Review due-process includes the following:
 - The Chair and the appropriate Associate Dean meet with the student
 - All parties have the opportunity to respond
 - Facts are verified and the allegation is evaluated
 - Relevant ethical or professional standards are identified
 - Personal, academic and professional implications are evaluated
 - Solutions, including sanctions if warranted, are recommended
- If the Review process results in agreement between the student / resident, the Chair, and the Associate Dean the matter is concluded.
 - A record of the matter, including any recommendations and or sanctions, is retained by the Chair.

- Ordinarily, the record is not included in the student's permanent file but this may be changed at the discretion of the Chair and the Associate Dean.
- If agreement on recommendations and or sanctions cannot be reached during the Review process, or it is determined the issue requires comprehensive adjudication, the matter is referred to the Professional Standards Committee process.
- The implementation of Review decisions is coordinated by the Associate Dean.

Level three – Professional Standards Committee

Scope of Practice

The role of the Professional Standards Committee (PSC) is to examine, adjudicate and recommend appropriate action for alleged ethical violations, breaches of professional standards, and or non-compliance with University and or School policies.

The Committee deals with student / resident issues only. Faculty and staff issues are dealt with by other LLUSD human resources and professional processes.

- The Committee process is initiated under any of the following conditions when;
 - The Chair and or the appropriate Associate Dean determine an alleged ethical breach requires formal and comprehensive adjudication.
 - The Chair and or the Associate Dean believe the Review process would be unable to appropriately consider all the relevant information and render an informed decision.
 - The student subject to the allegation is unwilling to have the matter reviewed by the Peer Support or Review processes.
 - The Review process is unable to satisfactorily conclude a matter.

Membership and Structure

▪ Students / Residents

The Associate Dean, Admissions and Student Affairs and the Associate Dean, Advanced Dental Education, in consultation with student leadership, submit annually the names of prospective student members [D2 (2), D3 (2), D4 (2), DH Snr. (1), IDP4 (1), Advanced Dental Education (4) to the Associate Dean, Admissions and Student Affairs. From the list, the Associate Dean identifies a minimum of four for the Committee meeting.

▪ Faculty

Eight faculty members (ideally DDS (4), DH (1), IDP (1), Advanced Dental Education (4) serve staggered terms of three years. The faculty members are nominated by the Faculty Council Nominating Committee and formally elected, re-elected or replaced at the Faculty Council. From the list, the Associate Dean

identifies a minimum of four for the Committee meeting. Faculty may not serve more than two consecutive three-year terms.

- **Chair**
The Dean, in consultation with the Associate Dean, Admissions and Student Affairs and the Associate Dean, Advanced Dental Education appoints the Chair. In Committee, the Chair may cast a deciding vote.
- **Secretary**
A faculty or staff member, appointed by the Chair, serves as the recording secretary. In Committee, the secretary has no vote.
- **Quorum**
A quorum of six (3 faculty and 3 students) is required. Equal numbers of faculty and student / resident representation is preferred.

Due-Process

- When a written report of an alleged breach of ethical or professional standards requires formal action, or the Chair refers a matter from the Review process, the Professional Standards Committee process is initiated. Law enforcement and or legal personnel are automatically engaged, when required, with alleged criminal activity (e.g. major theft, assault, and sexual harassment).
- The Chair and the Associate Dean follow the same due-process procedure as identified in the Review process (see Level Two – Professional Standards Review).
- The Committee process is private unless the student / resident specifically requests others be invited. Written requests for invitees must be submitted at least one day in advance of the scheduled meeting for approval by the Chair. Neither the student / resident nor the School, can be represented by legal counsel.
- The Committee process proceeds as follows:
 - Invitees may be asked to provide relevant background information and are then dismissed.
 - The student / resident may present a personal perspective of the allegation and remains available to the Committee for questions.
 - The Committee discusses and evaluates the relevant information.
 - Voting is by secret ballot and recorded by the Chair.
 - Recommendations of actions or sanctions require a simple majority vote.
 - Documents distributed to the Committee members are relinquished. The Chair retains one set of documents for the minutes.

- Information related to the deliberations and recommendations is considered confidential and remains 'in committee' except as required by School policy.

Actions

The allegation may be dismissed if it is unfounded or if there is insufficient evidence to support it. If the allegation is founded, sanctions may include a combination of the following and may vary depending on the nature and severity of the breach.

- *Warning or reprimand:* Minor breaches may result in a verbal and/or written warning outlining in detail the nature of the infraction and the expected compliance.
- *Remediation:* In addition to a warning, specific remediation may be required. This may include counseling, restitution, alteration of behavior, or other activities deemed necessary for correction of the breach of professional standards. Completion of remedial action may be required within a specified time.
- *Probation:* A period of professional probation may be required during which time academic or clinical restrictions may be imposed. This may be in addition to remedial activity, and ordinarily results in the loss of specific privileges (e.g., a student on probation may not serve as an officer for any class, school, or extra-curricular organization). Repeat violations during a period of probation may lead to suspension or discontinuation from the School.
- *Suspension:* Suspension from classes, laboratories or clinics may be recommended for a specified time. Following a reinstatement, students / residents remain on probation for the duration of their academic program.
- *Discontinuation:* The Committee may recommend discontinuation from the School. Only the Dean may confirm this recommendation. If a discontinuation occurs students / residents must request, in writing to the Dean, their desire to be reinstated to the School.

Reporting

The Committee recommendation(s) is reviewed and evaluated by the Chair and the Associate Dean, Admissions and Student Affairs with consultation from the Associate Dean, Advanced Dental Education (when appropriate). This review ought to occur as soon as possible, and should not exceed five days from the Committee meeting. The student / resident must be informed, in writing, of the decision and sanctions within the five days. The Associate Dean is required to meet with the student and discuss the professional and the School policy consequences of the decision and sanctions. The Committee documents are kept in the minutes and a copy of the communication letter is kept in the student / resident's permanent file.

A summary of the outcome, including any sanctions, may be communicated with School of Dentistry Administration (Administrative Council), Department Chairs (Executive Committee), Program Directors (Program Directors Committee), faculty (Faculty Council), and student leadership (LLU-ASDA and / or class leadership). Necessary and appropriate safe-guards protect the confidentiality of the students / residents involved.

Grievance Procedure

Students / residents may appeal a Professional Standards Committee decision to the Dean. Two grounds for appeal apply: 1) if there is a failure to follow due-process, and 2), if new or additional information, not available to the Committee meeting, is discovered. The Dean may uphold, modify, or appoint an independent review process to consider the Committee decision. The Dean also confirms whether the student / resident may continue with School activities (e.g. courses, laboratories, research, or clinic) during the appeals process. The Dean's decision(s) is final.

DEFINITIONS:

***Level One - Peer Support:** One-on-one or group meeting opportunities to discuss, review, evaluate, and find resolutions or solutions to ethical or professional standards issues. Ordinarily, the individual or group support requires a simple verbal follow-up report. These meeting opportunities may be requested by students themselves, recommended by instructors or administrators, or requested or mandated by same. The goal is to find a way to resolve issues of concern that may be first time occurrences or are not regarded as serious breaches of ethical standards. The intent is to provide a supportive, non-punitive professional growth experience. Feedback to the initiating instructor or administrator, if applicable, regarding the satisfactory conclusion to the matter is all that is required.

**** Level Two – Review:** Ethical or professional standards issues rising to the level of concern and resulting in a **written** Unusual Occurrence Report or complaint should be referred to the Review process. Ordinarily, the written report will make its way through the AxiUm system, via email, or via a letter to the Chair or Associate Dean. The Chair communicates in writing with the student / resident as to the scope of the issue. The Office of the Associate Dean schedules the Review meeting. The goal of the process is to address the matter at hand and find resolutions without involving the Professional Standards Committee process.

Academic Standards and Processes

Attendance

Attendance of classes, lectures, clinics, and other assemblies is expected. These meetings provide information essential for successful completion of the program. Students are responsible for all material covered and assignments. Absences in excess of 15 percent may be sufficient cause for a failing or unsatisfactory grade. Clinic administration and individual instructors may apply more stringent requirements.

Lectures begin on the hour, unless otherwise arranged. Students are required to be present in the classroom and seated on time. Instructors may refuse admission to those who arrive late, and assess penalties for habitual offenders. For safety reasons and the need to optimize the learning environment, visitors and children are not permitted in classrooms, laboratories, or clinics.

School policy requires all students take examinations at the scheduled time. Medical issues documented by Student Health Service and conveyed to the course director prior to the examination are the only acceptable excuse for not taking an examination at the scheduled time. The consequences of missing an examination are determined by the course director. Students arriving late for an examination may be denied admission. If students are permitted to take the examination, they are required to finish at the scheduled time.

Attendance is mandated for specific School events, including but not limited to, Graduation, Baccalaureate, and Dedication ceremonies. Other events may be included at the discretion of the Dean.

Leave of absence

A short-term leave of absence is defined as being away from school for obligations that may or may not be school related. School attendance policies for didactic and clinical responsibilities apply. Students must give prior notification via email to their instructors for the classes that will be missed and give appropriate notification via axiUm for clinic time that will be missed.

Emergency leave

Emergency leave is defined as an unforeseen circumstance requiring immediate action. The emergency should be reported directly to the instructors via email for the classes missed and by email llusdabsence@llu.edu from your LLU email address for clinic sessions missed.

Medical leave

If students, for medical reasons, are unable to attend class, they should communicate via email to the instructor/s before they miss a class and through llusdabsence@llu.edu from you LLU email address for clinic sessions that will be missed.

Academic leave of absence

Academic leave of absence is a specified period of time during which students are withdrawn from their academic program. Guidelines for an academic leave of absence include, but are not limited to:

- Students having a serious academic deficit that cannot be remediated while continuing with current course work
- Students not meeting the criteria for promotion to the next academic year
- Students having three consecutive quarters on academic probation

- Students not passing the National Board Examination Part I on schedule after two attempts and requiring full-time study to prepare for the next attempt
- Students fulfilling the criteria for academic discontinuation, yet showing promise for future success

Students may be requested to fulfill specific requirements prior to re-entering their academic program. Students wishing to return from an academic leave of absence must reapply in writing to the Associate Dean of Academic Affairs. They must meet the requirements for readmission specified by the ARC at the time the leave of absence was granted. Upon request, and by approval of the ARC, students may return to their program at a quarter specified by the committee.

Course Schedules

Course schedules are prepared by the Office of Academic Affairs. They are posted on Canvas and sent to students by email prior to the beginning of each quarter.

Service Learning

Service learning at the school continues the original purpose of the school—training dental-health professionals to provide service to underserved populations, both locally and overseas. Field experience for the school includes extramural opportunities within the U.S. and internationally. In addition to providing clinical treatment, service learning experiences include local health fairs and elementary school dental health presentations. Service experiences may last from one day to several weeks. Students should consult the Service Learning department for specific details and service learning opportunities. Students are required to be in good and regular standing to be eligible to participate in elective international service learning experiences.

Promotion Standards

The following criteria identify the standards required for promotion from one class to the next.

Pre-doctoral Dentistry (DDS)

D1 to D2

- Cumulative didactic and preclinical laboratory G.P.A. at or above 2.0
- Successful completion of all courses in the D1 curriculum

D2 to D3

- Cumulative didactic and preclinical laboratory G.P.A. at or above 2.0
- Successful completion of all courses in the D2 curriculum
- Successful completion of National Board Examination Part I D3 to D4

D3 to D4

- Cumulative didactic and preclinical laboratory G.P.A. at or above 2.0
- Successful completion of all courses in the D3 curriculum

Pre-doctoral Dentistry (IDP)

IDP3 to IDP4

- Cumulative didactic and preclinical laboratory G.P.A. at or above 2.0
- Successful completion of all courses in the IDP3 curriculum

Dental Hygiene Junior to Senior (BS degree)

- Cumulative didactic and preclinical G.P.A. at or above 2.0
- Successful completion of junior clinic promotion OSCE
- Successful completion of courses in the junior curriculum

Dental Hygiene Sophomore to Junior (AS degree)

- Cumulative didactic and preclinical G.P.A. at or above 2.0
- Successful completion of sophomore clinic promotion OSCE
- Successful completion of courses in the sophomore curriculum

Academic Review

Academic review committee (ARC) structure

There are six separate academic review committees for D1, D2, D3, D4, IDP, and Dental Hygiene. Membership of each committee consists of the Associate Dean of Academic Affairs; Associate Dean, Admissions and Student Affairs; and the department representative/course directors of all courses required of the respective class in the academic year. The Associate Dean, Clinic Administration, the clinic director, and primary attending faculty are members of the D3/D4 academic review committees. In addition, two student members from the class one year ahead of the class being reviewed are appointed by the Associate Dean, Admissions and Student Affairs in consultation with the LLU ASDA.

Academic review committee (ARC) processes

The academic review committees meet a minimum of two times annually to evaluate student academic and clinical performance and progress records. Students whose performance does not meet the stated academic standards and students who are being considered for academic sanctions may be scheduled for a hearing with the committee.

The Associate Dean, Admissions and Student Affairs notifies students facing possible academic sanctions regarding the time and place for a hearing called for the purpose of allowing the student to appear before the committee to present reasons why action should not be taken. The academic review committee considers the student's presentation and all available information before making a recommendation.

Academic Support

Disability accommodation

LLUSD provides reasonable and appropriate accommodations in accordance with the Americans with Disabilities Act for individuals with documented disabilities who demonstrate a need for accommodation.

The Americans with Disabilities Act defines a person with a disability as an individual with a physical or mental impairment that substantially limits one or more major life activities. Problems such as English as a second language, test anxiety, slow reading without an identified underlying physical or mental deficit, or failure to achieve a desired outcome are generally not covered by the Americans with Disabilities Act.

To be considered for an accommodation based on a learning disability, a student must experience marked difficulty when compared with the average person in the general population, not just other dental school students, in one or more basic academic areas as a result of a significant information processing or attention disorder.

Students requesting accommodations must provide supporting documentation for the disability requiring accommodation, including:

- A report from a licensed professional approved by Loma Linda University School of Dentistry identifying the diagnosed disability and the recommended accommodations.
- Record of any previous accommodations provided by educational institutions or other testing agencies.
- If no prior accommodations were provided, the licensed professional should include a detailed explanation as to why no accommodations were given in the past and why they are needed now.

Documentation needs to be reviewed by the Associate Dean, Admissions and Student Affairs before accommodation is formally implemented. While awaiting assessment and documentation, temporary accommodation may be granted. The temporary accommodation will not exceed 90 days.

Students requesting accommodation are responsible for:

- Reporting their request for accommodation to the Office of Admissions and Student Affairs
- Providing the supporting documentation

The Office of Admissions and Student Affairs is responsible for:

- Recording the receipt and filing the accommodation documentation

- Providing the letter of support to course directors, including the nature and scope of the accommodation
- Arranging facilities and proctors for examinations, if required

Counseling services

Counseling and support services are available for students with personal, relational, family, and/or spiritual needs. In addition to the general services described above, specific help is available for students with substance abuse or dependencies and other problems associated with addictive behavior. Students should consult with the Associate Dean, Admissions and Student Affairs for referral information.

Tutoring

The Office of Student Affairs and Admissions encourages the use of peer tutoring for students experiencing academic difficulties. Students who desire or have been advised to seek tutoring should contact the department in which tutoring is desired. Financial assistance may be provided in certain situations to students who work as tutors.

Academic Remediation

Academic probation

Academic probation is a specified period of time during which students are given opportunity to comply with academic standards. Such actions are confirmed in writing.

Criteria for academic probation

Academic probation is justified by one or more of the following conditions:

- A quarterly or cumulative grade point average below 2.0
- Any grade below a C- (e.g., D+, D, F, U) in any required course
- Clinical performance below minimum standards for a current academic level
- Breaches of professional standards that have significantly impacted academic and/or clinical performance

Levels of academic probation

The levels of academic probation indicate the seriousness of the cumulative academic deficiency. Depending on the seriousness or nature of the academic deficiency, students may be considered for academic leave of absence or discontinuation at any level of probation.

Level 1: First quarter on academic probation.

Level 2: Second quarter on academic probation, consecutive or nonconsecutive (exception—continued academic probation due to failing grade in a course that cannot be repeated until a later quarter).

Level 3: Third quarter on academic probation, consecutive or nonconsecutive. If students are unable to remove probationary status within the following quarter, they may be considered for academic discontinuation (exception—continued academic probation due to failing grade in a course that cannot be repeated until a later quarter).

Level 4: If a student meets the criteria for academic probation for a fourth term, consecutive or nonconsecutive, s/he will be considered for academic discontinuation.

Probation restrictions

Students on academic probation:

- May not serve as an officer for any class, school, or extracurricular organization
- May not take any elective courses
- May not participate in any elective off-campus service learning or mission activities
- Remain on academic probation until all the terms of the probation sanctions have been fulfilled, unless they are discontinued from the school

Request for Incomplete (I) notation

An Incomplete (I) notation is given only for circumstances beyond a student's control. This notation is not granted as a remedy for overload, failure on final examinations, absence from final examinations for other than emergency situations, or a low grade to be raised with extra work. Students must petition the instructor to receive an "I" notation, stating the reason for the request. If approved, the instructor reports the incomplete, as well as the grade the student will receive if the deficiency is not removed within the time limit. An Incomplete (I) notation may be changed to a passing grade only by the instructor before the end of the following quarter.

Remedial actions

As a condition for continued enrollment, remedial action may consist of:

- Counseling, tutoring, and/or repeating assignments or course work
- Additional assignments or course work, possibly including repeating an academic year or portion thereof
- Other specified requirements

Repeating a course

An unsatisfactory or failing grade in a required course requires additional work. Based on the original grade earned by the students, and on recommendation of the academic review committee, one of the following plans is initiated:

- Students receiving an unsatisfactory grade (D+/D/U) must reregister for the course, review the course work independently, repeat required assignments or quizzes, and take any or all course examinations as required by the course director. The highest grade allowed for a remediated course is C. At the discretion of the ARC and course director,

students may be required to repeat a course at the next course offering. Both grades appear on students' transcripts.

- Students receiving a failing grade (F) must reregister for the course, attend the class and/or laboratory, and take all course examinations at the next regular course offering. Both the original and repeat grades are entered in the students' permanent academic record. Only the repeated course grade is computed in the grade point average.

Academic Discontinuation

Guidelines for academic discontinuation include:

D1

- Any quarter with one or more failing grades, regardless of term or cumulative G.P.A.
- Three or more unsatisfactory or failing grades within the academic year, regardless of term or cumulative G.P.A.
- Three consecutive quarters on academic probation
- Failure to fulfill terms of academic probation within the specified time
- Failure to meet the criteria for promotion to D2 by the end of the D1 year

D2

- Any quarter with one or more failing grades, regardless of term or cumulative G.P.A.
- Four or more unsatisfactory or failing grades since enrollment in the program, regardless of term or cumulative G.P.A.
- Failure to fulfill terms of academic probation within the specified time
- Level 4 academic probation
- Failure to meet the criteria for promotion to D3 by the end of the D2 year

D3 and IDP3

- Any quarter with one or more failing grades, regardless of term or cumulative G.P.A.
- Five or more unsatisfactory or failing grades since enrollment in the program, regardless of term or cumulative G.P.A.
- Failure to fulfill terms of academic probation within the specified time
- Level 4 academic probation
- Failure to meet the criteria for promotion to D4 by the end of the D3 year

D4 and IDP4

- Failure to pass either section of the National Board Examination within three attempts (not applicable to IDP4)
- Failure to achieve eligibility for graduation within five full academic years of enrollment (three full academic years for IDP4) in the dental program (exception for students who are required to repeat an academic year or who are on a split program; these students must achieve eligibility for graduation within one year of the new graduation date assigned at the time of change to an alternate program)
- Any term with one or more failing grades, regardless of term or cumulative G.P.A.

Dental Hygiene juniors (B.S. degree) and sophomores (A.S. degree)

- Any term with one or more failing grades, regardless of term or cumulative G.P.A.
- Three or more unsatisfactory or failing grades within the academic year, regardless of term or cumulative G.P.A.
- Failure to fulfill terms of academic probation within the specified time
- Failure to meet the criteria for promotion to DH Senior B.S. (A.S. Junior) year by the end of the DH Junior B.S. (A.S. sophomore) year

Dental Hygiene seniors (B.S. degree) and juniors (A.S. degree)

- Any term with one or more failing grades, regardless of term or cumulative G.P.A.
- Three or more unsatisfactory or failing grades within the academic year, regardless of term or cumulative G.P.A.
- Failure to fulfill terms of academic probation within the specified time
- Failure to pass the National Board Examination within three attempts
- Failure to achieve eligibility for graduation within three full academic years of enrollment in the dental hygiene program

* In some situations, the academic review committee may recommend the student repeat an academic D3 to D4c year (or option thereof) as an alternative to discontinuation.

Academic Grievance Procedure

Students wishing to contest a grade should discuss the grade first with the instructor, then with the course director (if applicable), and finally with the department chair. If students are not satisfied, they may then appeal to the Associate Dean of Academic Affairs.

Academic Appeal

Academic review committee decisions may be appealed to the dean. Such appeals are not routine and should be considered only in circumstances where new and relevant information exists that was not available for consideration by the committee.

After reviewing the information, the dean either renders a decision or appoints a three-member ad hoc committee to review the ARC decision. Members of the ad hoc committee have not been involved in the ARC decision process. The dean determines whether the appealing student is permitted to attend classes, laboratories, or clinics during the appeal proceedings.

The ad hoc committee determines whether due process was followed, reviews the new information, and makes a judgment whether the record supports the decision. The committee reports its findings and recommendations to the dean, who then makes a determination on the issue.

Academic Withdrawal

Withdrawal from a course or courses must be authorized in writing by the Associate Dean of Academic Affairs.

Academic Awards

Dean's List

Outstanding academic performance is recognized by publication of the Dean's List each quarter. The eligibility requirements are:

- At least twelve units of graded course work completed during the quarter
- A term grade point average of at least 3.5, with no grade lower than B-
- No Incomplete grade

Other awards

Recognition is given not just for academic and clinic performance, but also for leadership, service, integrity and character demonstration.

Awards are presented at the end of each academic year, at various functions and ceremonies, predominantly to students of the graduating classes. However, there are certain awards presented to students in other classes as well. The senior banquet and the awards ceremony are occasions at which the pre-doctoral dental students receive their awards.

International Dentist Program graduates are presented awards at their banquet as well as the awards ceremony. During a special pinning ceremony held commencement weekend, students of the graduating dental hygiene class receive awards for their accomplishments.

Graduation Standards

Dental Hygiene (AS)

A candidate for the Associate in Science degree in dental hygiene must have:

- Completed the undergraduate intent to graduate form
- Completed all requirements for admission to the chosen curriculum
- Satisfactorily completed all requirements of the curriculum, including specified attendance, level of scholarship, length of academic residence, and number of credit units
- Attended a regionally accredited college for one year, and the School of Dentistry for two years (minimum of seven quarters)
- Achieved no lower than a C- grade in all core courses and a minimum grade point average of 2.0

- Completed special examinations as required by faculty
- Passed the Dental Hygiene National Board Examination
- Demonstrated evidence of satisfactory moral and professional standards development, due regard for Christian citizenship, and consistent responsiveness to the established aims of the University
- Discharged financial obligations to the University
- Been certified by the faculty as approved for graduation

Dental Hygiene (BS)

A candidate for the Bachelor of Science degree in dental hygiene must have:

- Completed the undergraduate intent to graduate form
- Completed all requirements for admission to the chosen curriculum
- Satisfactorily completed all requirements of the curriculum, including specified attendance, level of scholarship, length of academic residence, and number of credit units
- Attended a regionally accredited college for the first two years, and the School of Dentistry for the junior and senior years
- Achieved no lower than a C- grade in all core courses and a minimum grade point average of 2.0
- Completed special examinations as required by faculty
- Passed the Dental Hygiene National Board Examination
- Demonstrated evidence of satisfactory moral and professional standards development, due regard for Christian citizenship, and consistent responsiveness to the established aims of the University
- Discharged financial obligations to the University
- Been certified by the faculty as approved for graduation
- Completed dental hygiene training with a certificate or Associate in Science degree from an accredited college and completed the Degree Completion Program at the School of Dentistry (pertains to Degree Completion Program graduates only)

Pre-doctoral Dentistry (DDS and IDP)

A candidate for the Doctor of Dental Surgery degree must be at least twenty-one years of age and must have:

- Satisfactorily completed all requirements of the curriculum, including specified attendance, level of scholarship, length of academic residence, clinic requirements, number of credit units, and service learning requirements
- Completed special examinations as required by the faculty
- Successfully completed Parts I and II of the National Board Examination

- Demonstrated evidence of satisfactory moral and professional standards development, due regard for Christian citizenship, and consistent responsiveness to the established aims of the University
- Discharged financial obligations to the University
- Been certified by the faculty as approved for graduation

National Dental Board (DDS)

Successful completion of the National Board Examination Parts I and II (NBDE-I and NBDE-II) is required for graduation with a DDS degree. The National Board Examinations are designed to assess cognitive knowledge of the basic, behavioral, and clinical sciences. Eligibility to sit for either part of the National Board Examination is determined by successful completion of the curriculum leading up to the examination. In addition, students are required to pass a comprehensive examination that assesses mastery of the test specifications prior to the National Board Examination. The eligibility requirements and timetable for passing the National Board Examination are stated below.

Part I

First attempt

Part I examination should be taken prior to commencing the third year of dental school and is normally scheduled during June the following completion of the second year. If upon first attempt the examination is not successfully completed, the student will be given an opportunity to retake the examination. During this interim period of time, students will be required to study for re-examination, and sit for a second attempt no later than December.

Second attempt

Students must be successful in the second attempt prior to December of the third year to remain with the cohort. If a student does not successfully complete the second attempt of the Part I examination by the of December in their third year, s/he will be required to take a leave of absence to prepare for re-examination with an anticipated reengagement in the Summer quarter of the subsequent year.

Third attempt

Upon successful completion of Part I the student will be readmitted as stated above. If the student does not successfully complete the National Board Dental Examination,, Part I on the third attempt, s/he will be discontinued from the program.

Part II

First attempt

Part II examination is scheduled in the fourth year. If the examination is not successfully completed, the student will be given an opportunity to retake the examination per the National Board Dental Examination policies. A candidate for the Doctor of Dental Surgery degree must have a successfully

completed Parts I and II of the National Board Dental Examination before being awarded the DDS degree.

Second attempt

Students who fail the Part II examination a second time will be required to take a leave of absence to prepare for a reexamination. Candidates for the DDS degree must have successfully completed Parts I and II of the National Board Examination before being awarded their degree.

Tuition

University policy requires payment of tuition at registration for the term it is due. Any adjustment or exception to this policy is considered only under extraordinary circumstances, on a case-by-case basis, and on the recommendation of the Associate Dean, Admissions and Student Affairs.