Texas A&M University College of Dentistry

Academic Program Review
Self-Study Evaluation
Basic Science Track
MS and PhD in Oral Biology

Report Prepared: March 2019
Site Visit Scheduled: May 2019
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External Review Team Charge

Please note: Subsequent to the initial Overview of the Program information that was sent to the site review team, the College of Dentistry made the decision to only focus on the basic science track Oral Biology program for this self-study. Our clinical certificate programs that have a required combined clinical track Masters of Sciences in Oral Biology were reviewed in November 2019 and approved/accredited in January 2019 by the Commission on Dental Accreditation (CODA). So, while the initial information touched on them briefly and they are mentioned in passing in the following self-study, they are not covered in-depth. Should the reviewers have any questions on these programs, the CODA files are all available in the Office of the Associate Dean for Research and Graduate Studies.

The Academic Program Review (APR) process at Texas A&M University provides the occasion for academic units to plan strategically, assess the quality and efficacy of their programs, and determine the best courses of action for ongoing improvement. APR is at the heart of our institutional commitment to excellence, and we sincerely thank you for assisting us. This letter provides you with the charge to the committee and a brief overview of the department.

Please examine the department and its programs and make recommendations that will help in planning improvements. Your resources are a self-study report prepared by the department, copies of materials from the program’s last review, information you gain through personal interactions while visiting Texas A&M University, copies of strategic plans and goal-setting documents at the department, college, and/or university level, and any additional information requested by you or by the department. Within the broad charge of recommending ways the department can continue to improve are some specific questions that we would like you to address:

- Based on the data / information provided in the self-study report or gathered by the review team, what are the department’s overall strengths and weaknesses?

- How well do the department’s strategic goals align with those of its college and with those of Texas A&M University?

- How would you compare this department with its peers? Specifically, is the curriculum directly related and appropriate to the mission and goals of the institution?

- What improvements (including student learning and faculty development) has the department made since the previous program review?

- With only current resources or a modest infusion of new ones, what specific recommendations could improve the department’s performance, marginally or significantly?
Overview of the Program

Note: The College of Dentistry does not offer a BA, BS, or MA in Oral Biology.

**MS in Oral Biology (Basic Science Track):**

Students in the Basic Science Track MS Program receive training in one or more of the following fields of study in the oral health sciences: development and genetics, bioengineering and regeneration, mineralized tissue biology, or neuroscience and pain.

The program, leading to the MS degree in Oral Biology, is designed primarily to provide advanced scientific training for graduates of dental programs and students enrolled in a clinical specialty program at the Texas A&M College of Dentistry. This program is also well-suited for dental specialists from countries other than the United States who desire to obtain or improve their background in dental research.

For most of the graduate clinical programs at the College of Dentistry, there is significant overlap in coursework with the MS in Oral Biology Basic Science Track. It is especially appropriate for those clinical students with stronger academic motivation or who may wish to pursue a combined career of clinical practice and teaching in a clinical department.

Current dental students at the College of Dentistry are also eligible for the MS program. These students work with advisors in the graduate program in Oral Biology to implement a specially-designed MS program. The goal is to provide research training that will give the student an excellent background for subsequent advanced research training in a PhD program or clinical specialty training.

Non-dental students with a baccalaureate degree in the biological sciences are also eligible to apply to the MS in Oral Biology program. This MS provides non-dental students with the background for a more advanced degree. The degree provides additional training to individuals, such as secondary science teachers or laboratory technicians, who may benefit from increased scientific knowledge.

**MS in Oral Biology (Clinical Track):**

*Oral and Maxillofacial Pathology Program – Combined Certificate and MS:*

The Mission of our Oral and Maxillofacial Pathology Program is to prepare students to practice as professionals in all aspects of the specialty of Oral and Maxillofacial Pathology, whether in an academic/educational institution environment, a hospital pathology department, or a private practice. In preparing our students, the primary emphasis is on making diagnoses based on surgical pathology specimens, but we also prepare them to diagnose and manage patients who have oral mucosal diseases. In addition, it is our mission to imbue in students a commitment to continued learning in their field throughout their career. Our program takes a minimum of 36 months to complete, requiring 72 credit-hours of coursework, which leads to a Certificate in Oral and Maxillofacial Pathology; and also meets degree requirements for an MS in Oral Biology, with completion of a research project and its successful oral defense. Upon completion, it will allow the individual to take the American Board of Oral and Maxillofacial Pathology examination in order to become Board Certified. The research experience, mentored by an advisor, involves learning to critically review current literature, find a knowledge gap, propose a research design, carry out the experiments, compile and analyze/interpret their collected data, and report their
research findings in scientific writing. With this research training, a graduate is not only equipped with the ability to knowledgeably make ongoing use of the research literature, but also has the potential to become a contributor to new knowledge in their field.

**Orthodontics and Dentofacial Orthopedics Program – Combined Certificate and MS:**

The mission of the Texas A&M College of Dentistry, Department of Orthodontics advanced education program is to graduate highly proficient, critical thinking, master's degree level orthodontic specialists who can effectively serve the public in both community-based practice and an academic environment, and are prepared to become life-long learners and leaders within the profession.

The program objectives are:

- To provide a well-balanced educational experience, integrating a strong foundation in the basic sciences with a diverse clinical experience and graduate a specialist with the highly refined analytical, clinical and management skills necessary to provide optimum oral health care.
- To comprehensively prepare graduate students to be competent and proficient specialists in the practice of orthodontics and dentofacial orthopedics.
- To develop familiarity with the scientific method through advanced level instruction in biomedical sciences, critical review of the literature and a well-defined research experience leading to a Master of Science degree.
- To educate graduates to pursue skills of life-long professional learning, become involved in organized dentistry and contribute responsible to their communities.

**Periodontics Program – Combined Certificate and MS:**

The graduate Periodontics Specialty Program culminates in a combined Certificate and MS in Oral Biology. This specialty, as defined in the literature, is constantly evolving in treatment algorithms that weigh heavily on the basic sciences. The graduate core course components for Periodontics include Medical Physiology, Pharmacology, Head & Neck Anatomy, Immunology, Research Methodology, Biostatistics, and Microbiology. Graduate Students require these courses to critically review literature, develop thesis research protocols, and allow accurate patient health assessment and diagnosis using the newest technology. These learned advanced skills ultimately impart a sense of confidence in developing non-surgical and surgical treatment options for patients. Core science thesis research has been improved recently in our graduate program, largely due to increased interest on the part of the graduate students supported by these courses. Core science curriculum is scheduled throughout the first and second years of training and the three-year curriculum is structured to allow adequate time each week for research conducted in the clinic or laboratory. The faculty strongly believe graduates of this program are exceptionally well-prepared to assess the science in high-impact periodontal research journals. The core courses of the MS program are pivotal to this preparation.
Prosthodontics Program – Combined Certificate and MS:

The purpose of the Prosthodontic graduate program is to provide progressive clinical, laboratory, and didactic training, closely supervised, at the post-graduate level in fixed, removable, maxillofacial and implant prosthodontics. The interrelation of other medical/dental clinical specialties is also emphasized. The program integrates all facets of the biomedical sciences with a comprehensive clinical experience, culminating in the award of a Certificate in prosthodontics. The program emphasizes the diagnostic process, and current approaches to instrumentation and occlusion are stressed. Opportunities for implant placement and restoration of many implant systems also exist.

The program is three years in length and is accredited by the Commission on Dental Accreditation. Successful completion leads to a Specialty Certificate and also qualifies the graduate for examination by the American Board of Prosthodontics. The flexibility of the program permits the postdoctoral student to progress optimally, developing and building upon his or her background.

A Master of Science in Oral Biology is concurrently pursued and all students are enrolled in the Masters/Certificate program. In a master's thesis, students demonstrate familiarity with the tools of research or scholarship in their major field, show thorough knowledge of the subject covered, and reflect independence of thought, critical insight and originality. In the past 13 years, forty-six MS degrees and one PhD have been awarded. Eleven grants, totaling over $469,000, have been obtained, yielding twenty-five refereed publication and thirteen abstracts. The research has also achieved national/international recognition and received five first-place and three second-place student awards. An advanced degree from Texas A&M is earned, cherished, and respected.

Students in graduate clinical programs have always been awarded an MS in Oral Biology, while the students in non-clinical programs were awarded an MS or PhD in Biomedical Sciences. Beginning with the May 2015 graduates, the clinical MS students (administered through the specialty areas of Oral and Maxillofacial Pathology, Orthodontics and Dentofacial Orthopedics, Periodontics, and Prosthodontics) were designated to be in the Clinical Sciences Track, which is a sub-track in the Oral Biology MS program. Basic Science MS students (administered through the Department of Biomedical Sciences) were designated to be in the Basic Science Track, which is also a sub-track in the Oral Biology MS program. All receive their degree in Oral Biology.

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<th>MS Degree</th>
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<td>Clinical Science Track</td>
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**PhD in Oral Biology:**

Students in the PhD program receive training in the broad fields of craniofacial development and genetics, bioengineering and generation, mineralized tissue biology, and neuroscience and pain. This training includes the advanced study of cell and molecular mechanisms, experimental studies, and clinical studies of development, growth, aging, function, disease, and treatment.

Work leading to the PhD is designed to give the candidate a thorough and comprehensive knowledge of a professional field and training in methods of research. The final basis for granting the degree is the candidate’s mastery of the subject matter of a broad field of study and the demonstrated ability to do independent research. In addition, the candidate must acquire the ability to express thoughts clearly in both oral and written language.

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Executive Summary of the Self-Study Report

The Texas A&M University College of Dentistry offers a clinical track MS in Oral Biology, combined with a Certificate in four separate clinical areas: Oral & Maxillofacial Pathology, Orthodontics and Dentofacial Orthopedics, Periodontics, and Prosthodontics. The College also offers a basic science track MS or PhD in Oral Biology. This self-study focuses on the basic science track program.

The College faculty provide all basic science instruction to dental and dental hygiene students and to graduate students in postgraduate dental specialty programs, as well as graduate degree programs (MS, PhD) in Oral Biology, awarded through Texas A&M University.

The Oral Biology Program is sponsored by the College of Dentistry and supported by all its various departments and specialty areas throughout the College. However, the program receives the bulk of oversight and mentorship through the Department of Biomedical Sciences (BMS), which is led by department head, Dr. Lynne Opperman. Dr. Kathy Svoboda is the Oral Biology Program Director, and Dr. Larry Bellinger is the Associate Dean for Research and Graduate Studies.

The mission of the Oral Biology graduate program is to educate MS and PhD graduate students to become competent researchers and educators who are committed to conducting research related to neuroscience and pain, craniofacial development, diseases and treatments including the development and application of biomaterials, devices and biologics in treating craniofacial diseases. Graduate students will learn how to write, critically review, and interpret scientific literature. They will be taught how to ethically design and conduct rigorous and transparent research to address basic and clinical scientific questions. Graduates will have been mentored for a variety of career options, and will have the competence to conduct and interpret research in academia or industry.

The students thus receive training in the broad fields of pain, craniofacial development and genetics, mineralized tissue biology, biomaterials, bioengineering and tissue regeneration, or clinical and translational dental research.

The program goals are to:

- provide superior education in basic biomedical sciences to all students at the College of Dentistry and to educate the next generation of dental and craniofacial scientists and academicians.
- develop and maintain outstanding basic and applied biomedical research programs; and
- provide an environment, resources, and opportunities for all faculty appropriate for the pursuit of their scholarly interests and goals, and thus to achieve their potential as academicians and research scientists.

The College’s Oral Biology program is comprised of 29 core faculty and 16 non-core faculty, staff, and graduate students. Each person plays an important role in the activity of the department, which owes its success to the dedication and hard work of all its members.
The program is designed primarily to provide advanced scientific training for graduates of dental programs and students enrolled in a clinical specialty programs. This program is also well suited for dental specialists from countries other than the United States who desire to obtain or improve their background in dental research.

Non-dental students with a baccalaureate degree in the biological sciences are eligible to apply for the MS and PhD Oral Biology programs.

The MS provides non-dental students with the background for a more advanced degree. The degree provides additional training to individuals, such as secondary school science teachers or laboratory technicians, who may benefit from increased scientific knowledge.

Work leading to the PhD is designed to give the candidate a thorough and comprehensive knowledge of a professional field and training in methods of research. The final basis for granting the degree is the candidate's mastery of the subject matter of a broad field of study and the demonstrated ability to do independent research. In addition, the candidate must acquire the ability to express thoughts clearly in both oral and written language.

MS Degrees Awarded Per Year, Average Program GPA, and Average Length of Time to Degree

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<th>Academic Year</th>
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PhD Degrees Awarded Per Year, Average Program GPA, and Average Length of Time to Degree

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Program History

The College was founded in 1905, became part of Baylor University in 1918, and was named Baylor College of Dentistry (BCD). Academic graduate education at BCD was initiated in the 1960’s, with oversight from the Graduate School of Baylor University. At that time, MS and PhD degrees were awarded through the Departments of Anatomy, Biochemistry, Microbiology, and Pharmacology/Physiology. The PhD program was restructured by the Graduate School of Baylor University in 1993, with the consolidation of all the basic science departments into a single Department of Biomedical Sciences, with focus areas in Craniofacial Biology (Classification of Instructional Programs [CIP] 51.1399, Medical Oral Biology, Other).

In 2000, the Department of Education did a CIP renumbering and classification and CIP 51.1399 became 26.0102 (Biomedical Sciences General). The MS programs in Anatomy, Biochemistry, Microbiology and Pharmacology/Physiology were discontinued and combined into the Biomedical Sciences MS program. The College continued to offer an MS Degree in Oral Biology (CIP 51.0503.00), primarily for postgraduate (post-DDS) students in its clinical specialty programs.

BCD became a free-standing member of the Texas A&M University System (TAMUS) in 1996 and as such had complete oversight of the College’s PhD and other graduate programs. In 1998, BCD became a founding member of the Texas A&M Health Science Center (TAMHSC). The Biomedical Sciences Program joined the TAMHSC Graduate School of Biomedical Sciences (GSBS), which also provided administrative oversight for the Medical Sciences PhD program at the College of Medicine. As mentioned above, it should be noted until that time the PhD program had been administered solely by BCD. In 2006, the programs at BCD and the College of Medicine were combined into a single interdisciplinary Graduate Program in Biomedical Sciences, under the CIP 26.0102 (Biomedical Sciences). Although under the same program heading, both Colleges offered different areas of concentration for research and graduate training. Local day-to-day operations of the College’s graduate clinical certificate, clinical MS and Biomedical Sciences Program MS and PhD programs were designated by the TAMHSC Vice President for Research & Graduate Programs to the Associate Deans for Research and Graduate Studies at BCD and the College of Medicine.

In July 2013, TAMHSC was merged administratively with Texas A&M University (TAMU) and the College of Dentistry became one of its 16 Colleges. As a consequence of that merger, the GSBS (then called the School of Graduate Studies) was eliminated and ultimate oversight of the MS and PhD programs was under the TAMU Associate Provost for Graduate and Professional Studies and the TAMU Division of Enrollment and Academic Services. Still, the day-to-day oversight of the certificate, MS, PhD program was by the Texas A&M University BCD (TAMBCD) Associate Dean for Research and Graduate Studies (ADRGs) and College graduate committees. At that time the TAMBCD graduate programs also came under the Student Rules and Policies of TAMU.

Interestingly, the TAMU College of Veterinary Medicine and Biomedical Sciences also offered an MS and PhD degree in Biomedical Sciences, so to eliminate confusion between the Biomedical Sciences degree being offered by the two Colleges, in 2014 the College of Dentistry petitioned the Texas Higher Education Coordinating Board to change the 26.0102 CIP. In 2015, the Texas Higher Education Board granted the request and the PhD program name was changed to Oral Biology (CIP 51.0503.00). Oversight was provided by TAMBCD, with ultimate
authority by the TAMU Office of Graduate and Professional Studies (OGAPS) and the TAMU Division of Enrollment and Academic Services. In 2016, TAMBCD underwent a name change from BCD to Texas A&M University College of Dentistry (the College).

The current MS and PhD programs are administered by an Oral Biology Program Director and an Oral Biology Graduate Program Committee, both of which are located in Dallas, and report to the College’s ADRGS. The Oral Biology Program Director is also a member of the College’s Graduate Education Council, which has oversight of the College’s eleven graduate programs (certificate, MS and PhD).

Almost all graduate course work required of the Oral Biology MS and PhD students is taught by the TAMU graduate faculty, in Dallas. However, a few students take specialized courses at the University of Texas campuses in Arlington and Dallas, and at the UT-Southwestern Medical Center.

The College’s much larger MS program in Oral Biology (Code 51.0503) is split into two tracks: a small, basic science track, and a larger, clinical track. Four of the College’s ten clinical graduate programs offer a combined specialty certificate and MS degree. These four combined certificate and MS programs were accredited by the Commission on Dental Accreditation in 2019. As with the PhD program, the day-to-day administration of these clinical programs falls under the Office of ADRGS, with each clinical program having a Program Director and a programmatic graduate committee.

Our program is one of the few PhD programs in the United States devoted to the study of oral biology. Of the 66 dental schools in the United States, fewer than half offer a PhD program (Herzog et.al. J. Dent Res. DOI:10.1177/0022034517749506, 2018).

The 2018, U.S. News and World Report’s ranking of the College’s Oral Biology Program (in Biomedical Sciences category) moved up 33 places, to number 73. This is the highest ranking of a Biomedical Sciences program solely associated with a dental college. This is a higher Biomedical Sciences ranking than Baylor University, Oklahoma State University, Southern Methodist University, Texas Tech University, University of Houston, University of North Texas, University of Oklahoma, University of Texas at Arlington, University of Texas at Dallas, University of Texas at San Antonio, or University of Texas at San Antonio Health Sciences Center. Thus, the College’s program ranked higher than many regional university programs and our program has received national/international recognition.

The Oral Biology PhD program has evolved over the years to focus on four areas of research. The students can receive training in the broad fields of (1) Craniofacial Development and Genetics, (2) Bioengineering and Regeneration, (3) Mineralized Tissue Biology, and (4) Neuroscience and Pain.

Work leading to the PhD is designed to provide the candidates a thorough and comprehensive knowledge of a professional field and training in research methods. The final basis for granting the degree is the candidate’s mastery of the subject matter of a broad field of study and the demonstrated ability to do independent, original, and publishable research. In addition, the candidate must acquire the ability to express thoughts clearly in both oral and written language.
The Oral Biology Graduate program's mission is to educate MS and PhD graduate students to become competent researchers and educators who are committed to conducting research related to craniofacial development, diseases, and treatments, including the development and application of biomaterials, devices, and biologics in treating craniofacial diseases. Graduate students will learn how to write, critically review, and interpret scientific literature. They will be taught how to ethically design and conduct rigorous and transparent research that addresses basic and clinical scientific questions. Graduates will have been mentored for a variety of career options and will have the competence to conduct and interpret research in academia or industry.
Texas A&M University College of Dentistry 2013-2019 Strategic Plan

MISSION

Texas A&M University College of Dentistry shapes the future of dentistry by developing exemplary clinicians, educators and scientists. We improve oral health by caring for the needs of a diverse community; seeking innovations in science, education and health care delivery; and serving as leaders in health professions education.

CORE VALUES

We are committed to:

- Diversity & Inclusiveness: We show respect for individual differences and seek to understand and value the perspectives of others, creating an accessible environment that promotes fairness and fosters a sense of belonging.
- Excellence & Quality: We seek to achieve the highest standards in our programs and services in order to be accountable, contemporary and innovative. We regularly evaluate our performance to assure continuous improvement.
- Integrity: We hold ourselves to the highest standards of honesty, ethics, and the law.
- Leadership: We mentor future leaders and create opportunities for faculty, staff and students to guide and advance dentistry.
- Professionalism: We embody behavior that is respectful, collegial, compassionate, confidential, and patient-centered.
- Wellness: We believe oral health contributes to overall health and the quality of life. We partner with our patients to improve oral health and adopt healthy lifestyles.

VISION

Following a century of excellence, the Texas A&M University College of Dentistry will serve as a leader in dental education by:

- Educating exemplary clinicians who deliver evidence-based care.
- Fostering translational and clinical research to improve patient care and delivery.
- Providing high quality service to students, patients, faculty, staff, alumni, and the public.
- Increasing access to dental care through cultural competence, diversity and community based care.
GOALS AND OBJECTIVES

Goal 1. Learning

The College will continue to provide an educational experience for health profession students that prepares them to become competent dental professionals. The College also will provide faculty, staff and alumni with professional development opportunities to enhance their career success and job satisfaction.

Student Recruitment & Retention Objectives

1. Recruit dental and dental hygiene students that are academically prepared and from diverse backgrounds.
2. Provide competitive stipends for the clinical and basic science graduate students in order to recruit the most qualified students.
3. Retain dental and dental hygiene students through College programs and services.

Faculty/Staff Recruitment & Retention Objectives

4. Strive for faculty salaries that are nationally competitive.
5. Strive for staff salaries that are regionally competitive.
6. Develop an online system for calibration of clinical faculty.
7. Expand cultural competency training for faculty and staff.
8. Increase faculty trained in evidence-based dentistry.
9. Increase opportunities for faculty training in teaching pedagogy (EDHP program).
10. Increase opportunities for graduate students to gain teaching experience.
11. Provide development opportunities for staff.
12. Explore the development of a resource for facilitating educational research.

Educational Program Objectives

13. Optimize electronic resources to improve the delivery of education.
14. Expand cultural competency training for students.
15. Introduce more active learning, critical thinking and evidence-based dentistry into the dental, dental hygiene and graduate curricula.
16. Develop an International Dentists Training Program.
17. Develop a certificate program in Oral Radiology.
18. Improve the quality of continuing education programs.

Curriculum Management Objectives

20. Conduct a review of the four year dental curriculum.
21. Conduct a review of the two year dental hygiene curriculum.
Goal 2. Research

The College will build upon its current research enterprise to develop a research program that creates and translates new knowledge and advances the standard of patient care.

Research Objectives

22. Expand and integrate biomedical, translational and clinical research under the Center for Craniofacial Research and Diagnosis.
23. Increase research to enhance clinical outcomes, such as biomedical devices, implants, bone healing/regeneration, and novel diagnostic tools.
24. Increase grant funding from NIH and other sources.
25. Develop a seminar series to enhance interactions between clinicians and basic science researchers.
26. Maintain the student research program.

Implementation Plan

Goal 1. Learning: The College will continue to provide an educational experience for health profession students that prepares them to become competent dental professionals. The College also will provide faculty, staff and alumni with professional development opportunities to enhance their career success and job satisfaction.

Objective 2. Provide competitive stipends for the clinical and basic science graduate students in order to recruit the most qualified students.
Projected Starting Date: Fall 2013 Projected Completion Date: Spring 2019

<table>
<thead>
<tr>
<th>Major Activities / When to Begin</th>
<th>Assessment Methods / When Conducted (1 or 2 needed)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Run a comparison survey of stipends offered for the various residency and graduate programs at COD in comparison to other national programs.</td>
<td>Compare stipends, tuition and fees of all residency programs with ADA survey results</td>
<td>Stipends minus tuition and fees need to be greater or equal to state and national averages</td>
</tr>
<tr>
<td>2. Determine potential deficiencies in stipends offered by different COD residency and graduate programs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Locate monetary sources to supplement stipends that are too low for the programs to recruit the most qualified applicants.</td>
<td>Compare graduate stipends, tuition and fees with those of graduate programs at other Texas Dental and Medical Schools</td>
<td>Stipends minus tuition and fees need to be greater or equal to state and national averages</td>
</tr>
</tbody>
</table>
Objective 7. Expand cultural competency training for faculty and staff.
Project Starting Date: January 2013 Projected Completion Date: December 2019

<table>
<thead>
<tr>
<th>Major Activities</th>
<th>Assessment Methods / When Conducted (1 or 2 needed)</th>
<th>Assessment Target (number or date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All faculty required to take cultural competency training.</td>
<td>Required attendance</td>
<td>100% of full-time faculty</td>
</tr>
<tr>
<td>2. Faculty Retreat on cultural competency training (November 2012) with repeat in December.</td>
<td>Online course test</td>
<td>Score 100% on test to pass course</td>
</tr>
<tr>
<td>3. All new faculty will be required to train.</td>
<td>Cultural Climate Survey (bi-annual)</td>
<td>Score of 4 (agree) or better on overall satisfaction</td>
</tr>
<tr>
<td>4. Develop online training module that faculty will be required to take every 2 years. (January 2014)</td>
<td>Patient Satisfaction Survey</td>
<td>90% report “yes” “I felt welcome at COD.”</td>
</tr>
</tbody>
</table>

Objective 8. Increase faculty training in evidence-based dentistry.
Project Starting Date: January 2013 Projected Completion Date: December 2019

<table>
<thead>
<tr>
<th>Major Activities</th>
<th>Assessment Methods / When Conducted (1 or 2 needed)</th>
<th>Assessment Target (number or date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continue summer training course.</td>
<td># faculty trained (baseline of 34)</td>
<td>5 per year</td>
</tr>
<tr>
<td>2. Recruit clinical faculty for training and greater involvement in teaching EBD.</td>
<td>Bi-annual survey to monitor how faculty use EBD in their teaching</td>
<td>75% of trained faculty incorporate EBD in their teaching</td>
</tr>
<tr>
<td>3. Send faculty to external training courses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Coordinate EBD training with faculty clinical calibration efforts.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Objective 9. Increase opportunities for faculty training in teaching pedagogy.  
Project Starting Date: January 2013 Projected Completion Date: December 2019

<table>
<thead>
<tr>
<th>Major Activities</th>
<th>Assessment Methods / When Conducted (1 or 2 needed)</th>
<th>Assessment Target (number or date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Implement EDHP program to earn a certificate or Masters degree in education. (Spring 2013)</td>
<td>Completion of at least the EDHP certificate program</td>
<td>100% who enroll in EDHP</td>
</tr>
<tr>
<td>2. Faculty Networking series</td>
<td># Networking Series on teaching</td>
<td>1-2 per year</td>
</tr>
<tr>
<td>3. Implement Teaching Scholars Track for the COD Center of Excellence (for 4 faculty members)</td>
<td>Peer Review for teaching scholars</td>
<td>Score of 4 or better</td>
</tr>
<tr>
<td></td>
<td>Teaching Scholars success with APT</td>
<td>100% obtain tenure and or promotion</td>
</tr>
</tbody>
</table>

Objective 10. Increase opportunities for graduate students to gain teaching experience.  
Projected Starting Date: Winter 2013 Projected Completion Date: Spring 2015

<table>
<thead>
<tr>
<th>Major Activities / When to Begin</th>
<th>Assessment Methods / When Conducted (1 or 2 needed)</th>
<th>Assessment Target (number or date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Add Teaching Practicums to the course options in the School of Graduate Studies.</td>
<td>Number of practicums developed and put into course catalog as options to SGS students</td>
<td>3 practicums</td>
</tr>
<tr>
<td>5. Add teaching opportunities in the preclinical laboratories for graduate students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Potential for Advanced Standing students (already have DDS) to teach in the clinic.</td>
<td>Number of students that teach in preclinical courses</td>
<td>2 students</td>
</tr>
<tr>
<td>7. Develop a Teaching Assistant Program</td>
<td>Number of students that teach in the clinic</td>
<td>1 student</td>
</tr>
<tr>
<td>8. Provide lecture opportunities for graduate students</td>
<td>Number of students that lecture</td>
<td>2 students</td>
</tr>
</tbody>
</table>
Objective 12. Explore the development of a resource for facilitating educational research. 
Projected Starting Date: Winter 2013 Projected Completion Date: December 2018

<table>
<thead>
<tr>
<th>Major Activities / When to Begin</th>
<th>Assessment Methods / When Conducted (1 or 2 needed)</th>
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</tr>
</thead>
</table>
| 1. Conduct a needs assessment for educational research (how much is going on and what assistance is needed).  
2. Establish a user’s group.  
3. Conduct training workshop(s).  
4. Encourage presentations at ADEA, AADR and other educational associations (incentives).  
5. Answer research questions at COD about the curriculum.  
6. Pursue developing a Baylor Oral Health Foundation grant for excellence in educational research. | # faculty seeking advice annually  
# educational research projects presented annually at conferences  
# educational projects published annually  
# grants submitted bi-annually | At least 5  
2-5 per year  
2-5 per year  
1 |

Objective 13. Optimize electronic resources to improve the delivery of education. 
Projected Starting Date: Fall 2013 Projected Completion Date: Spring 2019

<table>
<thead>
<tr>
<th>Major Activities / When to Begin</th>
<th>Assessment Methods / When Conducted (1 or 2 needed)</th>
<th>Assessment Target (number or date)</th>
</tr>
</thead>
</table>
| 1. Survey students about learning needs.  
2. Investigate the use of electronic delivery in courses.  
3. Determine major emphasis for change in this area.  
4. Improve the infrastructure within the building for electronic delivery and testing | % increase in the following: syllabi online with standard template, all lectures recorded, e-portfolios, online testing and grade posting  
Survey faculty and students regarding the feasibility of a facility for online testing | 10% increase in development for this area each year  
At least 75% in favor of facility |
Objective 14. Expand cultural competency training for students.  
Project Starting Date: January 2013 Projected Completion Date: December 2019

<table>
<thead>
<tr>
<th>Major Activities</th>
<th>Assessment Methods / When Conducted (1 or 2 needed)</th>
<th>Assessment Target (number or date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. D1- 4 hours of lectures (in place)</td>
<td>Attendance &amp; participation</td>
<td>100% attendance</td>
</tr>
<tr>
<td>2. D2- 4 hours of lecture &amp; 2 of small groups (in place)</td>
<td>Cultural Climate Survey (bi-annual)</td>
<td>Score of 4 (agree) or better on overall satisfaction</td>
</tr>
<tr>
<td>3. D3- Case assignment in e- portfolio (in progress)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. D4- Assess need for module</td>
<td>Patient Satisfaction Survey</td>
<td>90% report “yes” “I felt welcome at COD.”</td>
</tr>
<tr>
<td>5. DH1- 2 hours of lectures (in place)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Objective 15. Introduce more active learning, critical thinking and evidence-based dentistry into the dental, dental hygiene and graduate curricula.  
Projected Starting Date: Fall 2013 Projected Completion Date: Spring 2015

<table>
<thead>
<tr>
<th>Major Activities / When to Begin</th>
<th>Assessment Methods / When Conducted (1 or 2 needed)</th>
<th>Assessment Target (number or date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide seminars and training classes in active learning and critical thinking.</td>
<td>Monitor number attended by COD faculty for # 1 and 2</td>
<td>5-6/year</td>
</tr>
<tr>
<td>2. Continue EBD courses in D1 and D2 curriculum.</td>
<td>Determine how much is currently spent on this issue and increase</td>
<td>10% increase in dollars spent on development for this area</td>
</tr>
<tr>
<td>3. Continue EBD clinical activities in D3 and D4 curriculum.</td>
<td>Measure number of courses implementing the different teaching methodologies</td>
<td>10% yearly increase</td>
</tr>
<tr>
<td>4. Continue EBD training course for faculty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Provide resources for faculty to travel to workshops and meetings to learn new techniques and bring back to COD.</td>
<td>Graduation Survey</td>
<td>≥90% “prepared” for evidence-based competency</td>
</tr>
</tbody>
</table>
Goal 2. Research: The College will build upon its current research enterprise to develop a research program that creates and translates new knowledge and advances the standard of patient care.

Objective 22. Expand and integrate biomedical, translational and clinical research under the Center for Craniofacial Research and Diagnosis.
Projected Starting Date: Winter 2013 Projected Completion Date: December 2019

<table>
<thead>
<tr>
<th>Major Activities / When to Begin</th>
<th>Assessment Methods / When Conducted (1 or 2 needed)</th>
<th>Assessment Target (number or date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify CCRD Director</td>
<td>1. New Director and 1-2 faculty members with current NIH funding identified</td>
<td>1. Winter 2014</td>
</tr>
<tr>
<td>2. Improve publicity by highlighting/marketing research studies</td>
<td>2a. Media articles</td>
<td>2. 1 per semester</td>
</tr>
<tr>
<td>3. Identify clinical studies for the public (to gain subjects)</td>
<td>2b. Donations to COD in response to publicity</td>
<td>1 per semester</td>
</tr>
<tr>
<td>4. Develop funding streams, including endowed fellowships</td>
<td>3. Increase in patients for studies.</td>
<td>3. 5% increase in study patients per annum</td>
</tr>
<tr>
<td>5. Develop research partnerships between MS/PhD students, departments and clinical and basic science faculty</td>
<td>4a. Fellowships created</td>
<td>4. 1 per annum</td>
</tr>
<tr>
<td>6. Identify complementary biomedical/clinical/translational research strengths</td>
<td>4b. Income streams identified</td>
<td>1 per annum</td>
</tr>
<tr>
<td>7. Foster and expand COD-practice-based research networks</td>
<td>5. Pilot projects funded</td>
<td>5. 1 new project per semester</td>
</tr>
<tr>
<td>8. Expand Consortium for Oral Health Related Informatics (COHRI) activities</td>
<td>6. Identification of clinical research strength, space and complementary research focus</td>
<td>5 new projects per year</td>
</tr>
<tr>
<td></td>
<td>7. Number of projects initiated</td>
<td>6. End of year 1 for each 7. 1 new project per annum</td>
</tr>
<tr>
<td></td>
<td>8a. Search engine made available to COD faculty to access all databases</td>
<td>8. Fall 2014</td>
</tr>
<tr>
<td></td>
<td>8b. Local integrative changes made in response to COHRI</td>
<td></td>
</tr>
</tbody>
</table>
Objective 23. Increase research to enhance clinical outcomes, such as biomedical devices, implants, bone healing/regeneration, and novel diagnostic tools.
Projected Starting Date: Winter/January 2013 Projected Completion Date: December 2019

<table>
<thead>
<tr>
<th>Major Activities / When to Begin</th>
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<th>Assessment Target (number or date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advertise TDO to alumni</td>
<td>1a. Events attended 1b. Alumni collaborations initiated</td>
<td>1. 1 per annum 1 per annum</td>
</tr>
<tr>
<td>2. Provide grant writing training and group meetings to educate/mentor clinician scientists before grant applications.</td>
<td>2. Teams initiated. Grants submitted and funded.</td>
<td>2. 1 team per semester. 1 new proposal (K or R03) submitted per annum.</td>
</tr>
<tr>
<td>3. Sponsor a competition creating research teams, including alumni</td>
<td>3. Joint research projects initiated</td>
<td>3. 1 new project per annum</td>
</tr>
<tr>
<td>4. Contact local biotech startups regarding GLP research facilities</td>
<td>4. Sponsored research agreements</td>
<td>4. 1 new project per annum</td>
</tr>
<tr>
<td>5. Submit disclosures and provisional/full patents</td>
<td>5. Numbers of disclosures and patents</td>
<td>5. 1 disclosure per annum 1 provisional/full patent per annum</td>
</tr>
</tbody>
</table>

Objective 24. Increase grant funding from NIH and other sources.
Projected Starting Date: Winter 2013 Projected Completion Date: December 2019

<table>
<thead>
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<th>Assessment Target (number or date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increase number of grant submissions to NIH, NSF, DOD</td>
<td>1. Numbers of grant/sponsored research submissions</td>
<td>1. 50 submissions per annum</td>
</tr>
<tr>
<td>2. Increase number of resubmissions</td>
<td>2. Increased expenditures</td>
<td>2. $8 million per annum TDC</td>
</tr>
<tr>
<td>3. Identify non-traditional NIH grant types (K08, R03) and increase submissions</td>
<td>3. Number of non-traditional grant submissions</td>
<td>3. 2 submissions per annum</td>
</tr>
<tr>
<td>4. Identify companies for sponsored research</td>
<td>4. Number of sponsored research agreements</td>
<td>4. 1 per annum</td>
</tr>
<tr>
<td>5. Identify foundations and associations to sponsor clinical projects</td>
<td>5. Numbers of foundation grants funded</td>
<td>5. 2 per annum</td>
</tr>
</tbody>
</table>
Objective 25. Develop a seminar series to enhance interactions between clinicians and biomedical science researchers.  
Projected Starting Date: Winter 2013  
Projected Completion Date: December 2019

<table>
<thead>
<tr>
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<th>Assessment Target (number or date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dean’s seminar series</td>
<td>Number of seminars per year</td>
<td>Quarterly seminars</td>
</tr>
<tr>
<td>2. Joint clinical-basic science mini seminar slide-slam presentations (1 seminar per month, 4 presenters per meeting)</td>
<td>Grant collaborations initiated</td>
<td>1 new collaboration per annum</td>
</tr>
</tbody>
</table>
The Oral Biology MS and PhD program is part of the TAMU College of Dentistry Strategic Plan. The Oral Biology program followed the guidance that was developed for the 2012 Southern Association of Colleges and Schools Commission on Colleges accreditation. In order to assess the effectiveness of the program, a number of evaluation procedures implemented within the current Graduate Program in Oral Biology and Graduate Program in Biomedical Sciences, allowing for concrete analysis of the program, will continue. These evaluation procedures include various measures for assessment with specific target levels that determine success of the program. The student learning outcomes (SLO) for the program developed were:

- Core foundational principles: The learner will demonstrate proficiency in core discipline principles that serves as the foundation of their graduate education.
- Area of concentration: The learner will develop an advanced knowledge in a selected area of concentration and apply this knowledge to real-world scenarios.
- Research: The learner will design, conduct, and translate meaningful scientific research.
- Communication and pedagogy: The learner will display competence in written communication, verbal communication, and pedagogy.
- Use and application of literature: The learner will analytically interpret and relate current literature to further their understanding of the field.
- Responsible conduct of research: The learner will apply foundational concepts of responsible conduct of research to their coursework and research.
- Critical thinking: The learner will evaluate the impact of their research through the development and utilization of critical thinking and evidence-based practice skills.

The general measures for the student learning outcomes were:

- Measure 1: Completion of curriculum
- Measure 2: Completion of elective coursework
- Measure 3: Advisory committee meeting
- Measure 4: Seminar
- Measure 5: Preliminary examination
- Measure 6: Completion of student research
- Measure 7: Laboratory rotations
- Measure 8: Ethics course
- Measure 9: Compliance certifications
- Measure 10: Thesis / Dissertation
- Measure 11: Publish research in top tier journals
- Measure 12: Get Postdoctoral Fellowship or academic appointment
Program Goals

Program goals include:

Goal 1: Apply fundamental concepts of responsible conduct of research to their coursework and research.

Oral Biology PhD students will take the Responsible Conduct of Research Course (OBIO 610), and other courses that support their research topic. Examples include required training and/or courses that provide information on how to correctly utilize human or animal subjects in research.

Goal 2: Students will critically review and interpret past and current literature.

Oral Biology PhD students will review and present current and past peer-reviewed articles and develop advanced knowledge in their field of interest. They will be able to critically interpret (including statistically OBIO 611 Statistical Analysis and OBIO 612 Seminar Current Issues in Science) literature. They will also learn to apply this knowledge to their research project.

Goal 3: Students will broaden knowledge through attending seminars.

Oral Biology PhD students will attend the Department of Biomedical Sciences "Pathways to Excellence" Seminar Series, which invites experts to present their research, required seminar Current Issues in Science (OBIO 612) and Postdoctoral Fellows/Graduate Student presentations.

Goal 4: Students will develop competence in designing and conducting research.

Oral Biology PhD students will take the Research Design and Methodology course (OBIO 611). Each student will develop a project, with the advice of their mentor and dissertation/thesis committee.

Goal 5: Students will develop competence in writing competitive grant proposals.

Oral Biology PhD students will take OBIO 689 (Interactive Writing and Grant Proposals) and later write their research dissertation proposal in the format of an NIH R01 grant.

Goal 6: Students will have advanced knowledge in their original research and defend the thesis/dissertation proposal.

Oral Biology PhD students will present a successful oral defense of their original research proposal by presenting the background, hypotheses, specific aims, experimental design including statistical analysis, data, conclusions and
Administrative Structure

Provost and Executive Vice-President
Texas A&M University

Texas A&M University
Academic Services
(Admissions, Business Services,
International Student Services, Registrar,
and Scholarship & Financial Aid)

Texas A&M University
Office of Graduate and Professional Studies
(Graduate Operations Committee* and Graduate Council)

College of Dentistry
Dean and Chief Executive Officer

College of Dentistry
Office of the Associate Dean
Research and Graduate Studies

College of Dentistry
Graduate Education Council

Oral Biology Program Director

College of Dentistry
Oral Biology Graduate Program Committee

* The Associate Dean for Research and Graduate Studies is a member of these committees.
University and College Level

At the College level, oversight is provided by the Office of ADRGS. Within the ADRGS’s Office, there is a staff manager for graduate programs and international student issues; a staff manager for research compliance and budget; and a secretary supporting the Associate Dean and managers. The ADRGS’s Office oversees the College’s animal facility. Research laboratory space is controlled by the Office of the Dean and ADRGS and not at the department level. The ADRGS Office also oversees a histology/imaging core and pays staff support and service contracts on large pieces of research equipment.

The College’s Graduate Education Council provides oversight for all eleven graduate programs within the College. All graduate Program Directors are voting members of the Council.

The Oral Biology basic science track is housed within the Department of Biomedical Sciences. This program has a Program Director and an Oral Biology Graduate Program Committee (OBIO GPC) that is made up of faculty from various departments within the College that provide mentors for the students. The Department of Biomedical Sciences has four staff positions that in various ways support the Graduate Program (support for Director, budgetary assistance to program and faculty, manuscript and grant writing, and support for educational endeavors).

The College’s ADRGS is a member of several TAMU committees concerned with graduate education and research. The ADRGS generally attends these meeting in person, but when that is not possible, he attends using video conferencing.

At the University level, oversight of all graduate programs is provided by the TAMU Office of the Provost for Graduate and Professional Studies, and the TAMU Division of Enrollment and Academic Services (Admissions, Business Services, International Office, Registrar, and Scholarship & Financial Aid).

The ADRGS is a member of the TAMU Graduate Operations Committee that meets monthly. This committee is composed of all graduate deans from the 16 TAMU colleges. This committee oversees at the University level all matters pertaining to rules and regulations for operations of graduate programs. The ADRGS is a member of the TAMU Graduate Council that meets monthly. This committee approves new courses and new programs. The important policy issues discussed at these meeting are reported back to the Program Directors during Graduate Education Council meeting, at OBIO GPC meetings, and at individual meetings with Department Heads and faculty. These meetings cover new processes and rules and on how to improve the College’s graduate education mission. He is also a member of TAMU’s Associate Deans Research Council that meets monthly, and the TAMU’s Vice President for Research’s University Research Council that meets every other month. During these meetings, the overall planning, goals, and outcomes of TAMU and Colleges research endeavors are discussed. ADRGS is a member of the TAMU VP for Research’s Research Compliance Committee. This committee is concerned with the Institutional Animal Care and Use Program, Institutional Research Board Program, Institutional Biosafety Committee Program and Export Control. The discussions and policy changes from these meeting are reported back to the Department Heads during Administrative Council meetings and at individual meetings with Department Heads and faculty on how to improve the College’s research mission. Topics from these meetings include funding opportunities, research space, equipment needs, and compliance issues – to name a few.

TAMU’s Office of the Vice-President for Research has an Office of Research Development, which aids faculty members in developing their grant-writing skills. Each year, ADRGS invites
two representatives from this Office to visit the College and present a grant-writing seminar. Approximately 25 to 30 people attend each year. The most recent visit was in 2018 and the presentation was on how to write Specific Aims for an NIH grant. It was recorded and is available for faculty, staff, and students. The grant-writing experts spend a day meeting one-on-one with faculty members, helping them with grants that they are writing. Approximately eight to nine faculty members meet with them each year. These experts are also available throughout the year to review and give advice on faculty’s grants. The next scheduled visit is spring 2019.

Each year the TAMU Office of Research Development offers a day-and-a-half symposium that is interactively broadcast to the colleges on writing grants for NIH and NSF. We routinely have eight to ten faculty members participate. The faculty members attending are given, free of charge, a copy of Russell and Morrison’s “The Grant Application Writer’s Workshop”. In addition, the Office of Research Development offers a semester-long workshop where faculty members bring a grant they are writing and meet with grant writing experts who work with them on getting it ready for submission at the end of the course. We have had several faculty members take this course. The Office of Research Development has additional programs to help faculty get funding. One such program that meets in February is a panel of faculty who are serving on Study Sections who go over the dos and don’ts of grant writing. They also answer faculty questions on grant reviews.

We have approximately 50 awarded research/training awards and the above grant-writing programs have been vital in obtaining funding for several of the investigators. Research grants and contracts are administered by the TAMU Vice-President of Research in the Division of Research. This includes the Office of Sponsored Research Services and an Office of Technology and Commercialization. The College has both pre-award and post-award personnel that are specifically assigned to our faculty by the TAMU Division of Research. Research grants and contracts are managed on-line, using TAMU’s ‘Maestro’. This computer system was upgraded in the fall of 2017. Investigators declare, in Maestro, whether they have a conflict of interest in their proposed research project. The investigator re-declares each year whether they have a conflict of interest on their projects. If a conflict of interest is declared, there are procedures in place to handle a conflict – from managing the conflict to not allowing the project to go forward. The Department Head approves their faculty research projects to establish if the project is in accord with the faculty member’s assigned duties.

Purchase orders are handled on-line by the TAMU computer program ‘AggieBuy’. Material Transfer Agreement forms and Non-Disclosure Agreements are processed and supervised by the TAMU Division of Research.

The College has its own Institutional Animal Care and Use Committee, Animal Resource Unit, and Institutional Review Board, under the oversight of the College’s Office of the ADRGS and the TAMU Office of Research Compliance. All paperwork associated with the above committees is processed electronically through the Institutional Research Informational System (iRIS).

TAMU administers Environmental Health and Safety and there is a full-time Safety Officer located at the College.

As mentioned above, the Office of the ADRGS has a full-time compliance manager who works with TAMU, the compliance committees, and most importantly, one-on-one with investigators, helping them submit grants and proposals. This makes for a smooth process for grant submissions and for handling compliance matters.
**Student Level**

**Initial Advisors:**

After a student matriculates into the graduate program, the Oral Biology Graduate Program Director will recommend a graduate faculty member as the student's initial advisor. He/She will advise the student, help them select coursework for their first year, and suggest faculty with whom the student may consult for the advisory committee and mentor.

TAMU course registration opens several months before the beginning of the next semester. The Oral Biology Graduate Program Director selects the courses for the first semester, based on the area of research the applicant indicated they were interested in when they applied. During the first semester, each new student is required to meet with their advisor (and mentor if one has been selected) and the Oral Biology Graduate Program Director to determine which courses meet the needs for their research area. In addition, required core courses are included in the degree plan. The OBIO GPC reviews the progress of each student on a regular basis.

Also during the first semester, an advisory committee is organized for each student, to facilitate producing the student's degree plan. The committee usually includes the student's proposed mentor, the Oral Biology Graduate Program Director, and two (MS) or three (PhD) other faculty members who can help with the research project. At least one member of the committee must be from a Department other than Biomedical Sciences. Advisory committees can have additional members when: 1) the student proposes a project that needs the advice of an adjunct faculty member, a part-time faculty member, or a faculty member who does not have sufficient familiarity with the graduate program, or 2) the student's proposed program is interdisciplinary and could benefit from the input of multiple faculty advisors. The OBIO GPC recommends that each student meet with their advisory committee each fall and spring semester. Minutes for each meeting are taken and the committee uses a rubric to assess the student’s progress. Copies of the minutes and assessments are maintained in the students' departmental file.

In the case of a student pursuing concurrent PhD and DDS degrees, a Dentist/Scientist Committee is appointed by the PhD Graduate Program Committee. The Dentist/Scientist Committee consists of the student's mentor/advisor, the Oral Biology Program Director, and a Clinical Graduate Specialty Program Director. Other members may be appointed by the OBIO GPC. Meetings of the Dentist/Scientist Committee are held at least once a year to review the student's progress. These meetings are organized by the student and the mentor. Additional meetings may be held at the request of the student or mentor, or if any issues affecting progress develop. If necessary, the ADRGS attends the meetings of the Dentist/Scientist Committee to help coordinate the clinical and basic science components of the program. Minutes for each meeting are taken and the committee uses a rubric to assess the student’s progress. Copies of the minutes and assessment are maintained in the students’ departmental file.

**Mentors:**

By the end of the second semester, each student will have a mentor who will be responsible for helping the student complete the degree plan. The graduate faculty member (mentor) who assumes responsibility for coordinating the student's dissertation research should be a regular member of the TAMU Graduate Faculty. In some circumstances, a mentor from outside the Program may be permitted, with the approval of the OBIO GPC. In such cases, a graduate faculty member will be appointed as a co-mentor and will serve as the student's advocate who will advise the student in meeting the degree requirements.
The qualities of a good mentor are numerous. The mentor must: 1) produce scholarly activity and be able to establish a close rapport with the graduate student to facilitate excellence in research; 2) have a substantial background in the methodology for the proposed project and be able to guide the student in formulating a credible scientific design; 3) have time for research and for counsel and supervision of students; and 4) have the financial resources to support the student and research.

**Initial Degree Plan:**

After consultation with their mentor and committee members, the student submits their degree plan online via the TAMU Document Processing Submission System (DPSS). This document contains all the course work the student will take for completion of their MS or PhD degree. Once entered, the degree plan is reviewed by the mentor and committee members, who approve the document online. The degree plan is then approved by ADRGS and finally by OGAPS. If the student wants to change their coursework or the make-up of their committee, they have to petition online to do so and it must be approved by their committee members.

In the case of students pursuing concurrent PhD and clinical training, the student's clinical advisor (Clinical Program Director) must also approve the degree plan prior to submission to the Oral Biology Graduate Program Committee. If necessary, the Clinical Graduate Program Director and the student's mentor will be invited to attend the meeting of the OBIO GPC where the degree plan is reviewed. The student should also be available during such meetings in case consultation is requested by the Committee.

**Cognate Examination:**

Each PhD student selects one cognate area for examination that is conceptually linked to the major area of study (dissertation topic), but that rely on distinct research technologies and different research literature. The cognate area should be highly specific, and should focus on a singular research topic. Two faculty members with advanced knowledge of these fields, other than the student's mentor, will be chosen by the student to conduct the cognate examination. The student will assemble annotated bibliography of approximately 50 to 100 references for the specific topic. Upon satisfactory completion of the review, as determined by the supervising faculty members, an oral examination consisting of questions is given to the student. If deficiencies are found in the examination, the faculty may elect to require written or oral clarification of the answers. This additional portion of the cognate examination must be completed within a maximum of two weeks. The faculty evaluating each examination will consolidate their results and report them to the OBIO GPC as a memo. As an option a student may elect to produce a review paper. This paper should be submitted for external review and publication.

**Preliminary Examinations (Written and Oral):**

The preliminary examination is based on the thesis/dissertation proposal. The student writes a research proposal in the NIH format (R21 for MS and R01 for PhD). The student's advisory committee reads and approves the written proposal. After approval, the committee completes the "Proposal Approval Form for Thesis, Dissertation or Record of Study". The student presents the proposal and the committee gives the student an oral examination. The examiners consist of available members of the advisory committee, and if necessary, other faculty members appointed by the OBIO GPC. The format of the oral exam consists of a brief presentation (approximately 30 minutes) of the proposal, followed by questions from the committee. The
questions are based on the content of the dissertation proposal, but may also be more wide-ranging, to include topics from the broader area of the student's proposed research. The student's mentor synthesizes the opinions of the examining faculty regarding the proposal and the oral examination. The mentor reports the results to the OBIO GPC and records the outcome of the committee meeting, including the progress rubric. The mentor reports any dissenting opinions. In case of disagreements, a simple majority vote is used to achieve resolution. The results of the oral examination will be reported with the outcome of the dissertation defense on the form entitled "Preliminary Oral Exam Evaluation of Thesis / Dissertation Proposal".

After the student satisfactorily completes the residency requirements, all formal course work (excluding dissertation), the preliminary examination, and the dissertation proposal, the OBIO GPC advances the student to candidacy for the PhD degree. Failure of any portion of the program may require additional work, retaking of examinations, or in some cases, dismissal from the program.

**Thesis/Dissertation Defense:**

The dissertation committee (often the same as the advisory committee) meets with the student and their mentor to determine if the project is complete. The committee councils the student and a schedule is set up for finishing the thesis/dissertation writing. The mentor is usually the first reader and a second reader is usually a committee member. The student formally applies to graduate early in the semester they expect to defend the thesis. The OGAPS office conducts a graduate audit and provides an approval for the final defense. The advisory committee has the final approval for the written thesis/dissertation.

The final PhD oral examination consists of a research presentation in the form of a formal 45- to 55-minute seminar that is open to the public. Following the seminar, any attendees may question the candidate in an open session. This open seminar is followed by a closed session in which the dissertation committee and mentor formally examine the candidate and determine whether to accept the dissertation as the final step in awarding the doctoral degree. Students must write their dissertations in the TAMU required format. Thesis and Dissertation Services, a department within OGAPS, is responsible for the graduate audit and final approval of the dissertation.
Southern Association of Colleges and Schools Commission on Colleges approved all Health Sciences Programs, including the MS and PhD programs, on January 15, 2013, with the next reaffirmation to take place in 2022. The merger of the Health Sciences Center and TAMU was approved by Southern Association of Colleges and Schools Commission on Colleges on July 10, 2013. The Higher Education Coordinating Board of Texas approved the Oral Biology PhD program in 2014 and it was implemented in September of 2015.

Four of our clinical programs (Oral and Maxillofacial Pathology Program – Combined Certificate and MS; Orthodontics and Dentofacial Orthopedics Program – Combined Certificate and MS; Periodontics Program – Combined Certificate and MS; and Prosthodontics Program – Combined Certificate and MS) were approved/accredited by CODA in January 2019.
One major change that came as result of the 2012 SACS review was to concentrate the College’s research efforts into five main areas:

1) Craniofacial Development and Genetics,
2) Mineralized Tissue Biology,
3) Craniofacial Pain,
4) Bioengineering and Regeneration, and
5) Translational and Clinical Research.

This allowed much better use of laboratory space and equipment purchases and use.

A number of forms were developed to help evaluate student progress throughout the graduate programs. They are intended for use by a student's advisory committee to monitor their advancement through a degree program, analyze their progress in mastering the various SLOs, and track their overall academic success based on the standards set by TAMU. The following forms (paper and/or on-line) are used to evaluate the measures listed above:

- Proposal Approval Form for Thesis, Dissertation, or Record of Study (OGAPS)
- Preliminary Examination Checklist (OGAPS)
- Report of the Preliminary Examination (OGAPS)
- Request and Announcement of the Final Examination (OGAPS)
- Report of the Final Examination for Masters Candidates (OGAPS)
- Report of the Final Examination for Doctoral Candidates (OGAPS)
- Written Thesis Approval Form (OGAPS)
- Written Dissertation or Record of Study Approval Form (OGAPS)
- Thesis, Dissertation, and Record of Study Copyright and Availability Form (OGAPS)
- Preliminary Oral Exam Evaluation of Thesis / Dissertation Proposals (OBIO)
- Preliminary Written Exam Evaluation (OBIO)
- Final Oral Defenses Evaluation (OBIO)
- Advisory Committee Meeting Evaluation (OBIO)
- Ongoing Research Assessment (OBIO)
- Student Seminar Evaluation (OBIO)
- Degree Plan (on-line)
- Transfer Work Evaluation (on-line)
- Thesis / Dissertation Committee Membership Approval (on-line)

Measurements and performance targets of each SLO are evaluated at the end of every academic year and adjustments are made based on the findings. Ultimate decisions are made by OBIO GPC, the GEC, and the ADRGS. The GEC is comprised of members who represent each of the clinical specialties and the Oral Biology program. This array of perspectives and the opportunity for a group assessment of the graduate programs helps to implement changes that will meaningfully enhance the education and exposure to research provided to the students.
As part of the College’s Strategic Plan, graduate program course instruction is regularly evaluated by the GEC in an attempt to measure the success of individual faculty and students. Input from faculty and students (online evaluations) are actively sought, and suggestions for improvements are considered when evaluating the program. Changes to the program are proposed to the GEC for approval; the GEC then assesses how the changes would affect the graduate program as a whole and decides how to proceed.

The review of the program has been ongoing with a significant evaluation of all aspects of the program conducted in 2015-2016 for a T90/R90 training grant application.

All of the above changes have enhanced the national research visibility of College and has allowed us to hire top ranked researchers. All the new research hires have been in our five focus research areas and all have NIH R01 funding. The College’s rank per the National Institute of Dental and Craniofacial Research funding has moved from 26 to 17. This added funding has impacted the graduate program by providing increased funding for PhD stipends, tuition, and fees. This, in turn, has made the Oral Biology program more desirable for students and has improved the applicant pool. In addition, faculty mentors who are top ranked researchers has played a part in our increased numbers of student publications in top journals. Thus, these changes have strengthened our program and created a path for more excellence.

**How is Curriculum Appropriate?**

The program we offer is similar to many of the national programs in Oral Biology, including, for example, the Oral Biology Program at the University of California at Los Angeles (UCLA) (https://www.dentistry.ucla.edu/learning/graduate-programs-oral-biology). The focus of both programs is to train the next generation of leaders in academic dentistry and oral health research. Both programs have required core courses and elective courses taken during the first two years of study. There is overlap in the core course requirements in both programs, i.e., Biostatistics, Ethics, Molecular and Cellular Biology, Oral Biology Seminar, and Research Methods and Design. Each program has prescribed elective courses that are dependent upon the student’s research emphasis. Both programs include rotations during the first year in various laboratories, as well as passing examinations (in our case, both written and oral) to advance to candidacy. Students must complete high-quality original research projects, be able to analyze their findings, have writing skills at a level where they are able to convey their findings, defend their dissertation before graduating, and have publications accepted in high-quality journals. Both programs, depending on the nature of the research, can take four to six years to complete the PhD degree. The minimum requirements for the PhD in Oral Biology include the successful completion of 1) basic core courses or equivalents, 2) additional elective courses, 3) preliminary examinations, and 4) a dissertation. Students must maintain a grade-point average of 3.0 on a scale of 0 to 4.0. A minimum of 96 semester credit hours plus dissertation are required for graduation. Students who earned an MS from a United States institution need 64 credit hours for a PhD.
Improvements to the Program

Since the last SACS accreditation in 2012, we have improved the program several ways. First, we added the PhD degree to the existing Oral Biology MS program (see history section). The program moved from the TAMHSC and now is under OGAPS administration. Second, the OBIO GPC wanted to increase our student census. We were losing very qualified applicants to other programs that offered more resources. The Dean of the College and the Biomedical Sciences Department Head approved increasing the stipend level and including financial support for tuition, fees, and health insurance to the offer package. This allowed the program to be more competitive with other Oral Biology and Biomedical Sciences programs. Third, we started an ongoing evaluation of the program using the TAMU WEAVE assessment tool. The mission, goals and student learning outcomes were identified and tracked over three years. This year, the tool is being changed to the AEFIS (Assessment Evaluation Feedback and Intervention System) assessment tool. Fourth, some students requested teaching experience and an introduction to ‘evidence based dentistry’. The OBIO GPC added several teaching practicum courses and other courses requested by faculty and students. The latest course to be added is a grant writing workshop in which the students are taught about the different sections of grants, write the section and have it critiqued by the class and faculty.
Academic Programs and Curricula

Programs Offered

The programs offered are an MS and PhD in Oral Biology.

Program Curricula (Comparison with Peers)

The mission of the current PhD in Oral Biology at the College is to maintain and continually improve an environment and program of instruction in which our students develop competency in modern oral biology science for application to oral health research questions. The program provides for the selection, guidance and support of faculty members associated with the program. In support of the mission, the program strives to integrate basic and translational research education leading to an MS or PhD for dental clinician-scientists and oral biology-oriented basic science scientists. Our ultimate goal is to train future leaders in dental research and education.

The outcomes of our previous graduates support our goals of developing an outstanding oral biology program in both basic and clinical research that educates graduate students to contribute to the discovery of fundamental knowledge and its applications for improving human oral health in the United States and around the world.

To achieve our goals, the current PhD in Oral Biology program at the College provides an educational experience that emphasizes the development of a strong basic science background. We provide our students a thorough and comprehensive knowledge of oral biology and training in research methods and education. Our graduates can critically evaluate research problems, as well as maintain the inquiring attitude necessary to pursue the advancement and innovation in research related to the practice and teaching of specialized oral health care. The final basis for granting the degree is the candidate's mastery of a broad field of study and the demonstrated ability to do independent research. In addition, the candidate must acquire the ability to express thoughts clearly in written publications and oral presentations.

The curriculum is 96 semester credit hours for someone starting with a bachelor’s degree and 64 semester credit hours, with approval, for a student with an MS, DDS or MD degree from a United States institution (see table below). The length of time to complete the program is generally four to five years if the student must take the full 96 semester credit hours. A complete description of the courses are in the TAMU catalog at catalog.tamu.edu/graduate/course-descriptions/obio.

<table>
<thead>
<tr>
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<th>Semester Credit Hours</th>
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<td>Required courses</td>
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<tr>
<td>Prescribed electives</td>
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<tr>
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<tr>
<td>Dissertation</td>
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</tr>
<tr>
<td>TOTAL</td>
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Students are required to take the following core courses:

- OBIO 610 Responsible Conduct in Biomedical Research – Credit 1. Lecture Hour. A survey of topics required for research; utilizes outside reading assignments, online modules, class presentation and discussion of cases associated with topic.

- OBIO 611 Research Design and Methodology – Credits 2. Lecture Hours. An introduction to the research process; sufficient background in research design and methodology is provided to enable students to critically evaluate literature and assist in the formulation of research projects; includes discussion of rules and regulations for human and animal research.

- OBIO 612 Seminar: Current Issues in Science – Credit 1. Other Hour. Guest lectures, workshop lectures and discussions include topics of current interest to program faculty and students and of general interest in the biomedical sciences.

- OBIO 621 Applied Biostatistics – Credits 2. Lecture Hours. Overview of applied biostatistics with an emphasis on oral health research; training includes computer-based instruction in data analysis using SPSS.

- OBIO 660 Teaching Skills for Health Professions Educators – Credit 1. Other Hour. Provides an overview of teaching principles and methods; geared toward the special needs of the health profession educator; materials a represented; active involvement in exercises concerned with all aspects of the teaching/learning process; seminar and workshop format.

The students can take electives from a wide variety of courses:

- OBIO 601 Cellular and Molecular Biology – Credits 2 to 3. Lecture Hours. Intermediary metabolism of protein, protein synthesis, nucleic acid metabolism and biochemical endocrinology; offered fall semester. Prerequisite: none.

- OBIO 602 General Histology – Credits 3. Lab Hours. General histology and microscopic anatomy of the four basic tissues. Laboratory study of electron micrographs and prepared slides is employed.

- OBIO 603 Gross Anatomy – Credits 4. Lab Hours. Conceptual and functional basis for understanding macroscopic structure of the human body utilizing laboratory dissection of human cadavers; regional anatomy of the back, thorax, upper limb and head is emphasized.

- OBIO 604 Neuroscience – Credits 2. 1 Lecture Hour. 1 Lab Hour. Lectures and laboratory sessions on gross and microscopic anatomy of the human central and peripheral nervous system; neurophysiology of the central nervous system, peripheral nerves, special sense, autonemics and clinical mediation.

- OBIO 605 Mammalian Physiology – Credits 4 to 5. Lab Hours. Basic physiology principles of cells, muscle, nerve, blood, heart, circulation, respiration, digestion, excretion and central nervous system in maintaining homeostasis; classical laboratory experiments are used to demonstrate these principles.
• OBIO 606 Oral Histology – Credits 3. Lecture Hours. Origin and development of the dental tissues and their related structures; current publications and research reports are used to provide the opportunity to investigate some phase of active interest to them and their anticipated future interest in practice.

• OBIO 607 Microbiology – Credits 3. Lecture Hours. Introduction to basic microbiology with emphasis on oral and medical microbes, taxonomy and microbial physiology; taught in conjunction with dental students; additional readings and discussions for graduate students.

• OBIO 608 Introduction to Evidence-Based Dentistry and Clinical Research – Credits 3. Lecture Hours. A year-long course for graduate students consisting of lecture sessions, small group discussions, and seminars; progress grade will be given at the end of the first semester followed by a final grade of record at the end of the year; provide dental scientists and dentists-in-training with the knowledge and tools to take advantage of constantly increasing knowledge in clinical, material, and basic biomedical sciences; taught in conjunction with dental curriculum; additional readings and discussions for graduate students; not available for distance learning.

• OBIO 611 Research Design and Methodology – Credits 2. Lecture Hours. An introduction to the research process; sufficient background in research design and methodology is provided to enable students to critically evaluate literature and assist in the formulation of research projects; includes discussion of rules and regulations for human and animal research.

• OBIO 622 Advanced Biostatistics – Credits 2. Lecture Hours. Advanced biostatistical methods, including multivariate and longitudinal analysis, computer simulations, and applications in craniofacial biology. Prerequisites: OBIO 621 or equivalent.

• OBIO 630 Growth and Mechanisms of Development – Credits 0 to 2. Lecture Hours. Normal prenatal growth and development; patterns and mechanisms of growth and maturation.

• OBIO 631 Advanced Craniofacial Development and Craniofacial Anomalies – Credits 1 to 10. Lecture Hours. Detailed investigation of the basic processes and mechanisms of postnatal growth and adaptation of the craniofacial region; emphasis on the areas of controversy surrounding current understanding of the factors influencing postnatal craniofacial growth and form; adaptive capabilities of growth and form; adaptive capabilities of craniofacial tissues; effect of altered function on craniofacial growth and form; influence of treatment on craniofacial growth and form; theories of craniofacial growth.

• OBIO 632 Physical Growth and Maturation – Credits .5 to 2. Lecture Hours. Pattern and mechanisms of postnatal growth and maturation.

• OBIO 633 Microscopy – Credits 2. Lecture Hours. Principles and methods of scanning electron microscopy; technical instruction includes tissue preparation and equipment maintenance; usage of scanning electron, light, fluorescent and confocal microscopes and computer imaging techniques.
OBIO 634 Nanobiomaterials and Regenerative Medicine – Credit 1. Lecture Hour. State-of-the-art knowledge of nanobiomaterials and regenerative medicine; topics include nanobiomaterials design, syntheses and preparation, nanobiotechnology for scaffold fabrication, surface functionality of nanobiomaterials, nanobiomaterials for drug and gene delivery, stem cell and nanobiomaterials, and the applications of nanobiomaterials for various tissue regeneration (bone, cartilage, tooth, etc.)

OBIO 640 Cellular and Molecular Biology of Oral Craniofacial Tissues I – Credits 1 to 10. Lecture Hours. A general survey intended to provide background information concerning the methods and theory of modern cellular/molecular biology; lays the groundwork for more advanced study, aids those interested in incorporating cellular/molecular approaches into their research work, and enables one to read, understand and evaluate current scientific literature; offered spring semester. Prerequisites: OBIO 601 or equivalent.

OBIO 641 Cellular and Molecular Biology of Oral Craniofacial Tissues II – Credits 1 to 10. Lecture Hours. Processes of epithelial-mesenchymal interaction as related to odontogenesis, amelogenesis, dentinogenesis, collagen formation, intracellular and extracellular calcium homeostasis, plaque and calculus, and wound healing.

OBIO 642 Techniques in Cell and Molecular Biology – Credit 1. Lecture Hour. Principal methods of cellular/molecular investigation of proteins and nucleic acids including immunocytochemistry, western blotting, northern/southern blotting, radioimmunoassay, in situ hybridization, polymerase chain reaction, intracellular recording, and fluorescence confocal microscopy; offered summer semester. Prerequisite: OBIO 640 or equivalent.

OBIO 643 Advanced Biology of Mineralized Tissues – Credits 2. Lecture Hours. Overview of the advanced biology of mineralized tissues and their roles in oral health and disease; basic molecular biology of teeth and the skeleton including bone, cartilage, and other aspects of systemic biology.

OBIO 644 Evolutionary and Functional Morphology – Credit 1. Lecture Hour. Comparative anatomy and evolution of craniofacial structure with emphasis on current techniques of electrophysiology, kinesiology, and musculoskeletal biomechanics of orofacial function.

OBIO 645 Seminar: Current Issues in Bone and Mineralized Tissue Biology – Credit 1. Other Hour. Topics of current importance in bone and mineralized tissue biology.

OBIO 651 Sensory Neurobiology and Pain – Credit 1. Lecture Hour. An overview of the various sensory systems is explored with the primary emphasis on the processing of pain and temperature information from the craniofacial complex.

OBIO 652 Advanced Neuroscience – Credit 1. Lecture Hour. Advanced concepts of neuroscience are presented with an in-depth coverage of membrane and system function. Prerequisite: OBIO 604 or equivalent.
• OBIO 661 Teaching Practicum in Applied Biostatistics – Credits 1 to 4. Other Hours. Advanced practicum designed to engage all aspects of teaching applied biostatistics; learn how to present biostatistics that health professions graduate students can master; includes applying statistical concepts and methods to one's own research and to that published in the professional literature; learn about the creation and evaluation of fair assessments of student performance including tests, projects, grading, etc.; not available for distance learning. Prerequisite: OBIO 621.

• OBIO 662 Teaching Practicum in Gross Anatomy – Credits 3. Lab Hours. Assist with laboratory dissection of human cadavers; lead class study groups and prepare pro-sections for the D1 class; regional anatomy of the back, thorax, upper limb and head is emphasized; taught in conjunction with dental curriculum; additional readings and exercises are designed to instruct graduate students in how to teach the subject.

• OBIO 670 Clinical Pharmacology – Credit 1.5. Other Hour. Selection and evaluation of dentally-related drugs and review of current literature; seminar format; limited to clinical specialty students.

• OBIO 671 Applied Medical Physiology – Credits 2. 1 Lecture Hour. Lab Hour. Basic physiology of the cardiovascular, respiratory and renal systems; each area is expanded to include physiology problems seen clinically as they relate to the dental intern; offered summer semester. Prerequisite: OBIO 605 or equivalent.

• OBIO 672 Head and Neck Anatomy – Credits 1 to 1.5. Lab Hours. Special emphasis on surgical anatomy and distribution of nerves and vasculature of particular interest in the field of dentistry.

• OBIO 673 Oral Microbiology – Credits 2 to 3. Lecture Hours. The environment of the mouth is described and its relation to the endogenous and exogenous oral microbiota; relationship between disease and bacterial species; discussion of species differences; molecular mechanisms of bacterial pathogenesis; host response to oral microbes; offered spring semester. Prerequisites: OBIO 607 or equivalent.

• OBIO 674 Immunology – Credits 1 to 2. Lecture Hours. Update on the principles of immunology with an emphasis on oral aspects and related diseases.

• OBIO 675, 676 Current Topics in Biomedical Sciences I, II – Credits 0 to 10. Other Hours. Reading and discussion of current literature pertinent to topic of seminar; presentation of papers on selected topics is required; may be used for multiple courses in any one semester.

• OBIO 677, 678, 679 Directed Readings I, II, III – Credits 0 to 10. Other Hours. Individualized courses for single students involve in-depth study of specific topics in the biomedical sciences.

• OBIO 680, 681 Current Topics in Biomedical Sciences I, II – Credits 0 to 10. Other Hours. Reading and discussion of current literature pertinent to topic of seminar. Presentation of papers on selected topics is required for all students; may be used for multiple courses in any one semester.
• OBIO 687, 688 Research and Special Problems I, II – Credits 0 to 10. Other Hours. Concentrated investigation in any area of biomedical sciences; may be used for individualized laboratory rotations or research.

• OBIO 689 Special Topics – Credits 0 to 4. Other Hours. Selected topics in an identified area of oral biology. May be repeated for credit.

• OBIO 691 Research – Credits 0 to 10. Other Hours. Original research on a problem related to oral biology as partial fulfillment of the degree requirements; search literature, establish a research problem, prepare a research proposal, have it approved by thesis committee, conduct necessary experimental and control procedures to test the established hypothesis, analyze the data and write thesis.
Admissions Criteria

TAMU / Program Requirements and Information for Incoming Students

Work leading to the degree of PhD is designed to give the candidate a thorough and comprehensive knowledge of his or her professional field and training in methods of research. The final basis for granting the degree shall be the candidate’s grasp of the subject matter of a broad field of study and a demonstrated ability to do independent research. In addition, the candidate must have acquired the ability to express thoughts clearly and forcefully, in both oral and written languages. The degree is not granted solely for the completion of coursework, residence, and technical requirements, although these must be met.

For a student who has completed an MS, DDS, DMD, DVM, or MD at a United States institution, a minimum of 64 semester credit hours is required on the degree plan for the PhD. For a student who has completed a baccalaureate degree only, a minimum of 96 semester credit hours is required.

Expectations for Graduate and Professional Study

The major goals of graduate education at TAMU are to instill in each student an understanding of and a capacity for scholarship, independent judgment, academic rigor, and intellectual honesty. Faculty and graduate students have a shared obligation to work together to foster these goals through relationships that advance freedom of inquiry, demonstrate individual and professional integrity, and encourage common respect.

Graduate student progress is guided and evaluated by an advisor and a graduate committee. These individuals give direction and support for the appropriate developmental and learning goals of a graduate student. The advisor and the graduate committee also have the obligation of evaluating a graduate student’s academic performance. The graduate student, the advisor, and the graduate committee constitute the basic core of graduate education. The quality, scope, and extent of interaction in this group determines the significance of the graduate experience.

High quality graduate education requires professional and ethical conduct of the participants. Faculty and graduate students have mutual responsibilities in ensuring academic standards and quality graduate programs. Excellence in graduate education is achieved when faculty and students are inspired, have the academic and professional backgrounds essential to function at the highest level, and are genuine in their mutual desire to see one another succeed. Any action that negatively affects this interaction – from either faculty member or student – destroys the whole relationship. Mutual respect is critical to the successful process.

Admissions Information

A formal application is required from a person seeking admission or readmission to graduate studies. The Oral Biology programs use the State’s ApplyTexas application (admissions.tamu.edu/graduate/apply). Applicants may be considered for only one degree-seeking program at a time for a particular semester.
While an application for admission may be considered with unofficial test scores and uploaded transcripts (by departmental discretion), official test scores and transcripts must be provided prior to enrollment. The official test scores and transcripts will be compared to any unofficial documents provided for admission. If discrepancies are identified, the admission may be rescinded. Admission may also be rescinded if we discover or receive notification of fraudulent admission credentials.

TAMU reserves the right to determine degree equivalencies and our evaluation may differ from other credential evaluations.

To allow time for processing, application documents for the Oral Biology program must be started by December 15 for admission the following fall semester and completed four months prior to the opening of the fall semester. Admission to graduate studies cannot be completed until all the credentials requested in the application form have been received and evaluated.

**International Admission Status**

An applicant from another country seeking admission to graduate studies must meet the same requirements for admission as applicants from the United States. In addition, he or she must demonstrate the ability to read, write, speak, and understand the English language. A prospective student whose native language is not English may take either the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) Test, or the Pearson Test of English (PTE) Academic Exam. All exams are offered at locations around the world. Applications for these exams, together with additional information about them, may be found on their websites. Applicants from non-English-speaking countries must present a TOEFL score of at least 550 paper-based, 80 internet-based, an IELTS score of at least 6.0 overall band, or a PTE academic score of at least 53 to be admitted to graduate studies and receive the documents necessary to apply for a visa. An applicant may be exempt from the English language proficiency requirements by completing all credits of a baccalaureate degree or higher in the United States or scoring a 400 or 146 (on new scale) or higher on the verbal section of the GRE. Some departments reserve the right to require a TOEFL/IELTS/PTE score even though it may be waived by one of the above criteria.

**Transfer of Credit for Doctoral Degrees**

Courses for which transfer credit is sought must have been completed with a grade of B or better and must be approved by the student’s advisory committee and OGAPŠS. These courses must not have been used previously for another degree. Except for officially approved, cooperative doctoral programs, credit for thesis or dissertation research, or the equivalent, is not transferrable. Credit for “internship” coursework, in any form, is not transferable. Courses taken in residence at an accredited United States institution or approved international institution with a final grade of B or better will be considered for transfer credit if, at the time the courses were completed, the courses would be accepted for credit toward a similar degree for a student in degree-seeking status at the host institution. Credit for coursework taken by extension is not transferable. Coursework in which no formal grades are given or in which grades other than letter grades (A or B) are earned (for example, CR, P, S, U, H, etc.,) is not acceptable for transfer credit. Credit for coursework submitted for transfer from any college or university must be shown in semester credit hours or equated to semester credit hours.
Courses used toward a degree at another institution may not be applied for graduate credit. If the course to be transferred was taken prior to the conferral of a degree at the transfer institution, a letter from the registrar, at that institution, stating that the course was not applied for credit toward the degree, must be submitted to OGAPS.

**Grades for Courses Completed**

Courses used toward a degree at another institution may not be applied for graduate credit. If the course to be transferred was taken prior to the conferral of a degree at the transfer institution, a letter from the registrar at that institution stating that the course was not applied for credit toward the degree must be submitted to OGAPS.

Grades for courses completed at other institutions are not included in computing the GPR. An official transcript from the university at which transfer courses are taken must be sent directly to the Office of Admissions.

**Full-Time Status**

A graduate student (domestic or international) is considered full-time if he or she is registered for a minimum of:

- 9 semester credit hours during the spring or fall semester
- 6 semester credit hours during the summer semester

**Regular Admission Status**

Admission to graduate programs at TAMU is determined by individual degree programs. The overall admission criteria for TAMU are based on the entire record of the applicant and the availability of departmental resources. The items considered include, but are not limited to the following:

- holding an accredited baccalaureate degree (of at least three years) from a college, institution, or university of recognized standing, or its equivalent;
- an official score on a standardized test (required unless otherwise specified by the graduate program to which an applicant is applying);
- transcripts (official, with degree confirmation);
- letters of recommendation;
- professional and/or academic experience and performance;
- promise of ability to satisfactorily pursue advanced study and research;
- adequate preparation to enter graduate school in the specific discipline or field of study; and
- appropriate Statement of Purpose essay.

Applicants who do not possess a degree considered to be equivalent to a United States baccalaureate degree or higher will be denied admission.
Oral Biology Graduate Committee Review of Applicants

The OBIO GPC reviews the complete applications in January at an extended committee meeting. The on-line applications are available at the ApplyTexas application website, so each committee member can review the applicants prior to the meeting. The Oral Biology Graduate Program Director downloads a complete spreadsheet of the applicant profiles and uses it to direct the discussion of applicants at the OBIO GPC meeting. Important criteria includes: GRE scores, previous GPAs, research experience (including publications), and high quality letters of recommendation that rate the applicant’s ability to do independent research. In addition, the applicant essay is critically analyzed for writing ability and evidence that they have a future mentor or project identified. The OBIO GPC makes a motion to accept or deny each applicant and takes a vote. If an applicant is not at direct accept or deny, then they may be ‘tabled’ until the outcome of all applicants have been discussed. At the end of the meeting, some members may be assigned to skype or telephone interview some of the applicants. In addition, former applicant mentors may be contacted for more information.

In the week following the meeting, The Oral Biology Graduate Program Director writes letters (see appendix for sample letters) to all applicants that had a clear accept or deny vote from the committee. The accepted applicants are given the name and website information for possible faculty mentors/projects. The letters are sent as a pdf attachment in an email with a request for the final mailing address for the original letter. The applicant can communicate directly with the Oral Biology Graduate Program Director or the identified faculty mentor.

The number of applications received each year continues to fluctuate.
### Number of Degrees Awarded per Year and Average Time to Graduate – MS and PhD

**Master of Science:**

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<thead>
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<th>Academic Year</th>
<th>Number of MS Degrees Awarded</th>
<th>Average Time to Degree In Years</th>
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**Doctor of Philosophy:**

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<th>Number of PhD Degrees Awarded</th>
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</thead>
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<tr>
<td>2016 / 2017</td>
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Academic Enhancements

The college is in the process of opening a new clinical dental building (set to open in January 2020, and will be refurbishing the old building in the future. In the last five years, many of the lecture halls have had upgrades made to audio/visual equipment. Another enhancement has been the ability to record lectures and run courses through the LMS program, Blackboard. This allows students to access the content of courses after hours and from their personal computers. Many courses are using more online resources and not printing slides for student handouts. Courses now include both writing exercises and oral presentations to increase these skills. In addition, many of the laboratories and animal facilities have been renovated and optimized for basic science research. As stated previously, at the request of students, the OBIO GPC added teaching practicum courses to the curriculum so that PhD students have the necessary credentials for academic positions with teaching responsibilities. Several of our alumni now hold instructional positions as a result of these changes. Our Pathways to Excellence seminar series has been enhanced and special emphasis has been placed on having our students meet individually with speakers to enhance their educational experience and develop one-on-one dialogue with the speakers, which may lead to future postdoctoral positions. TAMU sends grant writing experts to the College each year and we make a special effort to have these experts meet one-on-one with the students to enhance their grant writing skills. Since joining TAMU as a College, we have used ApplyTexas for student applications. This has made it much easier for students to find and apply to our program. The ApplyTexas on-line system has recently been enhanced so that the OBIO GPC members can see all student documents on-line, which the review process for prospective students better for the students and faculty. As mentioned in the facilities area above the College has spent millions of dollars a year on our research related items, e.g., renovations, new equipment, service contracts, animal facilities, personnel etc.
In order to assess the effectiveness of the program, several evaluation procedures were implemented within the current Graduate Program in Oral Biology, allowing for ongoing analysis of the program. SLOs for the program are formulated in conjunction with the TAMU Office of Assessment and Effectiveness, using WEAVE. The Oral Biology program SLOs are mapped to the TAMU Graduate Learning Outcomes for the MS and PhD students.

**TAMU Graduate Learning Outcomes:**

**Recommended University Student Learning Outcomes for a Masters Degree:**

A student who graduates from TAMU with a master’s degree will:

1. master degree program requirements, including theories, concepts, principles, and practice, and develop a coherent understanding of the subject through synthesis across courses and experiences;
2. apply knowledge in a range of contexts to solve problems and make decisions;
3. use a variety of sources and evaluate multiple points of view to analyze and integrate information and to conduct critical, reasoned arguments;
4. communicate effectively;
5. use appropriate technologies to communicate, collaborate, conduct research, and solve problems;
6. develop clear research plans and conduct valid, data-supported, theoretically consistent, and institutionally appropriate research; and
7. choose ethical courses of action in research and practice.

**Recommended University Student Learning Outcomes for a Doctoral Degree:**

A student who graduates from TAMU with a doctoral degree will:

1. master degree-program requirements, including theories, concepts, principles, and practice;
2. develop a coherent understanding of the subject matter through synthesis across courses and experiences;
3. apply subject matter knowledge to solve problems and make decisions;
4. apply a variety of strategies and tools, use a variety of sources, and evaluate multiple points of view to analyze and integrate information and to conduct critical, reasoned arguments;
5. communicate effectively;
6. develop clear research plans, conduct valid, data-supported, theoretically consistent, and appropriate venues to a range of audiences;
7. use appropriate technologies to communicate, collaborate, conduct research, and solve problems;
8. teach and explain the subject matter in their discipline; and
9. choose ethical course of action in research and practice.
Mission / Purpose

The Oral Biology (OBIO) Graduate program's mission is to educate MS and PhD graduate students to become competent researchers and educators who are committed to conducting research related to craniofacial development, diseases, and treatments, including the development and application of biomaterials, devices, and biologics in treating craniofacial diseases. Graduate students will learn how to write, critically review, and interpret scientific literature. They will be taught how to ethically design and conduct rigorous and transparent research that addresses basic and clinical scientific questions. Graduates will have been mentored for a variety of career options and will have the competence to conduct and interpret research in academia or industry.

Goals

G 1: Apply fundamental concepts of responsible conduct of research to their coursework and research.
Oral Biology PhD students will take the Responsible Conduct of Research Course (OBIO 610), and other courses that support their research topic. Examples include required training and/or courses that provide information on how to correctly utilize human or animal subjects in research.

G 2: Students will critically review and interpret past and current literature.
Oral Biology PhD students will review and present current and past peer-reviewed articles and develop advanced knowledge in their field of interest. They will also learn to apply this knowledge to their research project.

Connected Document
• Advisory Committee Meeting Evaluation PhD

G 3: Students will broaden knowledge through attending seminars.
Oral Biology PhD students will attend the Biomedical Sciences "Pathways to Excellence" Seminar Series, which invites experts to present their research.

G 4: Students will develop competence in designing and conducting research
Oral Biology PhD students will take the Research Design and Methodology course (OBIO 611). Each student will develop a project, with the advice of their mentor and dissertation/thesis committee.

Connected Document
• Advisory Committee Meeting Evaluation PhD
G 5: Students will develop competence in writing competitive grant proposals. Oral Biology PhD students will write their research proposal in the format of an NIH R01 grant. This writing exercise will be evaluated by their advisory committee.

**Connected Document**
- Advisory Committee Meeting Evaluation PhD

G 6: Students will have advanced knowledge in their research and defend the thesis proposal. Oral Biology PhD students will present a successful oral defense of their research proposal by presenting the background, specific aims, preliminary data, and experimental design to their advisory committee.

**Connected Document**
- Advisory Committee Meeting Evaluation PhD

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Apply fundamental concepts of responsible conduct of research to their coursework and research. Oral Biology students will take the Responsible Conduct in Biomedical Research course, along with other pertinent courses that support their research topic. They will be able to demonstrate an understanding of required compliance criteria to use human or animal subjects in research.

**Connected Document**
- RCR oral presentation form

Relevant Associations:

Graduate Outcome Associations:
2.5 Use appropriate technologies to communicate, collaborate, conduct research, and solve problems.
2.7 Choose ethical courses of action in research and practice.

Strategic Plan Associations:
Texas A&M University
2 Strengthen our graduate programs.

Related Measures:

M 1: Completion of Core Curriculum
85% of the Oral Biology PhD students will have an overall GPA of 3.0 or greater.

Source of Evidence: Academic direct measure of learning - other

**Connected Document**
- RCR oral presentation form
Target:
85% of the MS and PhD students will satisfactorily achieve all outcomes listed for the responsible conduct of research. 85% of the MS and PhD students will understand research compliance with federal regulations for animal and human subjects research projects. 85% of the MS and PhD students will understand the consequences of fabricating data or other fraudulent behaviors such as plagiarism.

Findings (2017-2018) - Target: Met
100% of the students who attended and participated in the course satisfactorily achieved all outcomes listed. 100% of the students who attended and participated in the course understand research compliance with federal regulations for research using animal or human subjects. 100% of the students who attended and participated in the course understand the consequences of unethical behavior in research and writing.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Change Responsible Conduct in Research a Core Curriculum Course
Established in Cycle: 2017-2018
Based on a directive from OGAPS that all students in programs that included research p...

SLO 2: Critically review and interpret past and current literature.
Oral Biology PhD students will review and present current and past peer-reviewed articles and develop advanced knowledge in their field of interest. They will then apply this knowledge to their research project.

Connected Documents
• Preliminary Written Exam Evaluation PhD
• Preliminary Oral Exam Evaluation PhD
• Advisory Committee Meeting Evaluation PhD

Relevant Associations:

Graduate Outcome Associations:
2.2 Apply a variety of strategies and tools, use a variety of sources, and evaluate multiple points of view to analyze and integrate information and to conduct critical, reasoned arguments.
2.3 Communicate effectively.
2.4 Develop clear research plans, conduct valid, data-supported, theoretically consistent, and institutionally appropriate research and effectively disseminate the results of the research in appropriate venues to a range of audiences.
2.5 Use appropriate technologies to communicate, collaborate, conduct research, and solve problems.
2.6 Teach and explain the subject matter in their discipline.

Related Measures:

M 2: Literature review
Oral Biology students will display competence in both written and verbal communications.

Source of Evidence: Academic direct measure of learning - other
Target:
95% of the students will present current literature in a journal club or seminar class. PhD students complete a faculty-supervised literature review on a topic related to their research project. The review is assessed by 2 faculty with expertise in this scientific area.

Connected Document
• Advisory Committee Meeting Evaluation PhD

Findings (2017-2018) - Target: Met
100% of the enrolled basic science Oral Biology students participated in journal clubs and presented current papers from the literature.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Students present research in short talk or seminar format
Established in Cycle: 2016-2017
A new seminar series was started in 2016-2017 that features students and post docs presenting their past or current research. I...

M 3: PhD ONLY: Write review of literature
100% of the Oral Biology PhD students conduct a review of the literature in an area related to their research project (Preliminary Exam). Each student will be required to review approximately 100 current and past peer-reviewed articles for each subject, and write a review addressing specific questions. Source of Evidence: Evaluation of written literature reviewed by 2 faculty members with appropriate expertise in the area.

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Documents
• Preliminary Written Exam Evaluation PhD
• Advisory Committee Meeting Evaluation PhD

Target:
100% of Oral Biology PhD students will receive a rating of proficient or highly proficient when evaluated on their written literature review, based on the Written Preliminary Exam rubric. All advisory committee members should agree that the literature review was proficient or highly proficient on the evaluation rubric. Note: Per University guidelines, there can be one committee member who disagrees with the outcome for the majority ranking to stand.

Connected Document
• Advisory Committee Meeting Evaluation PhD

Findings (2017-2018) - Target: Met
100% of the Oral Biology PhD students completed their literature review by the 3rd year of their
studies. All literature reviews were evaluated by 2 faculty members and were rated as either proficient or highly proficient, using established grading rubrics.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Track the completion of cognate exams
Established in Cycle: 2015-2016
The program director will request updates on cognate progress from each student yearly.

SLO 4: *Develop competence in designing and conducting research
Oral Biology students will develop a project that includes innovative, rigorous experiments, working with of their mentor and dissertation/thesis committee, for advice and direction.

Connected Document
• Advisory Committee Meeting Evaluation PhD

Relevant Associations:

Graduate Outcome Associations:
2.1 Master degree program requirements, including theories, concepts, principles, and practice; develop a coherent understanding of the subject matter through synthesis across courses and experiences; and apply subject matter knowledge to solve problems and make decisions.
2.2 Apply a variety of strategies and tools, use a variety of sources, and evaluate multiple points of view to analyze and integrate information and to conduct critical, reasoned arguments.
2.3 Communicate effectively.
2.4 Develop clear research plans, conduct valid, data-supported, theoretically consistent, and institutionally appropriate research and effectively disseminate the results of the research in appropriate venues to a range of audiences.
2.5 Use appropriate technologies to communicate, collaborate, conduct research, and solve problems.
2.6 Teach and explain the subject matter in their discipline.
2.7 Choose ethical courses of action in research and practice.

Related Measures:

M 5: Designing and conducting student research
100% of the Oral Biology PhD students will take the Research Design and Methodology course. They will all develop a project, with the advice of their mentor and dissertation committee. 100% of these students must receive a proficient or highly proficient evaluation on their research analysis and interpretation, using the rubrics developed for advisory committee meetings.

Source of Evidence: Academic direct measure of learning - other

Connected Document
• Advisory Committee Meeting Evaluation PhD

Target:
100% of 1st year Oral Biology PhD students will complete the Research Design and Methodology course. 100% of these students will have developed a research project using the
principles from the Research Design and Methodology course. 100% of these students will have
learned how to calculate the appropriate statistics for their project.

**Connected Document**
-  *Advisory Committee Meeting Evaluation PhD*

**Findings (2017-2018) - Target: Met**
100% of the 1st year Oral Biology PhD students attended, participated in, and passed this
course. 100% of these students began working with a mentor to develop a research project and
identified an advisory committee. 100% of these students can successfully calculate the
appropriate statistics for their project.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Change Responsible Conduct in Research a Core Curriculum Course**
*Established in Cycle: 2017-2018*
Based on a directive from the Office of Graduate and Professional Studies that all students in
programs that included research p...

**SLO 5: Develop competence in writing competitive grant proposals.**
Oral Biology PhD students will write their research proposal in the format of an NIH R01 grant.
The proposal will be evaluated by their advisory committee.

**Connected Documents**
-  *Preliminary Written Exam Evaluation PhD*
-  *Preliminary Oral Exam Evaluation PhD*
-  *Advisory Committee Meeting Evaluation PhD*

**Relevant Associations:**

**Graduate Outcome Associations:**
2.1 Master degree program requirements, including theories, concepts, principles, and practice;
develop a coherent understanding of the subject matter through synthesis across courses and
experiences; and apply subject matter knowledge to solve problems and make decisions.
2.2 Apply a variety of strategies and tools, use a variety of sources, and evaluate multiple points
of view to analyze and integrate information and to conduct critical, reasoned arguments.
2.3 Communicate effectively.
2.4 Develop clear research plans, conduct valid, data-supported, theoretically consistent, and
institutionally appropriate research and effectively disseminate the results of the research in
appropriate venues to a range of audiences.
2.5 Use appropriate technologies to communicate, collaborate, conduct research, and solve
problems.
2.6 Teach and explain the subject matter in their discipline.
2.7 Choose ethical courses of action in research and practice.
Related Measures:

**M 6: Writing grants**

100% of the Oral Biology PhD students will write their research proposal in the format of an NIH R01 grant by the end of their 3rd year. Note: PhD students write these proposals in the 2nd or 3rd year of their program, so all students are not on the same schedule. The rubric used assesses the following criteria based on a 1 to 4 scale, where 1 = unprepared and 4 = highly proficient. The data used to assess the learning outcome are the scores provided by the advisory committee (with a single score representing the committee consensus); both the comprehensive score, as well as the scores for the individual criteria on the rubric to assess the identified learning outcomes.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Connected Documents**
- Preliminary Written Exam Evaluation PhD
- Advisory Committee Meeting Evaluation PhD

**Target:**

100% of the 3rd year Oral Biology PhD students must have written an NIH R01 grant and orally defended it. 100% of the students should receive a proficient or highly proficient rating for the written and oral presentation by the advisory committee. All committee members should approve the proposal.

**Connected Document**
- Advisory Committee Meeting Evaluation PhD

**Findings (2017-2018) - Target: Met**

100% of the Oral Biology PhD dissertation proposals were approved by the student advisory committees with proficient or highly proficient ratings.

**SLO 6: Develop skills for successful oral defense of research proposal.**

Oral Biology PhD students will successfully orally defend their research proposal by presenting the background, specific aims, preliminary data, and experimental design to their mentor and advisory committee. Those in attendance can ask questions about the broader research field. The student is expected to be able to answer the questions. This written proposal and initial oral defense are the major preliminary exams for the student.

**Connected Documents**
- Preliminary Oral Exam Evaluation PhD
- Advisory Committee Meeting Evaluation PhD

**Relevant Associations:**

**Graduate Outcome Associations:**

2.1 Master degree program requirements, including theories, concepts, principles, and practice; develop a coherent understanding of the subject matter through synthesis across courses and experiences; and apply subject matter knowledge to solve problems and make decisions.

2.2 Apply a variety of strategies and tools, use a variety of sources, and evaluate multiple points of view to analyze and integrate information and to conduct critical, reasoned arguments.
2.3 Communicate effectively.
2.4 Develop clear research plans, conduct valid, data-supported, theoretically consistent, and institutionally appropriate research and effectively disseminate the results of the research in appropriate venues to a range of audiences.
2.5 Use appropriate technologies to communicate, collaborate, conduct research, and solve problems.
2.6 Teach and explain the subject matter in their discipline.
2.7 Choose ethical courses of action in research and practice.

**Related Measures:**

**M 7: Dissertation proposal oral defense**
Oral Biology PhD students will successfully orally defend their research proposal. 100% of their committee members will approve the oral defensed and rate it either proficient or highly proficient. Source of Evidence: Presentation, either individual or group.

Source of Evidence: Presentation, either individual or group

**Connected Document**
- Preliminary Oral Exam Evaluation PhD

**Target:**
100% of the Oral Biology PhD students will successfully defend their dissertation proposal to their committee. 100% of the Oral Biology PhD students will receive ratings of proficient or highly proficient. Source of Evidence: Evaluation of the oral defense and passing vote by advisory committee, signatures of all committee members, graduate program director and the Associate Dean for Research and Graduate Studies.

**Findings (2017-2018) - Target: Met**
100% of the 2017-2018 3rd and 4th year Oral Biology PhD students successfully defended their thesis proposals and the committee evaluated them as proficient or highly proficient.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Students present research in short talk or seminar format 2016-2017**
*Established in Cycle: 2016-2017*
See description above. A new student/postdoc seminar series was started to give students and postdoctoral research trainees mor...

**SLO 7: *Demonstrate effective writing skills***
Oral Biology PhD students will submit a minimum of 3 scientific manuscripts based on their research project/findings for publication in professional, peer-reviewed journals. Oral Biology MS students will submit a minimum of 1 scientific manuscript based on their research project/findings for publication in a professional, peer-reviewed journal.

**Connected Documents**
- Preliminary Written Exam Evaluation PhD
- Advisory Committee Meeting Evaluation PhD
Relevant Associations:

Graduate Outcome Associations:
2.2 Apply a variety of strategies and tools, use a variety of sources, and evaluate multiple points of view to analyze and integrate information and to conduct critical, reasoned arguments.
2.3 Communicate effectively.
2.4 Develop clear research plans, conduct valid, data-supported, theoretically consistent, and institutionally appropriate research and effectively disseminate the results of the research in appropriate venues to a range of audiences.
2.5 Use appropriate technologies to communicate, collaborate, conduct research, and solve problems.
2.6 Teach and explain the subject matter in their discipline.

Related Measures:

M 8: Write manuscripts
PhD TARGET: 100% of the Oral Biology PhD students will submit at least 3 scientific manuscripts, based on their research, for publication in professional and peer-reviewed journals. MS TARGET: 100% of the Oral Biology MS students will submit at least 1 scientific manuscript, based on their research, for publication in a professional and peer-reviewed journal.

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Documents
- Preliminary Written Exam Evaluation PhD
- Advisory Committee Meeting Evaluation PhD

Target:
100% of the graduating Oral Biology PhD students will have at least 3 publications based on their research. 100% of the graduating Oral Biology MS students will have at least 1 publication based on their research.

Connected Document
- Advisory Committee Meeting Evaluation PhD

Findings (2017-2018) - Target: Met
The two Oral Biology PhD graduates had 4 publications each. The one Oral Biology MS graduate had 1 publication submitted.

SLO 8: Demonstrate writing skills - dissertation.
Oral Biology students will follow the current, published Office of Graduate and Professional Studies (OGAPS) guidelines to write their thesis/dissertation. The thesis/dissertation is evaluated by the advisory committee before it is sent to Dissertation Services for review and approval.

Connected Documents
- Preliminary Written Exam Evaluation PhD
- Final Oral Defense PhD
Relevant Associations:

Graduate Outcome Associations:
2.1 Master degree program requirements, including theories, concepts, principles, and practice; develop a coherent understanding of the subject matter through synthesis across courses and experiences; and apply subject matter knowledge to solve problems and make decisions.
2.3 Communicate effectively.
2.4 Develop clear research plans, conduct valid, data-supported, theoretically consistent, and institutionally appropriate research and effectively disseminate the results of the research in appropriate venues to a range of audiences.
2.5 Use appropriate technologies to communicate, collaborate, conduct research, and solve problems.

Related Measures:

M 9: Write dissertation
100% of the Oral Biology MS and PhD students will follow the Thesis and Dissertation Guidelines, which were established and published by OGAPS.

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Documents
- Preliminary Written Exam Evaluation PhD
- Final Oral Defense PhD

Target:
100% of Oral Biology PhD students will receive a rating of a proficient or highly proficient from their advisory committee. Source of Evidence: Evaluation of written dissertation/thesis rubrics and passing vote by advisory committee, signatures of all committee members, graduate program director and the Associate Dean for Research and Graduate Studies.

Findings (2017-2018) - Target: Met
In 2017-2018, the 2 PhD Oral Biology students and 1 MS Oral Biology student successfully defended their thesis/dissertation with a rating of highly proficient from their advisory committee.

SLO 9: *Develop speaking skills - defend dissertation in public seminar - oral defense
The dissertation defense is a public seminar that includes the advisory committee and outside audience. Each student shall give a public seminar and successfully defend their dissertation.

Connected Documents
- Preliminary Oral Exam Evaluation PhD
- Final Oral Defense PhD
Relevant Associations:

Graduate Outcome Associations:
2.1 Master degree program requirements, including theories, concepts, principles, and practice; develop a coherent understanding of the subject matter through synthesis across courses and experiences; and apply subject matter knowledge to solve problems and make decisions.
2.2 Apply a variety of strategies and tools, use a variety of sources, and evaluate multiple points of view to analyze and integrate information and to conduct critical, reasoned arguments.
2.3 Communicate effectively.
2.4 Develop clear research plans, conduct valid, data-supported, theoretically consistent, and institutionally appropriate research and effectively disseminate the results of the research in appropriate venues to a range of audiences.
2.7 Choose ethical courses of action in research and practice.

Related Measures:

M 10: Defend dissertation - Oral defense
100% of the Oral Biology PhD students will successfully defend their dissertation/thesis. Their evaluation will be proficient or highly proficient for the oral presentation and answers to any and all questions asked.

Source of Evidence: Presentation, either individual or group

Connected Documents
• Preliminary Oral Exam Evaluation PhD
• Final Oral Defense PhD

Target:
100% of the Oral Biology PhD students will successfully defend their dissertation in a public seminar format. Source of Evidence: Evaluation of oral dissertation/thesis defense and passing vote by advisory committee, signatures of all committee members, graduate program director and the Associate Dean for Research and Graduate Studies.

Findings (2017-2018) - Target: Met
In 2017-2018, the 2 Oral Biology PhD students and 1 Oral Biology MS student each successfully presented public seminars on their research topic.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Students present research in short talk or seminar format 2016-2017
Established in Cycle: 2016-2017
See description above. A new student/postdoc seminar series was started to give students and postdoctoral research trainees mor...

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 3: Broaden knowledge through seminars
Oral Biology students will attend the Biomedical Sciences Seminar Series, which invites experts in various field of study to present their research. They will sign-in to document their attendance and they are encouraged to ask questions of the presenter.

**Relevant Associations:**

**Graduate Outcome Associations:**
2.2 Apply a variety of strategies and tools, use a variety of sources, and evaluate multiple points of view to analyze and integrate information and to conduct critical, reasoned arguments.
2.4 Develop clear research plans, conduct valid, data-supported, theoretically consistent, and institutionally appropriate research and effectively disseminate the results of the research in appropriate venues to a range of audiences.
2.7 Choose ethical courses of action in research and practice.

**Related Measures:**

**M 4: Attendance at seminars**
100% of the Oral Biology MS and PhD students will be required to attend the Biomedical Sciences Seminar Series in the areas that influence their research. Source of Evidence: Students sign attendance sheet.

Source of Evidence: Academic direct measure of learning - other

**Target:**
Students will attend 50% of the departmental seminars.

**Findings (2017-2018) - Target: Met**
100% of the Oral Biology MS and PhD students were required to attend the seminar series, sign in, and ask questions. They are required to attend at least 50% of the presentations. This increased the interactions between students and guest speakers.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Increase attendance at seminars**
*Established in Cycle: 2015-2016*
Promote the value of seminars at faculty meetings and with student mentors. In addition, the count may be low because the students need to sign in at the seminars. A better system of determining attendance may need to be started....

**Change assessment of student attendance at seminars**
*Established in Cycle: 2016-2017*
An Excel spreadsheet will be developed with student names and seminar dates. Each time a student attends, their attendance will be noted in the spreadsheet.

**Increase student attendance at seminars**
*Established in Cycle: 2016-2017*
See the MS in OBIO for complete text. Suggest adding incentives to attend the noon seminars such as serving cookies or snacks.
**Attendance at seminars**  
*Established in Cycle: 2017-2018*  
Requiring students to attend a certain number of seminars broadens their knowledge-base. Due to the success of the sign-in sheet...

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Increase attendance at seminars**  
Promote the value of seminars at faculty meetings and with student mentors. In addition, the count may be low because the students need to sign in at the seminars. A better system of determining attendance may need to be started.

*Established in Cycle: 2015-2016*  
*Implementation Status: Finished*  
*Priority: High*

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Attendance at seminars  
**Outcome/Objective:** Broaden knowledge through seminars

**Implementation Description:** Put seminar attendance on departmental and graduate program committee meeting agendas  
**Projected Completion Date:** 09/01/2017  
**Responsible Person/Group:** Graduate program director  
**Additional Resources Requested:** none

**Track the completion of cognate exams**  
The program director will request updates on cognate progress from each student yearly.

*Established in Cycle: 2015-2016*  
*Implementation Status: Finished*  
*Priority: High*

**Relationships (Measure | Outcome/Objective):**  
**Measure:** PhD ONLY: Write review of literature  
**Outcome/Objective:** Critically review and interpret past and current literature.

**Implementation Description:** The program director will send communication to all PhD students each semester to get updates on progress.  
**Projected Completion Date:** 08/31/2017  
**Responsible Person/Group:** OBIO program director

**Change assessment of student attendance at seminars**
An Excel spreadsheet will be developed with student names and seminar dates. Each time a student attends, their attendance will be noted in the spreadsheet.

*Established in Cycle: 2016-2017*  
*Implementation Status: Finished*  
*Priority: High*

**Relationships (Measure | Outcome/Objective):**
Measure: Attendance at seminars | Outcome/Objective: Broaden knowledge through seminars

Implementation Description: In incoming class will be notified of this procedure and an OBIO GPC member will be assigned the responsibility of recording attendance.
Projected Completion Date: 08/14/2017
Responsible Person/Group: OBIO GPC
Additional Resources Requested: None

Increase student attendance at seminars
See the MS in OBIO for complete text. Suggest adding incentives to attend the noon seminars such as serving cookies or snacks.

Established in Cycle: 2016-2017
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Attendance at seminars | Outcome/Objective: Broaden knowledge through seminars

Implementation Description: OBIO program committee could suggest to the Biomedical Sciences Department head that incentives to attend the seminars may improve attendance. It is already a requirement that students attend at least 50% of the seminars, attendance is recorded on an Excel spreadsheet.
Projected Completion Date: 11/01/2017
Responsible Person/Group: OBIO GPC
Additional Resources Requested: money for snacks or cookies
Budget Amount Requested: $200.00 (recurring)

Students present research in short talk or seminar format
A new seminar series was started in 2016-2017 that features students and post docs presenting their past or current research. In addition, students practice short talks for national and international meetings. Based on the success of this exercise, we have increased the funding to provide pizza and drinks for all GS-PAC presentations.

Established in Cycle: 2016-2017
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Literature review | Outcome/Objective: Critically review and interpret past and current literature.

Implementation Description: Based on the success of this exercise, we have increased the funding to provide pizza and drinks for all GS-PAC presentations.
Responsible Person/Group: OBIO GPC and Dr. Y Lu. The faculty mentor will change to Dr. F. Tao in the 2018-2019 year.
Additional Resources Requested: snacks for presentation days Pizza was a big hit and the school sought 'lunch sponsors' to continue the pizza lunch.
Budget Amount Requested: $1,000.00 (recurring)
Students present research in short talk or seminar format 2016-2017
See description above. A new student/postdoc seminar series was started to give students and postdoctoral research trainees more opportunities to practice research talks with an audience.

Established in Cycle: 2016-2017
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Defend dissertation - Oral defense | Outcome/Objective: *Develop speaking skills - defend dissertation in public seminar - oral defense
Measure: Dissertation proposal oral defense | Outcome/Objective: Develop skills for successful oral defense of research proposal.

Implementation Description: Series was started in the fall of 2016
Responsible Person/Group: OBIO GPC and Dr. Y. Lu
Additional Resources Requested: room for presentation
Budget Amount Requested: $200.00 (recurring)

Attendance at seminars
Requiring students to attend a certain number of seminars broadens their knowledge-base. Due to the success of the sign-in sheet used last year, we will continue to use that method to track student attendance. In addition, students are encouraged to ask questions and meet with speakers in their research area to share the results of their projects.

Established in Cycle: 2017-2018
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Attendance at seminars | Outcome/Objective: Broaden knowledge through seminars

Implementation Description: Continue a sign in sheet for seminars to track attendance.
Responsible Person/Group: OBIO Graduate Program director prepares the sign in sheet. Nancy Anthony distributes the sheet on the day of the seminar. Email notices are sent to all faculty and students several times to announce speakers.

Change Responsible Conduct in Research to a core curriculum course
Based on a directive from OGAPS that all students in programs that included research projects and thesis or dissertation writing attend and participate in a class for Responsible Conduct in Research. We moved the OBIO 610 course from the spring to the fall semester and enrolled clinical students that also have a research project.

Established in Cycle: 2017-2018
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Completion of Core Curriculum | Outcome/Objective: Apply fundamental concepts of responsible conduct of research to their coursework and research.
Measure: Designing and conducting student research | Outcome/Objective: *Develop competence in designing and conducting research

Implementation Description: OBIO 610 was moved from spring to fall semester in a core curriculum time slot 3-4 on Thursday afternoons.

Responsible Person/Group: OBIO program director and OBIO Graduate Program Committee. Associate Dean for Research and Graduate Studies Office.

Additional Resources Requested: None. The course existed and all faculty could still participate in the course. We had to make more copies of the course binder

Budget Amount Requested: $100.00 (recurring)

Analysis Questions and Analysis Answers

Consider the Findings and the Action Plan(s) established this cycle. How did the program/unit identify these next steps for action? Why does the program/unit believe this Action Plan(s) should improve future assessment results?

We increased the opportunities for students to share their research via a new seminar series for trainees (GS-PAC). Eleven graduate students gave presentations. In addition three students practiced oral presentations for the dental research meeting. This seminar series will continue in the 2018-2019 academic year. We increased the number of students in the responsible conduct in biomedical research course by making it a core curriculum course required for all graduate students completing a research project. Now the clinical MS students are included and participate in all activities in the course. In addition the course was moved to the fall semester, so that new students take the course before they design their research projects.

*CRITICAL* Provide an update for completed or ongoing action plans from the previous year(s). Discuss any successes, challenges, and/or obstacles the program/unit has experienced while implementing the Action Plan(s). Address whether or not the program/unit has seen any improvement in assessment results for the targeted Outcome(s) the Action Plan(s) were designed to address and why the action plan may/may not have resulted in improvements.

The action plan to increase attendance at seminars has been successful. Currently we have a voluntary sign in sheet at the seminars and encourage students to ask questions. This has been a successful way to increase student knowledge beyond their research focus area.
Analysis: Improvements Made as a Result of the Program’s Assessment of SLOs

Several changes in the program have occurred in response to the WEAVE assessment. One programmatic outcome was realizing the need to offer more competitive stipends and pay tuition and fees to attract the top applicants.

In response to the SLO concerning understanding compliance and responsible conduct, an existing course (OBIO 610-Responsible Conduct in Biomedical Research) was expanded and recently the student population taking the course was increased. This course covers the complexity of compliance and publishing paper responsibilities. Included in the course is an oral presentation on related topics. For example, last year the students were given a name and research area of someone in the news due to scientific misconduct. They researched the reason that person was in the news and reported on the long term effects of the unprofessional behavior. We also moved the course to the fall semester so that new students take this course before starting research.

The SLO indicated that students needed more experience with oral presentations. Four years ago we started the Postdoctoral/Graduate Students seminar series to improve their oral presentation skills and showcase their progress in completing their research thesis/dissertation. We also implemented a process where students with oral presentations at meetings practiced the presentation to obtain feedback (oral presentation, slides, etc.). These practice sessions are timed and both oral and written assessments are used to improve the presentation. This has worked extremely well, and our students have had more confidence at the meetings and have won national and international awards.

The Biomedical Sciences department provides a budget for an invited speaker series. We found that the students were not attending the seminars because they were not part of a course for credit. The Oral Biology Graduate Program Committee started a rule that students were required to attend at least 50% of the seminars. To document their presence a sign in sheet mechanism was instituted. Since asking the students to sign in, the attendance has increased. In addition, we encourage questions from the students and invite them to lunch or dinner with the speaker.

The program has been under assessment and revision since 2009, when Dr. Svoboda became the Graduate Program Director. All changes are discussed and approved by the graduate program committee and upper administration. Since we joined TAMU, an additional layer of oversite from the OGAPS office also assesses all outcomes.
Facilities

General space: Basic science research is conducted on the fourth floor of the main building (27,437 sq. ft.) and Sciences Building (17,497 sq. ft.). The fourth floor has 10 laboratories, nine support rooms and 31 offices. The two-floor Sciences Building has 10 laboratories, three support rooms and 12 offices. On the seventh floor of the main building, there is a clinical research area fully equipped with dental chairs that faculty can use to conduct clinical research. It should be noted that clinical research is conducted in all the clinics of the College.

Library and Computer Laboratory: The College Library offers a full range of services and resources in support of the educational, research and clinical programs of the College. The Library also serves the Baylor Health Care System (BHCS), a not-for-profit network of hospitals, primary care physician centers and practices, rehabilitation clinics, and senior health centers in the North Texas area. The Library receives separate funding from the College and BHCS; as a result, it provides a deeper level of resources than would be possible if funded by only one institution.

The Library maintains a dental and medical collection of over 25,000 print volumes, over 8,000 electronic journal subscriptions, and over 1,000 electronic books. The Library and Instructional Computer Laboratory are open seven days per week (80 hours). The Library’s electronic resources are available for use anywhere on the College or BHCS campuses, with easy remote access provided via proxy. All College faculty and students have access to all Library services, including book checkout, interlibrary loan, mediated database searching, and direct checkout privileges at libraries throughout Texas (including all libraries within TAMUS) via the TexShare program. All libraries serving the TAMUS collaborate on the licensing of core resources relevant to all components. Further, the libraries within TAMUS have been very successful in securing System-wide licensing for online resources such as Elsevier’s Science Direct and Web of Knowledge. Additional electronic databases made available through the Library include Ovid MEDLINE, CINAHL, Anatomy TV-Dentistry, Micromedex, Scopus, Exam Master, Cochrane Library, and others. Further information regarding the Library’s collections and services may be found on its website: bhslibrary.tamhsc.edu.

The Library occupies 3,700 square feet. Study space for 140 people is available, with separate areas designated for quiet and group study. It houses audiovisual materials and playback equipment for student use, as well as 14 PCs and a dedicated scanner for the use of students, staff, and patients seeking health-related information.

Staffing includes 4.5 FTE professional librarians and 6.5 FTE support personnel. All incoming students attend a mandatory Library orientation early in their first semester of study, where they are given an overview of Library services and a tour of the Library. New faculty members receive a welcome letter from the Library director that includes an overview of Library services and an offer of a personal orientation. The Library offers a variety of classes throughout the year, as well as one-on-one and small group instruction sessions. The Library maintains a kiosk of tip sheets and user aides for those who prefer self-directed learning. Librarians regularly teach sections in a variety of College courses and are frequently enlisted by faculty to work with individuals or classes on research projects. The Library is committed to ensuring that all College students learn to effectively access information in a variety of formats; this is the core of the Library’s mission and goals. The Library meets every “must” and “shall” statement in the Medical Library Association’s Guidelines for Libraries Serving Dental Education Programs.
An Instructional Computer Laboratory is located adjacent to the Library. It houses 33 PCs, which are available to students for computer-aided instruction and self-directed learning and research. There is also an instructor station with PC, speaker system, and high-resolution LCD video projector to enhance computer-aided instruction. One enterprise grade, high-speed printer, with scanning and copying functionality, is available for student use. A hotline phone, located within in Laboratory, is available for students. This provides a method of receiving technical assistance from 7am until 9pm. Library personnel are available onsite for basic assistance during normal Library hours.

Animal Resource Unit: The fourth-floor space includes the 9,300 sq. ft. Animal Resource Unit. The Animal Resource Unit has two fully-equipped surgery areas (with several state-of-the-art gas anesthesia machines), monitoring equipment, surgery instruments for all types of orofacial surgery, an x-ray area with a dental x-ray machine for taking digital x-rays, a computer for reading x-rays, gas and steam sterilization machines, and a dissection scope and backdraft procedure table. The Animal Resource Unit is also equipped with a multiple use/storage area, eight dog runs, 13 animal rooms (including two BLS-2-equipped rooms for use of infectious agents), hoods, and a walk-in cage-washing machine. The Animal Resource Unit has caging to hold dogs, guinea pigs, hamsters, mice (over 6,000), rabbits, and rats. Currently, the Animal Resource Unit contains mice with knockouts of various craniofacial and skeletal genes. One of the animal rooms contains 32 sound attenuated mice/rat chambers equipped to measure orofacial pain. One additional surgery area is equipped for small animal stereotaxic surgery and includes gas anesthesia and monitoring equipment.

The Animal Resource Unit is staffed by two skilled certified animal technicians and a part-time veterinarian. Besides paying for animal care charges, there are no additional costs passed on to the investigators.

If an investigator needs training in the use of animals, they receive general training using computerized CITI modules that are customized for their needs. In addition, as part of our mentoring program, the Animal Care Technicians will work one-on-one with the investigators or their students in their training. If the investigator wants to conduct more complicated surgery on the animals, the veterinarian is available to train the individual.

The Animal Resource Unit is administered by the Office of ADRGS, who pays the salary of the technicians and veterinarian.
All research equipment is considered shared equipment at the College. Thus, when an individual (student, faculty or staff) has been sufficiently trained, they can use the equipment. A few pieces of equipment that have services contracts have a small charge associated with their use. The Office of the ADRGS oversee the College’s Histology and Imaging Core Facility and pays the salary for 1.25 histology/imaging technicians. As part of the research mentoring program, the histology/imaging technicians are available to train investigators and their students on various histology techniques and use of our shared equipment. Current shared research equipment is listed below:

The Histology and Imaging Core Facility is 450 sq. ft. facility equipped with:

- Leitz 1512 microtome
- VIP Tissue Tek processing station
- PELCO Biowave Microwave (2)
- Tissue Tek TEC Paraffin embedding station
- Slide warmer (3)
- Histo-orientator
- Water bath (2)
- Light microscopes
- Knife sharpener (2)
- Dual headed microscope (2)
- Slide dryers (2)
- Paraffin oven
- Vibratomes (2)
- Tricontinent Multiwash 3 plate washer
- Equipment for bone histomorphology includes:
  - Buehler Isomet low speed saws (4)
  - Buehler grinding and polishing devices
  - Techcut low speed saws
- Confocal Microscope System set up for deep tissue imaging: Leica SP8 (2018 model) confocal system with resonant scanner, three lasers, HyD and PMT detectors used with an upright microscope. Laser lines 488, 568, 633.
- Nikon epifluorescent microscope equipped for digital monochrome and color image analysis, an X-Y-Z encoded motorized stage, Pentium computer and Elements software, as well as a second Nikon microscope with a Sony DXC-390 camera and Bioquant NOVA software for bone histomorphometry.
- Zeiss Axioplan microscope with a color digital camera for digital capture.
- Leica DMRXE microscope with color digital camera for digital capture.
- JEOL Scanning Electron Microscope JSM-6010LA SEM and uses a field emission gun with cold cathode. The resolution is 1.5 nm in secondary electron imaging (SE) and 3.0 nm in backscattered electron imaging (BEI) at 30 kV. The airlock specimen chamber allows up to a 32 mm diameter sample, and the size can be up to 150 mm without airlock. It has a motorized X-Y stage, automatic SEM condition setup based on sample...
type, simultaneous multiple live image and movie capture, easy sample navigation at 5x - 300,000x magnifications, quantitative and qualitative elements analysis, low and high vacuum operation and wireless capacity.

- Leica Laser Capture Microdissection Microscope CTR 6500 UV-laser based microdissection system purchased in 2013, which combines automated upright microscope architecture, three-dimensional optical control of the dissecting laser beam and the dissected area, non-contact tissue sampling and motorized post-dissection handling.
- Olympus Slice Scanning VS 120-S5 compound light microscope with an epi-florescence capability that allows standard slides (five 1x3, or two 2x3) to be manually loaded and scanned. All system components are designed to interact seamlessly, producing a fully-automated, high-speed scanning system with excellent flexibility and simple operation. The microscope is equipped with Fluorescence components and can produce fully-automated, high-speed, multi-channel fluorescence virtual slide system with flexibility and simple operation.
- ScanCo MicroCT 35 Scanner with two terminals. It has a Windows-based microcomputer for image analysis; the associated Windows-based software includes Mimics, Geomagic Studio, Strand 7 Finite Element software, Analyze, and Imaris; and a Windows-based microcomputer set-up to use with Bioquant Osteo.

Core Equipment areas are supervised by the faculty and are located in a central hallway on the fourth floor of the College of Dentistry within the Department of Biomedical Sciences. These rooms are equipped with the following:

- Agilent 2100 Bioanalyzer
- BioRad CFX96 real-time PCR instruments (2)
- Nucleovisino image station
- Beckman L-60 ultracentrifuge
- Beckman J2-21 centrifuges (2)
- Beckman GS-6R tabletop centrifuge
- Eppendorph refrigerated microcentrifuge
- Universal 320 centrifuge
- Thermo Scientific Savant 3PD1010 Speed-Vac concentrator
- Millrock lyophilizer
- New Brunswick shaking incubator
- Packard Cobra auto-gamma counter
- Packard 1900 TR liquid scintillation counter
- Perkin Elmer 1450 Luminescence Counter
- VWR UV 6300 PC Double Beam Spectro Photometer
- LI - COR Odyssey Infrared Imaging Sysytem
- Molecular Devices 96 well plate reader
- Cell culture facilities with a tissue dissection hood, laminar flow biosafety hood, and associated CO₂ incubators and microscopes
- 4°C coldroom
- Microm HM 500 M cryostat
- Complete darkroom with sinks and automated film developer
- -80°C freezers
- Glassware dishwasher
- UV Crosslinker
• Tissue homogenizers and sonicator
• ATR-FTIR. The Nicolet iS10 ATR-FTIR system offers an unprecedented level of integration between the spectrometer, software, and the accessory with standard features like SPV, QCheck, and Advanced ATR correction.
• Nanodrop 2000. The NanoDrop 2000 is a microvolume spectrophotometer for measuring DNA, RNA, and protein. Using the patented sample retention system the NanoDrop 2000 accurately measures samples as small as 0.5 μL, and reports samples concentration, purity ratios, and full spectral data.
• Labconco Freezone 2.5 L Freeze Dry System
• MTS load cycle tester for dental material mechanical characterization
• Instron Models 1125 (20,000 lbs. maximum) universal test machine; Struers FM-7 digital microhardness tester (load range 50-1000 g).
• 2 Buehler Isomet low-speed saws; Vector-Beta, Simplimet3, Ecomet3, and Vibromet2 polishing stations; JEOL smart coater gold, carbon, and nickel coating systems
• BIO X 3D BIOPRINTER is a user friendly and has a powerful bioprinting operating system and allows the user to orchestrate the intricate process of building human tissues, including dental and craniofacial soft and hard tissues.
• Vacuum and atmospheric pressure furnaces for applications in sintering or debinding of materials
• THINKY™ Centrifugal mixer for de-aeration and mixing of liquid slurries used for 3D printing applications
• Fluorometer: The QuantiFluor™-P fluorometer is a lightweight, handheld instrument configured for many of the fluorescent probes commonly used in nucleic acid and protein quantitation.
• Electrospinning system: This electrospinning system with the Spraydrum rotating drum collector (CAT000003) has a unique linear motion emitter, which could fabricate the electrospun membrane with uniform thickness and controlled orientation
**Finances**

**College of Dentistry Financial Support**

Over the last six years (2012 to 2017), the College has spent, on average, $2,051,166, per year, of internal funds to support research. In 2018, this amount increased to $2,669,300, and was mainly attributed to an increase in laboratory ($400,000) and Animal Resource Unit ($349,000) renovations for two newly hired research faculty.

Recent College research equipment purchases include:

<table>
<thead>
<tr>
<th>Year</th>
<th>Equipment</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>JEOL SEM</td>
<td>$140,000</td>
</tr>
<tr>
<td>2013</td>
<td>Leica LMD7000 Laser Microdissector</td>
<td>$203,833</td>
</tr>
<tr>
<td>2014</td>
<td>Olympus VS120-Slide Scanner</td>
<td>$128,395</td>
</tr>
<tr>
<td>2016</td>
<td>VWR Tissue-Tek VIP 6</td>
<td>$54,825</td>
</tr>
<tr>
<td>2016</td>
<td>Zeiss Axio Zoom Fluorescence Microscope</td>
<td>$69,000</td>
</tr>
<tr>
<td>2019</td>
<td>Zeiss SP8 Confocal</td>
<td>$230,000</td>
</tr>
<tr>
<td>2019</td>
<td>Animal Cage Washer</td>
<td>$230,000</td>
</tr>
</tbody>
</table>

In addition to the aforementioned yearly central College research expenditures, the Animal Resource Unit has purchased $171,734 in equipment from 2013 to 2018. Thus the total research equipment purchased from 2013-2019 has been $1,227,787.

The ADRGS pays approximately $75,000 a year for service contracts on research equipment. The ADRGS supports an imaging research technician [25% time] and a histology technician [100% time]).

The ADRGS has research discussions with the entire faculty at College general faculty meetings. A recent discussion centered on relocations all the imaging equipment located in various laboratories into an Imaging Core created in the Sciences Building. This construction was finalized in 2018 and allows for better oversight of the equipment, better use of technician time. The renovation costs of the new imaging Core exceeded $200,000, but allows for more efficient use of the equipment and thus should continue to enhance research funding. Some of this funding was secured through the TAMU Vice President for Research. The TAMU Vice President for Research allows a portion of the indirect Facility and Administrative costs to be returned to the College. These funds were used to remodel the Imaging Core and in 2019 we have received an additional $230,000 to purchase a new cage washer for the Animal Resource Facility.
Through further efforts of the Dean, in 2017 the College received $1,000,000 in funding for the formation of the “Bernhard Gottlieb Endowed Chair in Craniofacial Biology”. Dr. Diekewisch, the holder of this chair, is tasked with promoting clinical research.

**Department of Biomedical Sciences Financial Support**

The Biomedical Sciences Department (BMS) enhances the graduate experience in many ways including supporting at least 4 PhD stipends/year ($100,000) plus tuition and fees ($30,000/year), the organizing and paying for a distinguished speaker series ($28,000/year), matching money for equipment, replacing computers, renovating laboratory and office space, equipment inspections (fume hoods), encouraging a platform for interdisciplinary research and teaching collaborations with adjunct appointments. The BMS department has a travel budget ($35,000/year), each faculty member can use up to $1500 to attend scientific meetings, graduate students are allowed some funds from TAMU and the department matches either mentor or TAMU funds to assist with student travel. The BMS department has a teaching materials budget of approximately $1400 per year and pays for copying syllabi and course binders for the graduate OBIO courses for both this program and all of the clinical residency program courses the faculty teaches.

BMS sponsors a Pathways to Excellence Speaker series. In the last 6 years, 113 speakers have been invited to present their research in this seminar. In the earlier years (2011-2014) the series averaged one speaker per month, and from 2015-2017 there were over two 2 speakers per month. Each invited guest had their travel costs and meals supported by BMS at an average cost of $1500/speaker and a total cost to the department of approximately $170,000, or approximately $28,000/year. The department has continued this series currently organized by Dr. Jian (Jerry) Feng. The graduate students, post docs, and faculty attend these seminars and during the visit the invited speaker meets with lab groups to discuss the research. Students are required to ‘sign in’ at each seminar and the OBIO GPC tracks attendance. Students are also encouraged to ask questions and meet with guests in their area of research. The students are also invited to lunch or dinner with the speaker. One of our graduate students actually met his post doc advisor through this contact mechanism.

BMS sponsors a lunch time seminar series for students and post docs. This event is called the GS-PAC and a pizza lunch is provided by the department or faculty sponsors. This activity was started in 2016 and has continued through this year. Since the program started we have had at least 19 sessions. This series provides a venue for students to practice oral communication skills in either a short (15 minutes) or long (30 to 40 minutes) format.

Other graduate student events that have been sponsored by the department include the welcome lunch in the fall for incoming graduate students. The BMS department shares of the expense with ADRGS ($170/year). There is also a graduation picnic at the end of the spring semester. These expenses include a rental fee for the park picnic area and the catered lunch ($1,000/year). Both events are coordinated by the Graduate Student Association and the BMS Department. The sources of the funds for these activities are varied, including the departmental yearly budget, and/or the department special funds, which are a portion of the indirect costs (IDC) from federal grants returned to the department.
The clinical departments have funds to support their faculty research, e.g., the Departments of Orthodontics and Periodontics have large endowments used to support research. The Office of the ADRGS makes several small research grants, from $15,000 to $25,000 available each year for research pilot projects. The BMS Department also has funds to support faculty and student research.

Seven of the current PhD students are supported from faculty grants and five students have scholarships from their home countries.
Faculty Analysis

Faculty hired to teach/mentor graduate students are selected following national searches. (See Appendices for examples of search advertisements of needed qualifications, e.g., publications, citations, grants, and teaching/mentoring experience, to apply for the position.) Candidates (usually three to five) must give a College-wide seminar and are interviewed by a search committee, department head and other faculty members. Once hired, the TAMU Dean of Faculty certifies that they are educationally qualified (degrees and expertise) to teach in each graduate course they are assigned. The TAMU Office of Graduate and Professional Studies reviews each candidate that will mentor students to verify that they are qualified to become members of graduate faculty.

All core tenure/tenure track graduate faculty are expected to conduct research, teach/mentor, and do service. With regards to research, faculty members are expected to obtain grants, publish in high quality journals, have significant citations of their work, and show research service (e.g., reviewers of manuscripts, be on editorial boards, grant reviewers, etc.)

All faculty (core and non-core) fill out an annual self-evaluation form (see Appendices) and then they are given a formal verbal/written annual review (see Appendices) by their department head, who evaluates their accomplishments and sets new goals. Tenure track faculty who have not yet received tenure are given a midterm review by a departmental Appointment, Promotion, and Tenure Committee and department head (see Appendices for a copy of College Appointment, Promotion, and Tenure Document). Faculty are evaluated for at each level of the promotion and tenure process. Senior faculty must have obtained a national/international reputation to be promoted.

Tenured faculty must maintain a high level of productivity and if they do not, they are subject to post-tenure review, in which the deficiencies must be corrected to maintain tenure. Overall, this type of faculty has a very active research portfolio and publishes at a high rate, with a significant number of citations and has numerous active grants (see Biosketches, in Appendices).

The number of full-time faculty is based on the College’s research portfolio and teaching (basic science and clinical) needs and is more than sufficient to carry out the mission and goals of the College. The graduate student to core faculty ratio has been between 2.8 to 5.6 over the last 12 years. The current philosophy of the program is to have at least two to three faculty for each major area (anatomy, physiology, biochemistry, microbiology, and pharmacology).

The 29 core faculty had numerous publications (see Faculty Profile and Biosketches) and over 8,400 citations in 2017. The College ranked 17 out of 67 dental schools in National Institute of Dental and Craniofacial Research funding. As mentioned above, the 2018, U.S. News and World Report’s ranking of the College’s Oral Biology Program (in Biomedical Sciences category) moved up 33 places, to number 73. This is the highest ranking of a Biomedical Sciences program solely associated with a dental college. This is a higher Biomedical Sciences ranking than Baylor University, Oklahoma State University, Southern Methodist University, Texas Tech University, University of Houston, University of North Texas, University of Oklahoma, University of Texas at Arlington, University of Texas at Dallas, University of Texas at San Antonio, or University of Texas at San Antonio Health Sciences Center. Thus, the College’s program ranked higher than many regional university programs and our program has received national/international recognition.
## Faculty Profile

### Core Faculty: Rank, Sex, Ethnic Origin, FTE Percentage, Tenure Status, and 2017 Google Citation Numbers (26)

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<th>Last Name, First Name</th>
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## Non-Core Faculty: Rank, Sex, Ethnic Origin, FTE Percentage, and Tenure Status (19)

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NTT = Non-Tenure Track
### Core and Non-Core Faculty: Average Age, Time at the College of Dentistry, and Salary

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<th>Average Age</th>
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<td>54.8 Years</td>
<td>14.1 Years</td>
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Average salary is FTE base salary. No stipends, at risk, or practice funds.
* High and low salary removed for a truer picture of the average salary.

### Faculty Publications By The Numbers

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Not all faculty members have graduate-level teaching duties.
### Non-Core Faculty: Contact Hours Per Biosketch Data

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<th>Didactic</th>
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Not all faculty members have graduate-level teaching duties.
Student to Core Faculty and Non-Core Faculty Ratio

Fall 2012 through Summer 2017.
F=Fall; First S=Spring; Second S=Summer.

<table>
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</table>

F12 S13 S13 F13 S14 S14 F14 S15 S15 F15 S16 S16 F16 S17 S17
“The Texas A&M mission states the university is dedicated to the discovery, development, communication, and application of knowledge in a wide range of academic and professional fields. Its mission of providing the highest quality undergraduate and graduate programs is inseparable from its mission of developing new understandings through research and creativity. It prepares students to assume roles in leadership, responsibility and service to society. Texas A&M assumes as its historic trust the maintenance of freedom of inquiry and an intellectual environment nurturing the human mind and spirit. It welcomes and seeks to serve persons of all racial, ethnic and geographic groups as it addresses the needs of an increasingly diverse population and a global economy. In the 21st century, Texas A&M University seeks to assume a place of preeminence among public universities while respecting its history and traditions. “

The Oral Biology Graduate Program is in complete compliance with the university. This program strives prepare students to become the future faculty leaders at dental and other professional schools. We have built into the program the goals to enable the students to complete independent research projects that they can present in both oral and written form. Throughout this report we have described the program, the assessment of the program, and the improvements over the last 10 years for the program. The OBIO graduate program is only one of eleven graduate programs administered by the ADRGS office. Our program has been recognized as one of the top 100 programs in the United States. As stated earlier “The 2018, U.S. News and World Report’s ranking of the College’s Biomedical Sciences Graduate Program moved up 33 places, to number 73. This is the highest ranking of a Biomedical Sciences program solely associated with a dental college.
Note: The total GRE score is derived from adding the score received on the Verbal portion of the test with the score received on the Quantitative portion of the test. Beginning with applications received in the Fall of 2013, the scoring percentiles for the GRE test changed. New GRE scores range from 130 to 170, as opposed to old GRE scores that range from 200 to 800. If the scores are proportional, then one new GRE point equals 1.5 old GRE points. According to that, 150 equals 500; 160 equals 650; and 170 equals 800. Using that comparison, scores of 1143, 1015, and 1270 in Fall of 2012, would equate to 305, 298, and 312.
Average Program GPAs

Student Enrollment, By Degree, By Semester

All students are enrolled half-time or more.
**Student Enrollment, By Gender, By Semester**

![Graph showing student enrollment by gender and semester from Fall 2012 to Summer 2017.](image)

All students are enrolled half-time or more.

**Student Ethnicity or Domestic / International Status**

![Graph showing student ethnicity and domestic/international status from Fall 2012 to Summer 2017.](image)
### Student Employment / Education After Graduation / Retention Rates – MS

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of MS Awarded</th>
<th>Position Secured Upon Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 / 2013</td>
<td>2</td>
<td>• Prosthodontics student</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Dental practitioner</td>
</tr>
<tr>
<td>2013 / 2014</td>
<td>2</td>
<td>• Orthopedic student</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Faculty</td>
</tr>
<tr>
<td>2014 / 2015</td>
<td>2</td>
<td>• PhD student</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Dental practitioner</td>
</tr>
<tr>
<td>2015 / 2016</td>
<td>0</td>
<td>• Student who should have graduated in this year terminated due to personal issues.</td>
</tr>
<tr>
<td>2016 / 2017</td>
<td>5</td>
<td>• Dental student</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Dental practitioner and part-time faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Research associate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Private industry researcher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Periodontics student</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student who should have graduated in this year terminated due to personal issues.</td>
</tr>
</tbody>
</table>

### Student Employment / Education After Graduation / Retention Rates – PhD

<table>
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<th>Academic Year</th>
<th>Number of PhD Awarded</th>
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<td>2012 / 2013</td>
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<td>• Faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Dental practitioner</td>
</tr>
<tr>
<td>2013 / 2014</td>
<td>4</td>
<td>• Dental practitioner and part-time faculty</td>
</tr>
<tr>
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<td>• Faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Dental practitioner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Orthodontics student</td>
</tr>
<tr>
<td>2014 / 2015</td>
<td>3</td>
<td>• Hospital staff scientist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Faculty</td>
</tr>
<tr>
<td>2015 / 2016</td>
<td>0</td>
<td>• Student who started in this year transferred to another TAMU PhD program in College Station.</td>
</tr>
<tr>
<td>2016 / 2017</td>
<td>2</td>
<td>• NIH clinical fellow</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Faculty</td>
</tr>
</tbody>
</table>
MS Students are not supported by the institution. PhD students are all either fully-funded by the institution, with their salary, tuition, and fees paid, or else they have an outside sponsor.
Concluding Observations

There are many ways to analyze graduate programs and this self-study process has enabled the examination of each component, the outcomes and if changes need to be made in the program. Since joining TAMU, we have incorporated many of the TAMU procedures and documents, but tried to maintain our identity. This is a small graduate program that included MS and PhD students in the BMS department. We have emphasized the basics; research, writing and communication. Our students learn to publish and present their data at meetings (Publication Table). But the overall best measure of success is the long term outcome of their education. In the last ten years, two of the MS candidates continued their education in PhD programs, six went to DDS programs, four went to clinical residency programs, three are faculty in dental schools, and one is in private practice. The PhD program alumni for the last 10 years includes thirteen faculty members, six clinical residents, six dentists in private practice and one scientist in a company. There were a few dropouts and transferred students due to personal issues and in one case confusion about where the school was located (Dallas instead of College Station). Overall, most students complete the program and move forward with their personal career objectives.
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March 15, 2018

TO: External Program Reviewers and Program Accreditors

FROM: Michael T. Stephenson
Vice Provost for Academic Affairs and Strategic Initiatives

RE: Information required for USDOE Accrediting Bodies

Texas A&M University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master's, and doctoral degrees. Consistent with comprehensive standard 3.13.1, the following provides the institution’s official position on its purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies and is published in official university documents as noted.

Purpose

Classified by the Carnegie Foundation as a Research Doctoral University (Highest Research Activity), Texas A&M embraces its mission of the advancement of knowledge and human achievement in all its dimensions. The research mission is a key to advancing economic development in both public and private sectors. Integration of research with teaching prepares students to compete in a knowledge-based society and to continue developing their own creativity, learning, and skills beyond graduation.

The institution’s official mission statement, published both on the institution’s web page as well as in its annual university catalog, is:

Texas A&M University (Texas A&M) is dedicated to the discovery, development, communication and application of knowledge in a wide range of academic and professional fields. Its mission of providing the highest quality undergraduate and graduate programs is inseparable from its mission of developing new understandings through research and creativity. It prepares students to assume roles in leadership, responsibility and service to society. Texas A&M assumes as its historic trust the maintenance of freedom of inquiry and an intellectual environment nurturing the human mind and spirit. It welcomes and seeks to serve persons of all racial, ethnic and geographic groups, women and men alike, as it addresses the needs of an increasingly diverse population and a global economy. In the twenty-first century, Texas A&M University seeks to assume a place of preeminence among public universities while respecting its history and traditions.

Governance

The governance of the institution was described in the 2012 certification of compliance submitted to SACSCOC.
Texas A&M University at College Station, the flagship institution of the Texas A&M University System, has branch campuses located in Galveston, Texas and Doha, Qatar. A ten-member Board of Regents, appointed by the Governor, directs the Texas A&M System. The appointment of each Regent follows Texas Education Code (TEC, Chapter 85, Section 21).

TEC outlines the duties and responsibilities of the Board of Regents. These responsibilities are also defined in System Policy 02.01 Board of Regents and TEC 51.352. The Board elects two officers: Chair and Vice Chair. There are four standing committees: Audit, Academic & Student Affairs, Finance, and Buildings & Physical Plant. Special committees may be appointed by the Chair with Board approval.

At Texas A&M University the President is the chief executive officer; the President is not the presiding officer of the Board of Regents. The President Reports to the state-appointed Board of Regents through the Chancellor of the Texas A&M University System. System Policy 2.05 Presidents of System Member Universities defines the duties of the President. The appointment of the President follows conditions set forth in System Policy 01.03 Appointing Power and Terms and Conditions of Employment, section 2.2.

**Personnel**

The institution is led by the President and members of his cabinet:

- Michael K. Young, President
- Carol A. Fierke, Provost and Executive Vice President, Chief Academic Officer
- Jerry R. Strawser, Executive Vice President for Finance and Operations and Chief Financial Officer
- Michael Benedik, Vice Provost and Chief International Officer
- M. Dee Childs, Vice President for Information Technology and CIO
- Michael G. O’Quinn, Vice President for Government Relations
- Col Michael E. Fossum, Vice President and COO, TAMU-Galveston
- Barbara A. Abercrombie, Vice President for HR & Organizational Effectiveness
- Robin Means Coleman, Vice President and Associate Provost for Diversity
- Mark Barteau, Vice President for Research
- Carrie L. Byington, Senior Vice President TAMU Health Science Center, Dean of the College of Medicine, and Vice Chancellor for Health Services
- Daniel J. Pugh, Sr., Vice President for Student Affairs
- Joseph P. Pettibon, II, Vice President of Enrollment and Academic Services
- Gen Joe E. Ramirez, Jr. Commandant, Corps of Cadets
- Amy B. Smith, Senior Vice President and Chief Marketing and Communications Officer
- Scott Woodward, Director of Athletics
- R. C. Slocum, Special Advisor to the President
- David Batson, Sr. Associate Athletic Director, Athletic Compliance
- Shane Hinkley, Vice President of Brand Development
- Andrew P. Morris, VP of Entrepreneurship & Economic Development, Dean of the I-School

**Programs, Degrees, Diplomas, and Certificates**

See the Institutional Summary submitted to SACSCOC

**Finances**

See the Financial Profile 2017 submitted to SACSCOC
GENERAL INFORMATION

Name of Institution  Texas A&M University

Name, Title, Phone number, and email address of Accreditation Liaison
Michael T. Stephenson
Vice Provost for Academic Affairs and Strategic Initiatives
979.845.4016
mstephenson@tamu.edu

Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification
Alicia M. Dorsey
Assistant Provost for Institutional Effectiveness
979.862.2918
amdorsey@tamu.edu

IMPORTANT:

Accreditation Activity (check one):

☒ Submitted at the time of Reaffirmation Orientation
☐ Submitted with Compliance Certification for Reaffirmation
☐ Submitted with Materials for an On-Site Reaffirmation Review
☐ Submitted with Compliance Certification for Fifth-Year Interim Report
☐ Submitted with Compliance Certification for Initial Candidacy/Accreditation Review
☐ Submitted with Merger/Consolidations/Acquisitions
☐ Submitted with Application for Level Change

Submission date of this completed document:  September 29, 2015
EDUCATIONAL PROGRAMS

1. Level of offerings (Check all that apply)

- [ ] Diploma or certificate program(s) requiring less than one year beyond Grade 12
- [ ] Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
- [ ] Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent
designed for transfer to a baccalaureate institution
- [ ] Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent
not designed for transfer
- [x] Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester
hours or the equivalent
- [x] Professional degree program(s)
- [x] Master's degree program(s)
- [x] Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
- [x] Doctoral degree program(s)
- [ ] Other (Specify) _____

2. Types of Undergraduate Programs (Check all that apply)

- [ ] Occupational certificate or diploma program(s)
- [ ] Occupational degree program(s)
- [ ] Two-year programs designed for transfer to a baccalaureate institution
- [x] Liberal Arts and General
- [x] Teacher Preparatory
- [x] Professional
- [ ] Other (Specify) _____

GOVERNANCE CONTROL

Check the appropriate governance control for the institution:

- [ ] Private *(check one)*
  - [ ] Independent, not-for-profit
    
    Name of corporation OR
    Name of religious affiliation and control: _____
  
  - [ ] Independent, for-profit *
    
    If publicly traded, name of parent company: _____
Public state * (check one)

- Not part of a state system, institution has own independent board
- Part of a state system, system board serves as governing board
- Part of a state system, system board is super governing board, local governing board has delegated authority
- Part of a state system, institution has own independent board

* If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliance Certification for the decennial review. See Commission policy “Reaffirmation of Accreditation and Subsequent Reports” for additional direction.

INSTITUTIONAL INFORMATION FOR REVIEWERS

Directions:
Please address the following and attach the information to this form.

1. History and Characteristics
Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

2. List of Degrees
List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

3. Off-Campus Instructional Locations and Branch Campuses
List all locations where 50% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission’s definitions and the directions as specified below.

Off-campus instructional sites—a site located geographically apart from the main campus at which the institution offers 50% or more of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below.

The list should include only those sites reported and approved by SACSCOC. Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.
### Name of Site
### Physical Address (street, city, state, country) Do not include PO Boxes.
### Date Approved by SACSCOC
### Date Implemented by the institution
### Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site
### Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)

**Institutions with off-campus instructional sites** at which the institution offers **25-49%** credit hours for a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment—are required to notify SACSCOC in advance of initiating the site. For each site, provide the information below.

### Name of Site (Indicate if site is currently active or inactive. If inactive, date of last course offerings and date of projected reopening)
### Physical Address (street, city, state, country) Do not include PO Boxes.
### Date Notified SACSCOC by SACSCOC
### Date Implemented by the institution
### Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site
### Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)

**Branch campus**—an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, and (4) has its own budgetary and hiring authority. **The list should include only those branch campuses reported and approved by SACSCOC.** Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for an unapproved branch campuses should be submitted immediately to SACSCOC.

### Name of Branch Campus
### Physical Address (street, city, state, country) Do not include PO Boxes.
### Date Approved by SACSCOC
### Date Implemented by the institution
### Educational programs (specific degrees, certificates, diplomas) with 50% or more credits hours offered at the branch campus
### Is the campus currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)

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4. **Distance and Correspondence Education**
Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

5. Accreditation

(1) List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.

(2) If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which accrediting agency serves that purpose.

(3) List any USDOE recognized agency (national and programmatic) that has terminated the institution’s accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).

(4) Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE to the institution.

6. Relationship to the U.S. Department of Education
Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

Document History
Adopted: September 2004
Revised: March 2011
Revised: January 2014
1. History and Characteristics

Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

**History.** Texas A&M University was established in 1871 as the state’s first public institution of higher education and opened for classes in 1876. We are now one of a select few institutions in the nation to hold land grant, sea grant (1971) and space grant (1989) designations. We are also one of few universities to host a presidential library; the George Bush Presidential Library and Museum opened in 1997. A mandatory military component was a part of the land grant designation until 1965 and today we are one of only three institutions with a full-time corps of cadets, leading to commissions in all branches of service. We have two branch campuses, one in Galveston, Texas, (established in 1962, officially merged with Texas A&M in 1991) and one in Doha, Qatar (established in 2003). In 2001 we were admitted to the Association of American Universities (AAU) and in 2004 to Phi Beta Kappa. We are classified by the Carnegie Foundation as a Research University (very high research activity).

**Mission.** Texas A&M University is dedicated to the discovery, development, communication, and application of knowledge in a wide range of academic and professional fields. Its mission of providing the highest quality undergraduate and graduate programs is inseparable from its mission of developing new understandings through research and creativity. It prepares students to assume roles in leadership, responsibility and service to society. Texas A&M assumes as its historic trust the maintenance of freedom of inquiry and an intellectual environment nurturing the human mind and spirit. It welcomes and seeks to serve persons of all racial, ethnic and geographic groups as it addresses the needs of an increasingly diverse population and a global economy. In the 21st century, Texas A&M University seeks to assume a place of preeminence among public universities while respecting its history and traditions.

**Enrollment Profile.**
77.42% Undergraduate, 18.41% Graduate, 4.02% Professional, and 0.14% Post-Doc Certificate

**Undergraduate Students:**
93.58% Texas Residents, 3.96% non-Texas Residents, 2.46% non-Texas, non-US Residents;
62.41% White, 3.11% Black, 22.33% Hispanic, 6.21% Asian

**Graduate Students:**
45.09% Texas Residents, 16.57% non-Texas Residents, 38.34% non-Texas, non-US Residents
Admissions Process. Selective. Automatic admission for Texas resident applicants in the top 10% of their high school graduating class; automatic admission for applicants who rank in the top 25% of their high school graduating class and achieve a combined (old) SAT math and SAT critical reading score of at least 1300 with a test score of at least 600 in each component, or combined (newly redesigned) SAT math and SAT evidence based reading and writing (EBRW) score of at least 1360 with a test score of at least 620 in Math and 660 in EBRW, or 30 composite on the ACT with a 27 in the math and English components; review of all other applicants based on academic potential, distinguishing characteristics, exceptional circumstances and personal achievements.

**Peer Institutions.** Georgia Institute of Technology, Ohio State University, Pennsylvania State University, Purdue University, University of California- Berkeley, Davis, Los Angeles, San Diego, University of Florida, University of Illinois – Champaign/Urbana, University of Michigan, University of Minnesota, University of North Carolina – Chapel Hill, University of Texas – Austin, and University of Wisconsin – Madison.
2. List of Degrees
List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

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3. **Off-Campus Instructional Locations and Branch Campuses**

List all locations where 50% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission’s definitions and the directions as specified below.

*Off-campus instructional sites*—a site located geographically apart from the main campus at which the institution offers **50 % or more** of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below. **The list should include only those sites reported and approved by SACSCOC.** Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.

### Off-Campus Instructional Locations – 50% or more.

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<th>Date Implemented by the institution</th>
<th>Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site</th>
<th>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
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<td>MBA</td>
</tr>
<tr>
<td>College of Dentistry</td>
<td>3302 Gaston Ave. Dallas, TX 75246</td>
<td>2001</td>
<td>2000</td>
<td>ADVANCED EDUCATION IN GENERAL DENTISTRY</td>
<td>CTGFA</td>
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<td></td>
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<td>DENTAL HYGIENE</td>
<td>BS</td>
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<td>DENTAL PUBLIC HEALTH</td>
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<td>MAXILLOFACIAL SURGERY</td>
<td>CTGFA</td>
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<td>ORAL AND MAXILLOFACIAL PATHOLOGY</td>
<td>CTGFA</td>
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<td></td>
<td>ORAL AND MAXILLOFACIAL</td>
<td>CTGFA</td>
</tr>
<tr>
<td>Name of Site</td>
<td>Physical Address (street, city, state, country) Do not include PO Boxes.</td>
<td>Date Approved by SACSCOC</td>
<td>Date Implemented by the institution</td>
<td>Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site</td>
<td>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>------------------------------------------------------------------------</td>
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<td>-------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Institute of Biosciences and Technology</td>
<td>2121 W. Holcombe Blvd. Houston, TX 77030</td>
<td>2000</td>
<td>2000</td>
<td>RADIOLGY ORAL BIOLOGY MS ORAL BIOLOGY PHD ORTHODONTICS CTGFA PEDIATRIC DENTISTRY CTGFA PERIODONTICS CTGFA PROSTHODONTICS CTGFA</td>
<td>Yes</td>
</tr>
<tr>
<td>Rangel College of Pharmacy</td>
<td>1010 W. Avenue B. Kingsville, TX 78363</td>
<td>2011</td>
<td>2006</td>
<td>HEALTH ADMINISTRATION MHA MEDICINE MD</td>
<td>Yes</td>
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<tr>
<td>College of Medicine - Temple</td>
<td>2401 S. 31st Street Temple, TX 76508</td>
<td>2000</td>
<td>2000</td>
<td>MEDICINE MD MEDICAL SCIENCES PHD</td>
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<tr>
<td>Clinical Learning Resource Center</td>
<td>Health Professions Building 3950 North A. W. Grimes Blvd. Round Rock, TX 78665</td>
<td>2011</td>
<td>2010</td>
<td>MEDICINE MD NURSING BSN</td>
<td>Yes</td>
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<tr>
<td>Rural Public Health - McAllen Teaching Site</td>
<td>2101 South Mcoll Road McAllen, TX 78503</td>
<td>2011</td>
<td>2010</td>
<td>HEALTH POLICY AND MANAGEMENT MPH HEALTH PROMOTION AND COMMUNITY HEALTH SCIENCES MPH NURSING BSN</td>
<td>Yes</td>
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<tr>
<td>Texas A&amp;M University School of Law</td>
<td>1515 Commerce St Fort Worth, TX 76102</td>
<td>2013</td>
<td>2013</td>
<td>HEALTH CARE LAW JM INTELLECTUAL PROPERTY ML INTELLECTUAL PROPERTY MJ JURISPRUDENCE MJ LAW JD LAWS ML</td>
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<tr>
<td>Houston Methodist Hospital</td>
<td>6670 Bertner Avenue, R2-216 Houston, TX 77030</td>
<td>2015</td>
<td>2015</td>
<td>MEDICINE MD</td>
<td>Yes</td>
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<tr>
<td>Baylor University Medical Center</td>
<td>3500 Gaston Avenue Dallas, TX 75246</td>
<td>2012</td>
<td>2011</td>
<td>MEDICINE MD</td>
<td>Yes</td>
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</table>
### Off-Campus Instructional Locations – 25%-49%

<table>
<thead>
<tr>
<th>Name of Site</th>
<th>Physical Address (street, city, state, country)</th>
<th>Date Notified SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site</th>
<th>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of State Health Services</td>
<td>1100 West 49th Austin, TX. 78756</td>
<td>2011</td>
<td>2004</td>
<td>HEALTH POLICY &amp; MANAGEMENT - MPH</td>
<td></td>
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</table>

### Branch Campuses

<table>
<thead>
<tr>
<th>Name of Branch Campus</th>
<th>Physical Address (street, city, state, country)</th>
<th>Date Approved by SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs (specific degrees, certificates, diplomas) with 50% or more credits hours offered at the branch campus</th>
<th>Is the campus currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
</tr>
</thead>
</table>
4. Distance and Correspondence Education

Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

Initial Approval in February 2000

<table>
<thead>
<tr>
<th>Credit Bearing Degree Programs</th>
<th>Site</th>
<th>Synchronous/Asynchronous/Both</th>
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</thead>
<tbody>
<tr>
<td>AEROSPACE ENGINEERING MENG R</td>
<td></td>
<td>Asynchronous</td>
</tr>
<tr>
<td>AGRICULTURAL DEVELOPMENT MAGR</td>
<td></td>
<td>Asynchronous</td>
</tr>
<tr>
<td>AGRICULTURAL EDUCATION EDD</td>
<td></td>
<td>Synchronous course offered worldwide via PC or LMS Both</td>
</tr>
<tr>
<td>AGRICULTURAL SYSTEMS MANAGEMENT MS</td>
<td></td>
<td>Asynchronous</td>
</tr>
<tr>
<td>ANALYTICS MS</td>
<td></td>
<td>Asynchronous</td>
</tr>
<tr>
<td>BILINGUAL EDUCATION MED</td>
<td></td>
<td>Asynchronous</td>
</tr>
<tr>
<td>BILINGUAL EDUCATION MS</td>
<td></td>
<td>Asynchronous</td>
</tr>
<tr>
<td>BIOLOGICAL AND AGRICULTURAL ENGINEERING MENG R</td>
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<td>Asynchronous</td>
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<tr>
<td>COMPUTER ENGINEERING MENG R</td>
<td></td>
<td>Synchronous course offered worldwide via PC or LMS Both</td>
</tr>
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<td>CURRICULUM &amp; INSTRUCTION EDD</td>
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<td>Asynchronous</td>
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<tr>
<td>CURRICULUM &amp; INSTRUCTION MED</td>
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<td>Program</td>
<td>Degree</td>
<td>Delivery</td>
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<tr>
<td>EDUCATION FOR HEALTH CARE PROFESSIONALS</td>
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<td>PC or LMS</td>
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<td></td>
<td></td>
<td>Both</td>
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<tr>
<td>EDUCATIONAL PSYCHOLOGY</td>
<td>MS</td>
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<tr>
<td>EDUCATIONAL TECHNOLOGY</td>
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<td>Asynchronous</td>
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<tr>
<td>ENGINEERING SYSTEMS MANAGEMENT</td>
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<tr>
<td>EPIDEMIOLOGY</td>
<td>MPH</td>
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<tr>
<td>FAMILY NURSE PRACTITIONER</td>
<td>MSN</td>
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<tr>
<td>HEALTH EDUCATION</td>
<td>MS</td>
<td>Both</td>
</tr>
<tr>
<td>INDUSTRIAL DISTRIBUTION</td>
<td>MID</td>
<td>College Station, TX</td>
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<tr>
<td>INDUSTRIAL ENGINEERING</td>
<td>MENG</td>
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<tr>
<td>LAWS</td>
<td>LLM</td>
<td>Asynchronous</td>
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<tr>
<td>JURISPRUDENCE</td>
<td>MJ</td>
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<tr>
<td>MARITIME ADMINISTRATION &amp; LOGISTICS</td>
<td>MMAL</td>
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<tr>
<td>MATHEMATICS</td>
<td>MS</td>
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<tr>
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<td>MENG</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>NATURAL RESOURCES DEVELOPMENT</td>
<td>MNRD</td>
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<tr>
<td>NURSING</td>
<td>BSN</td>
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<td>NURSING EDUCATION</td>
<td>MSN</td>
<td>Bryan, TX</td>
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<tr>
<td></td>
<td></td>
<td>Both</td>
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<tr>
<td>PETROLEUM ENGINEERING</td>
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<td>PLANT BREEDING</td>
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<tr>
<td>PLANT BREEDING</td>
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<tr>
<td>POULTRY SCIENCE</td>
<td>MAGR</td>
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<tr>
<td>PUBLIC SERVICE AND ADMINISTRATION</td>
<td>MPSA</td>
<td>College Station, TX</td>
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<tr>
<td></td>
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<tr>
<td>RECREATION &amp; RESOURCES DEVELOPMENT</td>
<td>MRRD</td>
<td>College Station, TX</td>
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<td>SAFETY ENGINEERING</td>
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<td>SPECIAL EDUCATION</td>
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<tr>
<td>WILDLIFE SCIENCE</td>
<td>MWSC</td>
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<td>MILITARY LAND SUSTAINABILITY</td>
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<tr>
<td>ADVANCED INTERNATIONAL AFFAIRS</td>
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<tr>
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<tr>
<td>EDUCATION FOR HEALTHCARE PROFESSIONALS</td>
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<td>HOMELAND SECURITY</td>
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<td>INDUSTRIAL DATA ANALYTICS</td>
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<tr>
<td>NATIONAL SECURITY AFFAIRS</td>
<td>CERT</td>
<td>College Station, TX; Livermore, CA; Sandia, NM</td>
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<tr>
<td>NONPROFIT MANAGEMENT</td>
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<tr>
<td>PUBLIC HEALTH</td>
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<td>McAllen, TX</td>
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<tr>
<td>REGULATORY SCIENCE IN FOOD SYSTEMS</td>
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<td>SAFETY ENGINEERING</td>
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<tr>
<td>APPLIED STATISTICS</td>
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### 5. Accreditation

<p>| Accreditation Council for | The pharmacy professional degree program | Last Review: April 2014 |</p>
<table>
<thead>
<tr>
<th>Pharmacy Education</th>
<th>The B.S. and M.S. curriculum in construction science</th>
<th>Last Review: 2011 (B.S.) and 2012 (M.S.)</th>
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<tbody>
<tr>
<td>American Council for Construction Education</td>
<td>The clinical psychology program in the Department of Psychology and the counseling psychology and school psychology program in the Department of Educational Psychology</td>
<td>Last Review: April/May 2015</td>
</tr>
<tr>
<td>American Psychological Association</td>
<td>The veterinary medicine degree program</td>
<td>Last Review: 2013</td>
</tr>
<tr>
<td>American Veterinary Medical Association Council on Education</td>
<td>The business baccalaureate, master’s, and doctoral programs in Mays Business School</td>
<td>Last Review: Fall 2012</td>
</tr>
<tr>
<td>Association to Advance Collegiate Schools of Business (AACSB)</td>
<td>The dietetic track in the nutritional sciences curriculum and the dietetic internship program</td>
<td>Last review: January 2015</td>
</tr>
<tr>
<td>Commission on Accreditation for Dietetics Education</td>
<td>Athletic Training (College of Education)</td>
<td>Last Review: 2013</td>
</tr>
<tr>
<td>Commission on Accreditation of Athletic Training Education (caATe)</td>
<td>The Master of Health Administration</td>
<td>Last Review: Fall 2010</td>
</tr>
<tr>
<td>Commission on Accreditation of Healthcare Management Education</td>
<td>The nursing degree programs</td>
<td>Last Review: July 2013</td>
</tr>
<tr>
<td>Commission on Dental Accreditation. (CODA)</td>
<td>The degree programs in dentistry and dental hygiene and the certificate programs in the ten advanced dental graduate education programs</td>
<td>Last Review: August 2013</td>
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<tr>
<td>Commission on English Language Program Accreditation (CEA)</td>
<td>The English Language Institute</td>
<td>Last review: 2013</td>
</tr>
<tr>
<td>Computing Accreditation Commission of ABET</td>
<td>The computer science program</td>
<td>Last review: 2010</td>
</tr>
<tr>
<td>Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association</td>
<td>Texas A&amp;M University School of Law</td>
<td>Last review: 2010</td>
</tr>
<tr>
<td>Council on Education for Public Health</td>
<td>The School of Public Health degree programs</td>
<td>Last Review: April 2011</td>
</tr>
<tr>
<td>Engineering Accreditation Commission of ABET</td>
<td>Undergraduate programs in aerospace, biological and agricultural, biomedical, chemical, civil, computer, electrical, industrial, mechanical, nuclear,</td>
<td>Last Review: 2010-2011 (College Station) and 2015 (Qatar)</td>
</tr>
<tr>
<td>Accrediting Agency</td>
<td>Program Description</td>
<td>Last Review/Date</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
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<tr>
<td><strong>Engineering Accreditation Commission of ABET</strong></td>
<td>Maritime systems engineering (Offshore and Coastal Systems Engineering) – TAMU Galveston</td>
<td>Last review: 2010-11</td>
</tr>
<tr>
<td><strong>Engineering Technology Accreditation Commission of ABET</strong></td>
<td>The electronic systems engineering technology program, the manufacturing and mechanical engineering technology program,</td>
<td>Last Review: 2013-2014 (College Station) and 2015 (Qatar)</td>
</tr>
<tr>
<td><strong>Engineering Technology Accreditation Commission of ABET</strong></td>
<td>Marine engineering technology – TAMU Galveston</td>
<td>Last Review: 2013-14</td>
</tr>
<tr>
<td><strong>Forensic Science Education Programs Accreditation Commission (FEPAC)</strong></td>
<td>The forensics and investigative sciences program</td>
<td>Last Site Visit: October 2011 Accreditation dates: 1/2012-1/2017)</td>
</tr>
<tr>
<td><strong>Institute of Food Technologists</strong></td>
<td>The food science and technology curriculum</td>
<td>Last Review: December 2011</td>
</tr>
<tr>
<td><strong>Landscape Architectural Accreditation Board</strong></td>
<td>The curriculum in landscape architecture</td>
<td>Last Review: July 2015</td>
</tr>
<tr>
<td><strong>Liaison Committee on Medical Education</strong></td>
<td>The medical education degree program</td>
<td>Last Review: August 2012</td>
</tr>
<tr>
<td><strong>National Architectural Accrediting Board</strong></td>
<td>The curriculum in architecture</td>
<td>Last Review: March 2013</td>
</tr>
<tr>
<td><strong>Network of Schools of Public Policy, Affairs, and Administration</strong></td>
<td>The Master of Public Service and Administration degree in the Bush School of Government and Public Service</td>
<td>Last review: April 2014</td>
</tr>
<tr>
<td><strong>National Recreation and Park Association</strong></td>
<td>The curriculum in recreation, park and tourism sciences</td>
<td>Last Review: June 2010</td>
</tr>
<tr>
<td><strong>Planning Accreditation Board</strong></td>
<td>The Master of Urban Planning curriculum</td>
<td>Last Review: 2013</td>
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<tr>
<td><strong>Society for Range Management</strong></td>
<td>The curriculum in rangeland ecology and management</td>
<td>Last Review: 2006</td>
</tr>
<tr>
<td><strong>Society of American Foresters</strong></td>
<td>The curriculum in forestry</td>
<td>Last Review: 2013</td>
</tr>
<tr>
<td><strong>State Board of Educator Certification Texas Education Agency</strong></td>
<td>Programs in professional education and degrees conferred by Texas A&amp;M University</td>
<td>Last review 2011</td>
</tr>
</tbody>
</table>

(2) If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which accrediting agency serves that purpose.

Not applicable.

(3) List any USDOE recognized agency (national and programmatic) that has terminated the institution's accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).
None.

(4) Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE to the institution.

None.

6. **Relationship to the U.S. Department of Education.**

Texas A&M University does not have any limitations or suspensions, nor have we been terminated by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. We are not on reimbursement nor do we have any other exceptional status in regard to federal or state financial aid.
## Financial Profile 2017

Texas A&M University, College Station, TX

<table>
<thead>
<tr>
<th>Total All Revenues &amp; Other Additions (IPEDS Part B, line 25)</th>
<th>$3,448,016,331</th>
</tr>
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<tbody>
<tr>
<td>Instruction (IPEDS Part C line 01, Column 1)</td>
<td>$869,772,172</td>
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<tr>
<td>Research (IPEDS Part C line 02, Column 1)</td>
<td>$745,169,263</td>
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<tr>
<td>Public Service (IPEDS Part C line 03, Column 1)</td>
<td>$251,228,181</td>
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<tr>
<td>Academic Support (IPEDS Part C line 05, Column 1)</td>
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<tr>
<td>Student Services (IPEDS Part C line 06, Column 1)</td>
<td>$99,426,748</td>
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<td>Institutional Support (IPEDS Part C line 07, Column 1)</td>
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<td>Scholarships &amp; Fellowships, excluding discounts &amp; allowances (IPEDS Part C line 10, Column 1)</td>
<td>$95,452,110</td>
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<td>Auxiliary Enterprises (IPEDS Part C line 11, Column 1)</td>
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<tr>
<td>Hospital Services (IPEDS Part C line 12, Column 1)</td>
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<tr>
<td>Independent Operations (IPEDS Part C line 13, Column 1)</td>
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</tr>
<tr>
<td>Other Expenses &amp; Deductions (IPEDS Part C line 14, Column 1)</td>
<td>$333,851,618</td>
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## Financial Indicators (From Audited FY 2016 Financial Statements)

<table>
<thead>
<tr>
<th>Total Assets</th>
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<tr>
<td>Total Liabilities</td>
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<tr>
<td>Total Unrestricted Net Assets</td>
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<td>Expendable/Temporarily Restricted Net Assets</td>
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<tr>
<td>Nonexpendable/Permanently Restricted Net Assets</td>
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<td>Total Revenue</td>
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<td>Tuition and Fees, Net</td>
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<td>Current Debt</td>
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<tr>
<td>Long-term Debt</td>
<td>$1,355,011,877</td>
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</table>

## Signatures of Verification

We certify that the information provided in the Financial Profile and Indicators is correct.

Chief Executive Officer

Chief Financial Officer

Respondent (if other than CEO or CFO)

---

Please Mail Signed Profile Form To:
SACSCOC
Attn: Profiles
1866 Southern Lane
Decatur, GA 30033
MEMORANDUM

TO: Vice Presidents
Directors Reporting to the President

SUBJECT: Delegation of Authority

July 25, 2018

To ensure that operations are unaffected when I am out of the office for extended periods of time, I hereby issue delegation of authority to the following individuals in the order they are listed. They are authorized to act on matters regarding Texas A&M University, Texas A&M University at Galveston, Texas A&M University at Qatar, Texas A&M University Health Science Center and Texas A&M University School of Law. This delegation shall be effective as of the date of execution and shall remain in effect until revoked.

1. Carol A. Fierke, Provost and Executive Vice President
2. Jerry R. Strawser, Executive Vice President and Chief Financial Officer
3. Michael G. O'Quinn, Vice President for Government Relations and Strategic Initiatives
4. Amy B. Smith, Senior Vice President, Chief Marketing and Communications Officer
5. Daniel J. Pugh, Sr., Vice President for Student Affairs
6. Barbara Abercrombie, Vice President for Human Resources and Organizational Effectiveness
7. M. Dee Childs, Vice President for Information Technology and Chief Information Officer

Tracy Cullen will know how to contact me if necessary.

cc: Mr. John Sharp
Texas A&M University: An Ideal 21st Century University

Texas A&M University will attain the ambitious ideals of Vision 2020 by its commitment to the founding principles of the Morrill Act of 1862, also known as the Land-Grant College Act:

- to provide students across the population access to higher education,
- to generate meaningful research and scholarship, and
- to transfer discoveries to the people of the State and beyond; and

by its commitment to the modern purposes of AAU research universities:

- to serve society through basic and applied research,
- to lead in graduate education, and
- to be an engine of social transformation and economic growth.

This balanced commitment to founding principles and expectations is the mandate from students, faculty, legislators, and the public for excellent universities of the 21st century.

To achieve our vision, Texas A&M University will:

GOAL 1: Provide an outstanding educational experience for all students as evidenced by:

- Enhanced learning outcomes
- Strong appreciation for the value of the educational experience
- High completion rates
- Timely graduation norms
- High placements upon graduation

Texas A&M University’s mission requires that we provide an exceptional education to undergraduate and graduate students that reflects the changing social and cultural demographics of Texas and the Nation. We must ensure that our graduates are highly sought after, and are prepared to lead, learn, and serve for a lifetime. We must do this while serving the State and Nation in the effective utilization of resources, by striving for high completion rates, in a timely manner, which will lead to lower student debt accumulation. We must accomplish this educational aspect of our mission by enhancing innovative approaches and strong standards in our curricula.

In the 2013-14 academic year in the State of Texas, Texas A&M University had the lowest average time to degree for full-time undergraduates (4.1 years), the highest percentage of 4-year graduating full-time students (53.6%), the highest 5-year and 6-year graduation rates (77% and 80.4%), and the highest 4-year graduation rate for community college transfer students (85%). Large percentages of our graduate students complete their degrees, 73.1% of master’s students in two years and 72.4% of doctoral students, in 6 years. The average time for students to receive a master’s degree was 2.1 years, and for the doctorate it was 5.9 years. Over 78% of our students had job or graduate school placement within 3 months of graduation. All programs are achieving appropriate learning outcomes near or above national norms. In a survey of our graduating students, we found that 79% were sure the cost of attendance was well worth the benefits received, and 20% indicated it was probably worth it. Greater than 75% of the graduating students believed that their experience at Texas A&M enhanced their communication skills, reasoning skills, social and global awareness, team participation and leadership skills, and respect for other cultures. Twenty-two percent of our former students contributed funds to the University in 2014.
WE CAN DO EVEN BETTER.

Among our Vision 2020 peers, we are 15th in 4-year undergraduate completion rates and 13th in 6-year completion rates; our graduate student completion rate appears to be in line with our Vision 2020 peers, and our student satisfaction at the time of graduation and beyond seems to compare well among these peers. (Alumni donations to Texas A&M are second only to Georgia Tech among these peers.) Among our graduating students, only 69% believe we have helped them to effectively integrate knowledge from other fields into their efforts in their own field, only 40% believe we have helped them appreciate history, art and literature and their effect on society.

To improve, we will:

STRATEGY 1: Commit to a University culture that values timely completion of degrees at all levels.

STRATEGY 2: Commit to a University culture that ensures all students engage in high-impact learning experiences in their curricular, co-curricular, and extra-curricular experiences.

STRATEGY 3: Review and enhance all academic units’ curricular, pedagogical, and career preparation activities, especially the development of our instructors, to optimize value to our students.

STRATEGY 4: Strengthen multidisciplinary programs and initiatives, and reinforce their alignment with and recognition by existing disciplinary structures.

STRATEGY 5: Enhance our ability to ensure that all faculty, staff, and students, regardless of their identity, are recognized and valued for their contributions at Texas A&M University.

GOAL 2: Produce impactful new knowledge, innovations, and creative works as evidenced by:

• High citation, utilization, and display of scholarly outputs
• High levels of support for our scholars
• Recognition of our scholars
• Contributions to solving society’s grand challenges

Our research, scholarly, and creative activities must redefine fields of study, steer future pursuits, and improve the quality of life in Texas and the world. We will use the full resources of Texas A&M University to address society’s grand challenges – tough problems that can only be solved through large-scale collaboration involving experts representing the full spectrum of knowledge and competencies at our University.

In the 2013-14 academic year, we had the highest total research expenditures in the State of Texas (over $850 million), the second highest number of citations, and 628 faculty members who received prestigious awards.
WE CAN DO EVEN BETTER.

Among our Vision 2020 peers, we are 13th in total research expenditures, 18th in federal research expenditures, 15th in faculty with prestigious awards, 18th in number of National Academy members, and 18th in citations for our scholars’ work.

To improve, we will:

STRATEGY 4: (same as above) Strengthen multidisciplinary programs and initiatives, and reinforce their alignment with and recognition by existing disciplinary structures, especially in University focused areas of grand challenges.

STRATEGY 6: Review and refine faculty and staff annual performance and promotion evaluation processes and merit-based incentives to reinforce expectations and reward impact and productivity.

STRATEGY 7: Facilitate and support our faculty to publish and exhibit in top-tier venues, to succeed in garnering external funding for their work, and be successfully nominated for significant awards and recognitions.

STRATEGY 8: Refine and implement unit budgeting processes to ensure investments are made in facilities, equipment, and personnel that reinforce University expectations.

GOAL 3: Place the needs of the public good at the forefront of our mission as evidenced by:

- Graduating a large number of students who share the University’s commitment to serve the public good
- Increasing the number of graduating students who identify as African-American or Hispanic
- Graduating more than 25% of our students who are first generation college attenders or whose family income is below the State poverty level
- Graduating students with a low student debt burden
- Translating rapidly our scholarly and creative works to serve and improve society’s natural environment, economic environment, and human condition
- Exercising responsible stewardship of the State’s resources

To realize our Vision 2020 aspirations, we commit to even greater effectiveness, efficiency, and excellence. Excellence demands that we establish and be accountable to University-wide and unit-based metrics that measure progress toward meeting our mission as a first class land-grant public research university. Our faculty, students, and staff must influence communities and serve the public good. We will provide students from Texas and around the globe with hope and direction for a brighter and stronger future by helping families understand, value, and plan for their childrens’ educational aspirations; and by working with practitioners to incorporate new ideas and knowledge into daily practices. In the 2013-14 academic year, we interacted with numerous pre-college students and assisted hundreds of school teachers and administrators through development and research. We awarded 13,913 degrees. Of the degrees awarded, 48.8% were to women and 17.1% were to graduating students who identified as African Americans, Native Americans, or Hispanics. Our students’ debt was below the national average. We submitted 18 invention disclosures and had 5 patents issued. Our administrative costs were the lowest in the State at 3.6%.
WE CAN DO EVEN BETTER.

Although we have an increasingly diverse University community (students, faculty, and staff) compared to some of our peers, considering the changing demographics of the State of Texas, we can do even better. We strive to be an even more diverse and inclusive institution of higher education. Our faculty continue to encounter cumbersome procedures for bringing their ideas to the public, so administrative hurdles must be minimized to increase the amount of time dedicated to achieving our goals.

To improve, we will:

STRATEGY 5:  **(same as above, but ensure University wide)** Enhance our ability to ensure that all faculty, staff, and students, regardless of their identity, can thrive at Texas A&M University.

STRATEGY 8: **(same as above but ensure University wide)** Refine and implement University wide budgeting processes to reinforce University expectations.

STRATEGY 9: Align partnerships with other Agencies and our administrative procedures and operations to optimize our teaching, research, and service mission.

STRATEGY 10: Reinforce and support procedures and initiatives to improve the recruitment and retention of faculty, staff, and students at all levels and from all backgrounds.
Texas A&M University College of Dentistry

Guidelines and Procedures for Annual Review, Mid-Tenure Review, Promotion of Faculty with or without Tenure, and Post-tenure Review

Approved by the College of Dentistry Administrative Council: June 22, 2018
Approved by the TAMU Office of the Dean of Faculties: June 27, 2018

1. Introduction
This document describes the guidelines and procedures for annual review, mid-tenure review, promotion of faculty with and without tenure, and post-tenure review at the Texas A&M University College of Dentistry (TAMCOD). This document should always be used in conjunction with the TAMU documents (dof.tamu.edu) listed below. These guidelines and procedures are intended to supplement the TAMU documents and provide specific information for the College of Dentistry as outlined and required in the TAMU documents.

1.1. 12.01.99.M2 University Rule: University Statement on Academic Freedom, Responsibility, Tenure, and Promotion
1.2. 12.06.99.M0.01 Standard Administrative Procedure: Post Tenure Review
1.3. Dean of Faculties document: Promotion and Tenure Packages, Submission Guidelines (updated yearly)

2. Expectations and Responsibilities
2.1. TAMCOD has a diverse faculty with a wide range of duties and responsibilities extending from those who focus primarily on research to those with a focus on clinical and/or didactic instruction or some combination of research and teaching. All faculty strive for excellence and are assessed periodically according to their assigned responsibilities. Tenure track faculty are expected to make contributions in all areas including research, teaching, and service. Academic professional track (non-tenure track) faculty are expected to make contributions primarily in two of these three areas, but are not excluded from making contributions in all areas. The goal of this document is to describe the unique aspects of TAMCOD regarding the various assessments required to gauge faculty performance.

2.2. Texas A&M University allows variation in faculty assessment that takes into account the unique aspects of each college. Some colleges consist of a number of large departments where each department generates its own guidelines and procedures for faculty assessment. Other colleges, like TAMCOD, consist of smaller departments and are better served by producing a single college document. Also in some of the colleges, all assessment and associated paperwork is handled through the department administration. At TAMCOD, because of the smaller department sizes, all aspects of assessment and associated documentation are handled through the Office of Academic Affairs (OAA). This document describes the recommended procedures for each of the various faculty assessments and the responsibilities of the faculty, department heads,
and college administration in carrying out these assessments, submitting, and storing the resulting documentation.

3. Faculty Annual Performance Reviews

All faculty members, whether tenure track, tenured, or academic professional track, must have an annual written review, for which the department heads (or immediate supervisors if administrators) are responsible. University Rule 12.01.99.M2, section 2.4.5, explains the purpose, basis, and requirements for the faculty annual review process. Section 2.4.4 specifically addresses annual reviews for faculty who hold joint appointments. For faculty holding budgeted joint appointments, “… there should be one department where more than 50% of the appointment is located; the head of that department is responsible for the final evaluation.”

The annual review process is set to conclude prior to the beginning of the budgetary process, thereby enabling department heads to assess faculty performance when determining merit payments and/or merit salary increases. The Dean of Faculties’ Guidelines for Annual & Mid-term Reviews states, “These reviews must be completed before merit raises may be recommended, and never later than June 15 of each year.” At TAMCOD, annual reviews will focus on the immediately previous calendar year, and the review process must be completed by March 1 of each year.

3.1. Required Documentation: In January of each year, department heads must request that all faculty submit an Annual Faculty Self-Evaluation Report. The current version of this report will be made available to the department heads by the OAA. The report may consist of either an online form or a Word or other type of digital document that can be filled in and submitted electronically.

3.2. Process: During January and February, Faculty Self-Evaluations are produced by the faculty and reviewed by the department head or immediate supervisor, in case of administrators. The department head meets with individual faculty to discuss their progress and to provide and receive verbal feedback. The discussion should specifically address the following areas: (1) classroom and clinical instruction, and student advising; (2) research, scholarly publications, and related scholarly activities; (3) institutional and professional service; (4) plans for the coming year; and (5) the department head’s summary and recommendations. In evaluating teaching, research, and service, contributions made to support interdisciplinary and multidisciplinary programs, and contributions made to enhancing diversity should be recognized.

Ratings for faculty given by department heads should include the following categories:

Unsatisfactory: Performance does not meet requirements for the position.
Needs improvement: Performance would be improved by minor adjustments.
Satisfactory: Performance meets requirements for the position.
Excellent: Performance goes beyond requirements for the position.

After meeting with the faculty member, a written evaluation of the faculty member’s progress/performance is submitted by the department head encompassing the areas listed above using an electronic form, the Annual Evaluation Review Report, the current form of which will be provided by OAA. No faculty member may receive an overall satisfactory rating if they have not complied with all mandatory university training programs. In cases where a faculty member has been notified of a mandatory training requirement near the time of the end of the evaluation period, they shall be given 30 days to complete the requirement. Likewise, the faculty member must certify their attentiveness to safety and compliance. To satisfy these requirements the following acknowledgements must be signed and dated by each faculty member on their Annual Evaluation Review Report:

1. I acknowledge that I have completed all mandatory university training programs.
2. I will, on a continuing and timely basis, address any safety deficiencies, report any and all safety concerns to the department head, and demonstrate compliance with safety standards as defined by the Environmental Health & Safety Department.

Faculty members are also required to acknowledge receipt of the written evaluation by returning a signed copy of the document to the department head. A signed copy is to be placed in the faculty member’s personnel file. At that time, the faculty member may add a response to the written evaluation so that it may also be included in their personnel file.

On or before March 1 of each year signed copies of reviews for faculty should be forwarded to the OAA. Department heads must also provide a memo, which certifies that all faculty (tenured, tenure track, academic professional track) have been reviewed, have received feedback, and have signed a copy of their written review. In this memo the department heads should specifically indicate any tenure track faculty member who is not progressing satisfactorily toward an affirmative tenure decision. Likewise, an unsatisfactory performance evaluation for any faculty member must also be reported. The department head in collaboration with the individual must prepare a written plan for near-term improvement, which will be submitted to the OAA by an April 1 deadline. If the faculty member is tenured and an unsatisfactory performance evaluation is received, a written plan for near-term improvement must be submitted unless three consecutive unsatisfactory annual performance evaluations have been received, in which case a professional development review will be initiated (see Section 8).

Annual reviews must be completed before merit payments or raises may be recommended, and no later than March 1.

4. Mid-term Review of Tenure Track Faculty Members

Mid-term review ensures that tenure track faculty members have a clear understanding of
their current status and progress toward tenure and promotion. The University requires that all tenure track faculty members are hired with a probationary period and have a mid-term review. The University requires that both department and college-level appointment, promotion, and tenure (APT) committees, the department head, and the dean review and provide input into the formal mid-term review process.

Mandatory mid-term review may take the place of the annual faculty performance review. All items and acknowledgements mentioned in the annual review must be incorporated into the mid-term review unless already stated in a separate annual review.

4.1 Required Documentation
Department heads should meet with mid-term review candidates in the early part of the calendar year to discuss the mid-term review process. The OAA will provide each department with a list of mandatory mid-term review candidates. To conduct the review, the following items must be provided by the candidate to the OAA in the spring semester (exact date will be provided during the review year):

- A cumulative three-page statement (maximum) on the faculty member’s accomplishments, goals, and philosophies in teaching, research, and service
- A course evaluation summary (form available through the OAA)
- An up-to-date curriculum vitae (CV)
- Copies of two of the faculty member’s most significant papers published while at Texas A&M University

4.2 Process
Following submission of the materials to the OAA by the candidate, the department APT committee will review each case and provide a written evaluation and recommendation to the department head. Separate evaluation of each area (research, teaching, and service) as well as an overall assessment must be provided. The committee must not merely list the accomplishments of the candidate but rather they must provide an argument as to why the candidate is or is not on track for tenure and indicate the quality, significance, and impact of the candidate’s accomplishments. The committee must also discuss what the candidate can do to improve performance during the remainder of the probationary period. Regarding scholarly activity, the committee must specifically describe the expertise of the candidate and the uniqueness and significance of their scholarly contribution. The committee must consider the circumstances of each candidate regarding the nature and proportion of their individual assignments in teaching, research, and service. The due date for the committee report will be determined by the OAA. The department head must then submit the following items to the OAA (the deadline will be provided by the OAA each year):

One original copy in single-sided, unstapled format (folders are not needed), and one electronic copy, both in the following order:

- The department head’s written preliminary report regarding the candidate’s performance in all areas of review. This report must include arguments as to why the candidate is or is not on track for tenure and what the candidate can do to
improve performance during the remainder of the tenure period. The department head must specifically describe the scholarly expertise of the candidate and the uniqueness and significance of their scholarly contribution. This report must be signed by the department head.

- The department APT committee’s written evaluation/recommendation addressing teaching and student advising, research and scholarship, and institutional and professional service.
- Documents submitted by the faculty candidate as required by the University (in the order stated under 12.01.99.M2 University Statement 4.1).

The College of Dentistry APT Committee will then review the dossier and provide a written evaluation and recommendation to the OAA. Separate evaluation of each area (research, teaching, and service) as well as an overall assessment must be provided. The committee must not merely list the accomplishments of the candidate but rather they must provide an argument as to why the candidate is or is not on track for tenure and indicate the quality, significance, and impact of the candidate’s accomplishments. The committee must also discuss what the candidate can do to improve performance during the remainder of the tenure period. Regarding scholarly activity, the committee must specifically describe the expertise of the candidate and the uniqueness and significance of their scholarly contribution. The committee must consider the circumstances of each candidate regarding the nature and proportion of their individual assignments in teaching, research, and service.

The ADAA and the department head will meet with the candidate to discuss all recommendations and the overall outcome of the mid-tenure review. Department heads with the input of the ADAA will then prepare a report/memo for the candidate, which will receive final review and approval from the Dean of the College, before dissemination to the candidate. Candidates will acknowledge receipt of their evaluation by signing the document. The signed copy is sent to the OAA, and will be retained in the faculty member’s faculty file.

5. Review of Faculty for Promotion and/or Tenure

5.1 Criteria and Performance Measures for Appointment and Promotion
Tenure-track faculty must be evaluated for tenure and promotion based on accomplishments in each of the three major categories of performance (teaching and student advising, research and scholarly activity, and professional and institutional service), but with primary emphasis on teaching and academic advising, and the creation and dissemination of new knowledge and other creative activities, including but not limited to basic, translational, educational, and clinical research. University mandates also require awarding appropriate credit to faculty who actively work toward achieving the University’s goals in three major areas: (1) supporting multidisciplinary collaboration; (2) enhancing diversity and the climate of internationalization and related experiences at the department, college, and/or university levels; and (3) requiring appropriate attention to safety and compliance.

Imperatives for tenure and promotion in the College of Dentistry are: effective classroom
instruction including creative development of teaching materials and methods, the successful advising of undergraduate, dental, and/or graduate students, the ability to develop and sustain an independent research program, scholarly contributions primarily but not exclusively through peer reviewed publications, and evidence of high quality service/engagement at an institutional and professional level.

Although some quantitative measures of evaluation may be employed, excellence in performance is of primary importance; that is, **the quality, significance, and impact of accomplishments** are of greatest importance. All tenure track faculty will have variable amounts of teaching, research, and service as designated in their yearly appointment letters. Review for promotion must consider these relative proportions so that the weight of the evaluations of each area matches the proportion of activity in that area. For tenure and promotion, in addition to meritorious accomplishments, a high potential for continued excellence is required.

**Exceptions:** Section 4.4.1.4 of the University’s *Statement on Academic Freedom, Responsibility, Tenure, and Promotion* (University Rule 12.01.99.M2 - Section 4.4) addresses exceptions to the normal requirements for tenure and promotion.

“Exceptions to the normal requirements for tenure and promotion may sometimes be warranted. Examples would include (a) gifted and productive master teachers who are abreast of their field but who have not contributed extensively to the development of new knowledge, (b) exceptionally outstanding researchers whose teaching is merely acceptable, and (c) tenured faculty whose sustained service to the University is unselfish, distinctive and outstanding, but whose teaching and research are only acceptable. Few faculty will possess qualities such as these, but those who do deserve recognition and advancement.”

5.2 **Outside Professional Experience**

It is important that dental faculty be aware of the current state of professional practice and research. Continuing interaction with the private practice community and the academic and research community nationally and internationally is essential to a faculty member’s maintaining professional currency. Mechanisms for accomplishing this continuing development may include: limited private practice opportunities; CE courses; faculty development leaves at institutes other universities, within industry, or government laboratories; consulting activities, and activities in professional societies and accreditation agencies.

5.3 **Time of Service within Rank**

There is no firm minimum period of service required for advancement in the College of Dentistry. Rather, advancement will be based on accomplishments, which merit tenure and/or promotion. Determining the year of mandatory consideration for tenure track faculty is calculated as follows:

**Calendar year hired + Probationary period – 2 years = Tenure Consideration Year**

Normally, one academic year is required for preparation and processing of cases for
promotion and/or tenure. Successful recommendations will result in the advancement becoming effective at the beginning of the following academic year (i.e., September 1).

5.4 Identifying Candidates for Tenure and/or Promotion Consideration
The department head and/or the department APT committee should identify candidates for tenure and/or promotion by the end of January of each calendar year. Candidates themselves may also propose going up for promotion following consultation with the department head. The OAA will send a memo to all faculty below the level of Professor to ask them if they would like to be considered for promotion. Tenure track assistant professors will also be informed if they are up for mandatory tenure review. Once candidates are identified, department heads will inform the OAA, who will provide each potential candidate with a copy of the current tenure and promotion procedures and guidelines of the College of Dentistry and of the University (also available from the Dean of Faculties’ website: dof.tamu.edu).

5.5 Required Documentation
Department heads should meet individually with candidates to discuss the process. The OAA will provide each candidate with documentation describing how to prepare and submit the required items to the OAA. Yearly deadlines will also be provided. The process and the required documents are described in detail in the yearly edition of the Promotion and Tenure Packages Submission Guidelines available from the TAMU Dean of Faculties website: dof.tamu.edu.

The department head should make it clear to the candidate that these materials may be updated by documentation in a memo at any stage of the process, prior to final submission to the Office of the Dean of Faculties, and that updates should be signed and dated by the candidate.

5.6 Solicitation of External Reviewers
To better facilitate the solicitation of input from external reviewers for tenure and promotion cases, the process should begin as early as possible. Department heads are required to review all potential external reviewers to ensure they are from recognized peer institutions/programs or better and are clear leaders in the field. In addition, individuals with whom the candidate has had a close working relationship, such as the candidate’s faculty advisor, post-doctoral advisor, or frequent co-author must not be used as reviewers. Letters from former students are irrelevant except as supportive documents for the teaching evaluation. The candidate may also include a do-not-contact list. Contact with individuals requesting their service as a reviewer will be in the form of a personal letter from the OAA. The department head may make telephone or email inquiries to potential reviewers prior to the letter request. This letter, along with selected materials for review, will be sent to external reviewers as early as possible in the review cycle, thus it is imperative that the candidate does not delay in the preparation of these materials.

The College expects a minimum of five letters, with a roughly equivalent number of letters received from reviewers selected by the department head and letters received from reviewers selected by the candidate (2 to 3 or 3 to 2). The OAA should request no more than eight letters in the initial solicitation, ideally half from the candidate’s selections and half
from the department selections. The letters will be collected and made available to the department APT committee and the department head by the OAA.

The solicitation letter must use the template developed by the Office of the Dean of Faculties and available on the website (http://dof.tamu.edu/dof/media/PITO-DOF/Forms/DOF-Tenure%20and%20Promotion/External-Reviewer-Solicitation-Letter-2018.pdf).

At no time is the candidate to inquire about the status of the reviewers he or she nominates or to contact them.

5.7 Process
All external review letters received by the deadline, along with the other items submitted by the candidate to the OAA, will be made available to the department APT committee for review. Confidentiality of hard copy and electronic files should be maintained throughout the process. Signed and dated memos to the ADAA with updates by the candidate (see Promotion and Tenure Packages Submission Guidelines) will be distributed immediately to the committee members, and will be incorporated into the candidate’s original dossier by the OAA.

The department APT committee should meet to discuss and vote on each candidate. This committee also prepares teaching, research, and service peer evaluations as required for the dossier addressed to the department head. The committee should not merely list the accomplishments of the candidate but rather they should provide an argument as to why the candidate is or is not acceptable for promotion and/or tenure and indicate the quality, significance, and impact of the candidate’s accomplishments. Regarding scholarly activity, the committee must specifically describe the expertise of the candidate and the uniqueness and significance of their scholarly contribution. The committee must consider the circumstances of each candidate regarding the nature and proportion of their individual assignments in teaching, research, and service.

The department head prepares a separate recommendation addressed to the Dean evaluating the candidate’s teaching, research, and service. This document must also:

- Provide a general basis for strengths and weaknesses of the candidate.
- Describe the expertise of the candidate and the quality, significance, and impact of their contributions in all areas.
- Provide the context of this particular case within the department.
- Explain special considerations (i.e., early promotion/tenure, special hiring circumstances).
- Explain any mixed or negative votes if not explained in the committee’s report.
- Explain the department head’s vote. If contrary to the department committee’s recommendation, detailed arguments should be provided explaining this difference.

Other considerations itemized in section 7.3 should also be addressed. The OAA will then pass the completed dossier to the College of Dentistry APT Committee for their
evaluation and recommendation as described in the committee bylaws appended to this document. The committee should not merely list the accomplishments of the candidate but rather they should provide an argument as to why the candidate is or is not acceptable for promotion and/or tenure and indicate the quality, significance, and impact of the candidate's accomplishments. Regarding scholarly activity, the committee must specifically describe the expertise of the candidate and the uniqueness and significance of their scholarly contribution. The committee must consider the circumstances of each candidate regarding the nature and proportion of their individual assignments in teaching, research, and service.

Following review by the college committee, the dossier including the college committee’s report will be submitted by the OAA to the Dean of the College of Dentistry for his recommendation prior to submission to the Dean of Faculties office at TAMU as described in the University documents listed at the beginning of this document.

The department head is responsible for notifying each candidate of the outcome at every level, including the department committee’s recommendation, the department head’s recommendation, the College of Dentistry’s APT Committee’s recommendation, the dean’s recommendation, the provost recommendation, the president’s recommendation for tenure and promotion, and ultimately the Board of Regents decision for tenure. The OAA will notify the department heads of decisions at the college, university, and system level so that they can relay that information to the candidate.

5.8 Academic Professional Track Promotion
Promotions among the academic professional track faculty should be initiated in the same timeframe and manner as stated for tenure track faculty. An academic professional track faculty member may engage in one or more academic activities, but in general they are evaluated in one of the two main areas of teaching or research. All candidates are also evaluated in service. For non-tenure track faculty primarily engaged in clinical or teaching activities, research and/or other scholarly activates may be considered as part of their evaluation in teaching, especially if the scholarly activity is pertinent to maintaining excellence in their area of instruction or is of value to the overall academic excellence of the College. The number of external reviewer letters can be reduced to a minimum of three (3) for academic professional track faculty, but should strongly address the performance and impact of the candidate’s academic activities.

6. College Appointment, Tenure, & Promotion (APT) Committee
University Rule 12.01.99.M2, section 4.6.3 states, “In conducting tenure and/or promotion reviews, the dean shall draw upon the advice and counsel of a college-wide tenure and promotion committee.” At the College of Dentistry, this committee is the APT Committee. The structure and procedures of the College APT Committee are described in the bylaws of the Committee, which are attached to this document as an appendix and are available on the College’s website.

7. Department Appointment, Tenure, & Promotion (APT) Committees
7.1 Selection and Structure
Department APT committees shall consist of five faculty members of the College of Dentistry, who have already achieved at least the rank of the candidate up for promotion. Tenured faculty may serve on committees for faculty on academic professional track lines, but not vice versa. Three academic professional track committee members and two tenured committee members must be included in the department committee for non-tenure track faculty promotions. Faculty on department committees may be from other departments in the COD if faculty, who meet the above requirements, are not available in the candidate’s department. In all cases, committees will be appointed by the department head. The department head shall also appoint the chair of the committee. In some cases, two committees may be appointed by a department head within a single cycle if required to review candidates in both the tenure and academic professional tracks. In the case of budgeted joint appointments, both departments must conduct a full review. In cases where faculty are paid by administrative units within the College but have significant teaching, research, and/or service commitments, promotion is possible but will be conducted through the faculty member’s ad loc’ed academic department.

7.2 Operation of the Department APT Committee
The department APT committee shall perform (1) mid-term reviews for tenure-track faculty members, and (2) all other reviews related to promotion and/or tenure for tenure-track and academic professional-track department faculty. Prospective faculty members who are being hired with tenure on arrival must also be reviewed by this committee. If, as a result of an annual performance review, a tenure-track faculty member is recommended by the department head for non-reappointment prior to their mandatory tenure review, he or she must be reviewed by the committee and the results of this review must be submitted through the department head to the ADAA with the recommendation for non-reappointment.

For the tenure and promotion processes, the department APT committee is charged with:

- Review and evaluation of the candidate’s dossier.
- Preparing separate written peer reviews on each candidate’s teaching, research, and service. The authorship of these documents should be clearly delineated, and all authors should sign.
- Preparing a complete overall report and recommendation explaining the committee’s vote and reasoning for their recommendation, and in the case of mid-term tenure review, an overview of the candidate’s progress and impact as it relates to their suitability for eventual tenure and/or promotion. For further details, see sections 4.2 and 5.7 of this document. This document is to be signed by all committee members.

No individuals other than the committee members shall be present during the committee's final deliberations, nor shall they be present during voting. Since the committee is viewed as advisory to both the department head and the dean, its vote should be independent of any action by the department head. Hence, the department head should not be present during committee discussions or voting.

A secret ballot should be used to record the committee’s vote that will be reported by the committee chair to the department head and the OAA. The votes should be counted and the results should be announced to the committee immediately. All committee members
should be present although absentee ballots may be used at the discretion of the committee chair. Committee members may not abstain from voting.

### 7.3 Department APT Committee Report – Further Considerations

- The department APT committee report should address the areas of teaching, research, and service. The report should also include information regarding the faculty member’s contributions to multidisciplinary collaborations, technology commercialization, and enhancing diversity and the climate of internationalization and related experiences at the department, university, and/or college levels. The committee must summarize its conclusions concerning each candidate with sufficient information for the department head, college administration, and university administration to understand the reasoning behind their recorded vote. A mixed vote would require further explanation of both the candidate’s demonstrated abilities, and the committee’s concerns. For further details, see sections 4.2 and 5.7 of this document.

Other considerations for the department committee report are:

- **Authorship of the final report** is to be made clear and the report is to be signed by all committee members.

- University guidelines recommend that this statement: “The opinions and conclusions stated in this report regarding the candidate accurately reflect the views of the APT committee,” appear at the end of each report.

- **Authorship protocol** must be addressed by the department committee or by the department head, especially relating to ordering of authors and how team members contribute in order to be listed as a coauthor.

- **Quality and impact.** Department committees and department heads should be mindful of the multiple audiences who review the APT files and need to address “quality and impact” factors within their specific disciplines. Assume the audience is unfamiliar with the field. Some example areas: the importance of an award or citation; service and/or election to a professional organization; why published conference papers may be more significant than journal publications.

- **Acronyms** should be defined at first use, i.e., International Association for Dental Research (IADR). Again, assume the audience is unfamiliar with the field.

- **Identification of Courses.** If reference is made to a course, use the complete title of the course and its number in the initial reference.

### 8. Post-tenure Review

The College of Dentistry conducts post-tenure review of tenured faculty members in accordance with University Standard Administrative Procedure 12.06.99.M0.01.

#### 8.1 Frequency and Incorporation with the Annual Review Process: The periodic peer evaluation portion of post-tenure review of performance occurs no less frequently than once every six years. As described in the TAMU document, annual reviews leading to ratings of unsatisfactory require written short-term plans to improve performance, which must be submitted to the Dean through the OAA. In addition, a professional development review must be initiated following three consecutive overall unsatisfactory annual
evaluations or three consecutive unsatisfactory annual reviews in either teaching, research, or service by the department head. In such cases, the department head will provide a list of reasons why the annual evaluations resulted in "unsatisfactory" determinations. Full time administrative appointees who step down from their positions (e.g. Deans, Associate Deans, Department Heads, etc.) and return to their respective home departments will be subject to periodic peer evaluation following a period of six years to allow time for re-adjustment to full academic duties and responsibilities, unless there are unsatisfactory annual evaluations after which a written short-term plan (one unsatisfactory annual review) or a professional development review (three consecutive unsatisfactory annual reviews) should be initiated. Yearly timelines for post-tenure review will follow the overall collage APT calendar; specific dates will be provided each year by the OAA.

8.2 Materials for submission: Faculty members being reviewed will provide the OAA with past six years of annual self-evaluations, an up-to-date CV, and a summary statement on the accomplishments and goals related to teaching and advisement, research and scholarship, and institutional and professional service. This statement should not exceed three single-spaced pages. All faculty members must submit appropriate documentation of effectiveness and excellence in teaching consistent with the portion of their effort dedicated to teaching. Evidence of quality of research should also be provided. This information may be contained in the annual self-evaluations but the faculty member may provide additional information at their discretion.

8.3 Procedures: The OAA will administer the post-tenure review process, which will consist of a college APT committee review. Review committees must contain members at or higher than the rank of each individual under review. Overall rules for the college committee are the same as listed in Section 7. The APT committee will review the submitted materials and prepare a written evaluation of the faculty member’s activities for the Department Head, providing an evaluation in the categories of teaching, research, service, and an overall evaluation. The standards for the reviews follow the criteria described in Sections 5 and 7 of this document.

8.4 If evaluations in all areas are satisfactory, the faculty member will be subject to periodic peer review again in six years or following three unsatisfactory annual evaluations by the department head. If deficiencies are identified with a resulting unsatisfactory review in any area, the, the College committee will elaborate the deficiencies in writing and submit the report to the faculty member, the department head, the dean and the Dean of Faculties. The dean will then appoint a Professional Review Committee as described in University Standard Administrative Procedure 12.06.99.M0.01. A Professional Review as described in Part 3.1. will be conducted. The review will result in one of three outcomes: “no deficiencies identified”; “some deficiencies are identified but are determined not to be substantial or chronic;” or “substantial or chronic deficiencies are identified.” If substantial or chronic deficiencies are identified, the Professional Review Committee will elaborate the deficiencies in writing, and a copy will be provided to the faculty member, the department head, the dean, and the Dean of Faculties. The faculty member, the Professional Review Committee, and the department head shall then work together to draw up a Professional Development Plan acceptable to the dean. The outcome of the
plan will be monitored and assessed as described in University Standard Administrative Procedure 12.06.99.M0.01. During the course of the plan, a progress report must be submitted by the faculty member to the department head for discussion every six months. Progress reports due in the early part of the calendar year when annual reports are due may be integrated into the annual report. The progress reports will be forwarded from the department head to the Professional Review Committee and the dean. At the College of Dentistry, the length of Professional Development Plans will normally be two years but can extend to three years in select cases if recommended by the Professional Review Committee and/or the department head. Final evaluation will be conducted as described in University Standard Administrative Procedure 12.06.99.M0.0.
A. Teaching

Teaching comprises a large part of the central mission of the College of Dentistry. It is related to and supported by scholarly activity and service. The criteria for teaching effectiveness that shall be considered in evaluation are teaching qualities, educational innovation, impact upon students, and degree of teaching responsibility. Evaluation of teaching does not lend itself solely to quantitative measurement. Multiple sources of information and methods must be considered in the assessment of teaching. Appropriate input from students, graduates, peers, department/division heads and other sources help maximize the validity of the value judgment.

1. Teaching qualities

The foundation of quality teaching is mastery of the subject, including the spectrum of current literature in one’s discipline. Essential components of teaching are: the use of appropriate methods of instruction; effective planning and organization; clarity of written, oral, and visual presentations; rapport with students of all abilities; effective questioning and group facilitation skills; stimulation of critical thinking and problem solving; modeling professionalism; mentoring students; using appropriate methods of evaluation; and providing adequate feedback to students. Teaching should be carried out with enthusiasm and energy.

2. Educational innovation

Teaching excellence includes some degree of innovative effort. Innovations in teaching must accomplish more than mere change. Rather, new methods should demonstrate measurable advantage over those previously used. Examples of innovations in teaching are taking advantage of new technology to improve teaching effectiveness; developing new learning experiences, courses, programs, or curricula; developing unique methods to evaluate student learning, skills, and professionalism; and developing methods to evaluate individual teaching, courses, or curricula.

3. Impact upon students

A positive impact of teaching on students should be the primary educational goal of each faculty member. Increased knowledge, skills, and professional attitudes and values result from effective instruction. The ultimate outcome of effective teaching is students achieving competency that leads to proficiency and finally mastery of their chosen profession.

4. Degree of teaching responsibility

The degree of responsibility assigned to a faculty member and the extent to which the faculty member’s responsibilities contribute to the teaching programs of the College must
be a consideration. More weight should be given to directing a course or having primary responsibility for a teaching program than merely presenting lectures in a course or serving as a laboratory or clinical instructor. It is expected that faculty members will assume more responsibility for teaching as they gain academic experience.

5. Scholarship and teaching

Academic professional track faculty are encouraged to participate in scholarly activities that improve their teaching skills and contribute to the knowledge base in their content area. These activities may include involvement in research related to the content or method of instruction, and the publication or dissemination by other means of new and innovative teaching materials and content.

B. Scholarly Activity

Scholarly activity comprises the other essential part of the central mission of the College of Dentistry and has two forms: (1) the compilation, synthesis, and transmission of current knowledge, and (2) the generation of new knowledge through original research and publication of the findings. All faculty in the tenure track must engage in scholarly activity, and faculty in academic professional track should participate in scholarly activity to enhance their teaching. To be granted tenure a faculty person must engage in the generation of knowledge through original research and publication of the findings. The other forms of scholarly activity are of significant importance and lend substantial support to a candidate’s application for tenure. It should be understood that a record of manuscript publication and dissemination of knowledge in refereed journals or books or other formats is necessary. Prehiring publications will be considered, however, the major emphasis will be on publications since hiring or last promotion. As per TAMU guidelines, patents will be given equal weight to publications. In all instances, the quality of the scholarly activity, as judged by authorities in the field, will be the critical measure.

1. Compilation, synthesis, and transmission of current knowledge

All scholarly activity supports teaching and professional service. The compilation, synthesis, and transmission of current knowledge is one aspect of this activity that contributes to and advances scholarship. Such scholarly work may take many forms. Activities that support teaching and/or service may include: the publication of textbooks, book chapters, review articles, case reports, technical and clinical procedures, and instructional materials, videos, teaching manuals and syllabi; the development of new continuing education courses; the editorship of professional journals; integration and synthesis of translational and clinical approaches to particular dental problems; compilation and comparison of teaching materials or curricula; marketing of new methods and techniques in education, instrumentation, and technology; and collaborative projects with other units within the University, and other institutions. Academic professional track faculty are encouraged to participate in scholarly activity that improves their teaching skills and contributes to the knowledge base in their content area.
2. Research and publication

Research is the generation of new knowledge through use of the scientific method. Such research may be basic, behavioral, translational, and/or clinical. It is most frequently expressed as manuscript publication in refereed scientific journals or books, and the acquisition of extramural funding for research support. Patents will be counted as publications during review.

A reasonable and consistent level of research productivity is required; however, it is the quality of the investigative activity that is of primary importance in evaluation. The quality of research can be most readily measured through two peer review mechanisms: publications in refereed journals and books and the acquisition of grant funds from sources that evaluate proposals using a quality peer review system. It is recognized that quality research can be conducted without the support of peer reviewed grant awards, and that publications/grants may be co-authored.

Additional demonstrations of the research record, which also show the faculty member’s recognition in their discipline, may include: invitations to present one’s research at other universities or major scientific meetings; appointment as a section or symposium chairperson; receipt of awards or other special recognition for outstanding research; appointment to grant review committees such as NIH study sections; participation in faculty leaves.

C. Service

Service is related to those activities that pertain to one’s role as a professional and as a College of Dentistry/University faculty member. Faculty effort in this area of evaluation may include programs and services, professional activities, and patient care.

1. Institutional programs and services

All faculty members must share the work necessary to maintain the operation of the institution. Furthermore, faculty are expected to contribute to the growth of the institution through efforts that are aimed at improving programs and services.

Examples of activities that relate to institutional programs and services are: membership on committees or other assignments within the University and College; leadership roles in curriculum reform, development, and implementation; contribution to faculty governance; participation in institutional, departmental/division, or program strategic planning; participation in student recruitment activities; development of or participation in diversity programs; participation in faculty recruitment; conducting faculty development programs; providing in-service seminars, continuing education, and training; participation in quality control; participation in assessment programs; and setting up educational displays in and outside of the College.

2. Professional activities
Faculty should contribute to the maintenance and growth of their profession. The state, the profession, and the general public depend on the TAMCOD for help in maintaining state-of-the-art health care delivery in this area. Continuing education is both an instructional and public service activity that the College is uniquely positioned to provide. Finally, the faculty are encouraged to serve the community at large in a professional capacity that enhances the stature of the College of Dentistry.

Examples of professional activities are: membership in and contribution to professional organizations (includes offices held); organization of symposia; consultant to professional journals as a manuscript reviewer, etc.; consultant to accrediting and other educational review boards; membership on boards and committees in the community-at-large in a professional capacity; presentation of continuing education programs; and invited presentations at academic and professional groups.

3. Patient care

Faculty members (DDS/DMD) are expected to provide exemplary patient care that is respected by patients and peers both within the College of Dentistry and in the professional community.

Examples of activities relating to patient care include: certification by specialty board; awards or certification that recognizes clinical expertise; referral of patients from within and outside the College of Dentistry; expression of confidence and respect from patients and clinical staff; consultation as requested by other faculty members; application of current methods in patient care; membership on specialty examining boards; service as a consultant on patient care (third party groups, courts, health organizations); development and participation in health care service to community programs.

General Guidelines

Examples of types of activities which are consistent with the general guidelines follow for the three academic activities essential to the mission of the TAMCOD. Fulfillment of all items in an academic category is not a requirement for appointment, promotion, or tenure. It is also important to understand that interpretation of these guidelines must pay due regard to the difficulties inherent in quantifying academic performance. Evidence must also be presented to indicate a commitment to maintain the level of competence in teaching and/or research.

A. Teaching (Assistant to Associate Professor)

1. Is effective as a teacher and mentor as evidenced by mastery of both content and method and documented by student and faculty evaluation.
2. Is responsible for design, organization, coordination, and evaluation of a course, or a series of lectures, and/or for curricular improvements.

3. Is recognized as an exemplary scientist or clinician whose teaching activities can be documented as providing a positive role model for students.

4. Is effective as a supervising professor for post-doctoral/advanced education students.

5. Demonstrates innovation in teaching methods and production of texts, educational “software”, etc. and the production of new knowledge through research in the teaching content area.

6. Participates in student guidance and counseling.

7. Responsible for the development of continuing education or other professional programs, or is an invited speaker.

Scholarly Activity (Assistant to Associate Professor)

1. Demonstrates initiative, independence, and sustained scholarly activity in research.

2. Publishes research findings and scholarly papers in refereed professional journals or books. (It is recognized that publications/grants may be co-authored.) Obtains patents.

3. Presents research and scholarly findings at professional meetings.

4. Obtains funding for research or other scholarly activities.

5. Serves on thesis or dissertation committees or other research review boards.

Service (Assistant to Associate Professor)

1. Provides administrative responsibility for a service or specific area of patient care or teaching for which peer recognition can be documented.

2. Chairs or serves on committees within the department, College, University, and/or affiliated institutions.
3. Provides consultation to other departments or schools within the University and to local, state, regional, or national organizations of institutions that seek to benefit from the candidate’s experience.

4. Conducts ad hoc review of manuscripts and grants; serves on extramural grant review committees or editorial boards of scientific or professional journals.

5. Performs a key administrative role in patient care, research, or teaching activities within a department or division.

6. Provides service as a health educator for the community.

7. Maintains active membership and participates in key organizations of the individual’s discipline.

B. Teaching (Associate to Professor)

1. Sustained and outstanding performance of the examples cited for the Associate Professor level.

2. Leadership through design, organization, coordination, and evaluation of a course or courses (undergraduate, graduate, or continuing education); administrative responsibility at the school or department/division level for curriculum; supervision of staff teaching within a course, department/division, or school.

3. Invitations as visiting professor at other institutions.

4. Responsibility for student mentoring, guidance, and counseling as well as consultation to student organizations and groups within and outside the TAMCOD.

5. Sustained recognition as an exemplary scientist, teacher, mentor, or clinician whose activities can be documented as providing an positive role model for students.

6. Publication of educational works and new content area knowledge in relevant journals or books.

Scholarly Activity (Associate to Professor)

1. Is senior or responsible author of papers published in refereed professional journals or other media. (It is recognized that publications/grants may be co-authored.)

2. Published research forms an important body of work that is nationally or internationally recognized.
3. Receives funding as a principal investigator for research and/or serves an essential role as a coinvestigator in collaborative research.

4. Invitations to participate at national or international professional or scientific meetings.

5. Invitations to preside over sessions at national or international professional or scientific meetings.

6. Recognition for excellence in research by professional or scientific institutions or organizations.

7. Serves as chair of thesis or dissertation committees.

Service (Associate to Professor)

1. Appointment to responsible positions within the institution or its affiliates. (chairs a committee, department, or division; membership on major decision-making College/University committees)

2. Recognition as an authority by other schools and departments within the University and by local, state, regional, or national organizations or institutions.

3. Senior administrative responsibility for a service or specific area of patient care or clinical teaching.

4. Consultant to, or serves on, government review committees, study sections, or other national review panels.

5. Serves as an officer or committee chair in professional or scientific organizations.

6. Serves on editorial boards of professional scientific journals.

7. Election to responsible positions on civic boards or organizations concerned with health care issues at the local, state, regional, national, or international levels.
Office of Graduate and Professional Studies

PROPOSAL APPROVAL FORM FOR
THESIS, DISSERTATION, OR RECORD OF STUDY
Full proposal should be attached

This form must be approved by OGAPS no later than 20 business days prior to submitting the Request and Announcement of Final Examination.

STUDENT INFORMATION

Name_________________________________________   UIN_____________________________________________
Mailing Address________________________________    Major____________________________________________
Email Address__________________________________
*Signature_____________________________________
Date__________________________________________
Chair Name____________________________________    Chair Email_______________________________________

PROPOSAL INFORMATION

I submit for approval the following research proposal for my:   __thesis        __dissertation  __ record of study
Tentative Title: ____________________________________________________________________________________
_________________________________________________________________________________________________

Check each category below and provide the requested protocol or permit numbers, if research in your proposal includes any of these items.
This is not an all-inclusive list of all possible required compliance approvals, so check the website* below for full information.

<table>
<thead>
<tr>
<th>Human Subjects</th>
<th>Biosafety</th>
<th>Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes  No</td>
<td>Yes  No</td>
<td>Yes  No</td>
</tr>
<tr>
<td>☑ ☐ Human subjects (including survey data)</td>
<td>☑ ☐ Human tissue/cell lines Recombinant DNA (e.g., viral vectors, recombinantly modified cell lines, or transgenic animals, plants, or insects)</td>
<td>☑ ☐ Vertebrate animals</td>
</tr>
<tr>
<td>☑ ☐ Human tissue/cell lines - If yes, were the tissues/cell lines commercially available?</td>
<td>☑ ☐ Agents infectious to humans, animals or plants</td>
<td>☑ ☐ Animal tissues/cell lines - If yes, were the tissues/cell lines commercially available?</td>
</tr>
<tr>
<td>☑ ☐ Protected health information</td>
<td></td>
<td>☑ ☐ Yes ☐ No</td>
</tr>
</tbody>
</table>

*Please enter the protocol number below if you have answered YES to any of the questions above.
The student’s name must be included on any required IRB or IACUC protocols and/or the IBC permit if it describes BSL-2 or BSL-3 activities.

List the IRB protocol number(s) (20XX-XXX):
List the IBC protocol number(s) (20XX-XXX):
List the IACUC protocol number(s) (20XX-XXX):

*Additional information can be obtained at [http://rcb.tamu.edu](http://rcb.tamu.edu) (click on “Obtain Approval” link) or by calling the Office of Research Compliance and Biosafety, Division of Research, at 979.458.1467.
The Proposal Form is necessary to document the following:

1) The approval of the research project by the advisory committee and head of the major department
2) The student’s awareness and action to address any and all compliance issues for research involving human subjects, animals, infectious biohazards and recombinant DNA, with the office of Research Compliance and Biosafety prior to conducting research

**PLEASE NOTE:** Approved copies of this document will not be sent to the student, or committee members. Please view documentation of approval in My Record through [www.howdy.tamu.edu](http://www.howdy.tamu.edu) .
This document provides a list of potential key words for activities that may require compliance review. This list is not intended to be exhaustive, but can be used as a compliance tool. It should not be relied upon exclusively. Questions should be directed to the appropriate research compliance and biosafety program.

### RED FLAGS: Animals Use, Human Research, Biohazards/Select Agents, Export Controls, Good Laboratory Practices

#### Animals • [http://rcb.tamu.edu/animals](http://rcb.tamu.edu/animals) • 845.1828 • animalcompliance@tamu.edu
- vertebrate animals
- animal tissues or antibodies (polyclonal or monoclonal)
- animal cell lines
- genus or species (refer to species list in iRIS)
- euthanasia or carcasses
- field study or wild capture
- feed lot/agriculture/livestock

#### Biohazards • [http://rcb.tamu.edu/biohazards](http://rcb.tamu.edu/biohazards) • 862.4549 • biosafety@tamu.edu
- infectious, pathogen, virulent
- transgenic, recombinant, cloning, gene, mutant
- DNA or RNA
- biological agents (e.g. bacteria, rickettsia, fungi, viruses, protozoa, parasites, prions) that may cause disease
- ATCC, AddGene
- culture, decontamination, disinfection
- biosafety cabinet, autoclave, incubator, centrifuge
- Toxins of biological origin
- aerosolization
- viral vectors, plasmids
- human cells, cell lines
- Non-human primate cells or cell lines
- also check the list of agents in iRIS

#### Human Research • [http://rcb.tamu.edu/humansubjects](http://rcb.tamu.edu/humansubjects) • 458.4067 • irb@tamu.edu
- case report studies*
- clinical investigations
- focus groups and interviews*
- innovative or novel procedures, treatment, or instructional methods*
- internet research
- in vitro device studies
- oral histories*
- pilot studies
- professional recognition
- quality assurance and quality improvement activities
- repositories, registries, or other specimen or record-keeping mechanisms (i.e. data, specimens)*
- self-experimentation
- standard diagnostic or therapeutic procedures*
- student-conducted research
- surveys
- For items with an asterisk (*), please refer to HRP-093 - SOP
- "Activities that Require IRB Review"

#### Export Controls • [http://export-controls.tamu.edu](http://export-controls.tamu.edu) • 862.6419 • exportcontrols@tamu.edu
- Research is intended for military, nuclear, or space purposes
- International collaboration
- Encryption software
- Use of the word(s): controlled, export controlled, classified, proprietary
- International travel or transfer of technology, items, chemicals, or biologicals abroad
- Transactions involving embargoed countries (North Korea, Iran, Sudan, Syria, and Cuba) or individuals or entities in these countries
- Restrictions against or approvals required for foreign national participation/access
- Pre-approval rights over publications reserved by the sponsor of the research beyond that which is generally permitted

#### Good Laboratory Practices • [rcb.tamu.edu/glp](http://rcb.tamu.edu/glp) • 845.1263 • glp@tamu.edu
- FDA or EPA product approval
- Product safety
- Biocompatibility study
- Pre-clinical trial
- 21 CFR Part 58 (FD&CA) Food, Drug, and Cosmetics Act
- 40 CFR Part 160 (FIFRA) Federal Insecticide, Fungicide, and Rodenticide Act
- 40 CFR Part 792 (TSCA) Toxic Substances Control Act

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**Note:**

This list is not intended to be exhaustive, but can be used as a compliance tool. It should not be relied upon exclusively. Questions should be directed to the appropriate research compliance and biosafety program.
1 PURPOSE
1.1 This SOP establishes the process to determine which activities require Texas A&M University Institutional Review Board review.
1.2 The SOP begins when planning or preparing for any research activity or clinical investigation activity that involves human subjects.
1.3 The SOP ends when IRB involvement in the TAMU research or clinical investigation activity is determined.

2 REVISIONS FROM PREVIOUS VERSION
2.1 None

3 SOP STATEMENT
3.1 This SOP covers all human subjects' research including preparatory to research activities that involve interventions or interactions with living individuals (e.g. advertising, recruitment, and/or screening of potential subjects for research) and/or accessing or obtaining identifiable, private information from or about living individuals for the purpose of conducting research (e.g., review of existing records).
3.2 In this SOP, human research means any research or clinical investigation that involves human subjects as defined in SOP: Definitions (HRP-001).
3.3 When there is any question about whether or not an activity is Human Research the investigator will send a request for a Human Subjects Determination. The request must be submitted through the electronic submission system, iRIS. Requests sent through other mechanisms (email, phone, fax) will not be processed.

4 RESPONSIBILITIES
4.1 Investigators perform these procedures.

5 PROCEDURE
5.1 Investigators should review guidance on whether an activity is human research. See SOP: Definitions (HRP-001) and WORKSHEET: Human Research (HRP-310).
5.2 Investigators should submit their activities to the IRB for a determination whenever the activity involves human subjects or their identifiable private information.
5.3 Investigators should submit their activities to the IRB for a determination when they anticipate that correspondence from the IRB will be required to satisfy funding agency requirements or for presentation and publication purposes.
5.4 The following table is a general guide that provides a list of activities that may or may not require IRB review. Other activities not on the list may also represent human subjects research.
5.5 When unsure if the activity is or is not human subjects research, contact the IRB.
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DESCRIPTION</th>
<th>IRB Determination Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cadaver or autopsy material or specimens</td>
<td>Research involving deceased individuals does not require IRB oversight.</td>
<td>NO</td>
</tr>
<tr>
<td>Case Report Studies</td>
<td><strong>Retrospective</strong> review of a patient’s medical record with intent to document a specific situation or the experience of an individual without intent to form a research hypothesis, draw conclusions or generalize findings. Data is de-identified.</td>
<td>NO if using only 1-2 records. YES if using 3 or more records.</td>
</tr>
<tr>
<td></td>
<td><strong>Prospective</strong> case study with clear intent, before recruiting or interacting with the participant, to use that data for publication or presentation.</td>
<td>YES</td>
</tr>
<tr>
<td>Classroom Assignments/Activities</td>
<td>Normal educational activities designed to teach students methods or demonstrate course concepts AND the activities are not designed to create new knowledge AND are not generalized or presented outside the classroom.</td>
<td>NO</td>
</tr>
<tr>
<td>Clinical Investigations</td>
<td>Experiments using a test article on one or more human subjects that are regulated by the Food and Drug Administration or support applications for research or marketing permits for products regulated by the Food and Drug Administration. Products regulated include foods (dietary supplements that bear a nutrient content claim or a health claim, infant formulas, food and color additives), drugs for human use, medical devices for human use, biological products for human use, and electronic products used on humans.</td>
<td>YES</td>
</tr>
<tr>
<td>Focus Groups and Interviews</td>
<td>When discussing personal experiences or opinions and/or the focus is on people (e.g. what do you think about your supervisor's communication skills)</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>When discussing non-human topics and the focus is on things instead of people (e.g. discussions on the differences between product A and product B)</td>
<td>NO</td>
</tr>
<tr>
<td>Innovative or Novel Procedures, Treatment, or Instructional Methods</td>
<td>Systematic investigation of innovations in diagnostic, therapeutic procedure or instructional method in multiple participants in order to compare to standard of care or normal procedure. The investigation is designed to test a hypothesis, permit conclusions to be drawn, thus to develop or contribute to generalizable knowledge.</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>The use of innovative interventions that are designed solely for therapeutic purposes to enhance the well-being of an individual patient with a reasonable expectation of success. The intent of the intervention is to provide diagnosis, preventive treatment, or therapy to an individual patient. Research is not involved.</td>
<td>NO</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Determination</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Internet Research</td>
<td>Online websites set up for the purposes of collecting data regarding a particular topic. This may include the completion of questionnaires/surveys, personal data, etc.</td>
<td>YES</td>
</tr>
<tr>
<td>In Vitro Device Studies</td>
<td>Current FDA guidance indicates that IRB review is required for any IVD study involving human specimens/samples, even when the research involves no identifiers and the biological materials cannot be linked to any identifying information.</td>
<td>YES</td>
</tr>
<tr>
<td>Literature Review</td>
<td>An assessment of a body of published research that addresses a research question. Identifies or summarizes what is already known about an area of study or may identify questions a body of research does not answer.</td>
<td>NO</td>
</tr>
<tr>
<td>Oral Histories</td>
<td>Oral histories represent a technique that usually involves a series of taped interviews with participants regarding a particular historical event or period. When the focus is a recollection of societal or institutional events rather than the interviewee subjective perceptions then the project is not usually human subjects research.</td>
<td>NO</td>
</tr>
<tr>
<td>Oral histories that involve the testing or confirmation of a hypothesis or the subjective perceptions of the interviewees may be human subjects research.</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Pilot Studies</td>
<td>Pilot studies that meet the definition of human research, regardless of the number of subjects enrolled or the duration of the studies.</td>
<td>YES</td>
</tr>
<tr>
<td>Professional Recognition</td>
<td>Employees or agents of TAMU involved in human research projects carried out at other locations when the services performed merit professional recognition or publication privileges.</td>
<td>YES</td>
</tr>
<tr>
<td>Quality Assurance (QA) and Quality Improvement (QI) Activities</td>
<td>Systematic, data-guided activities designed to implement promising ways to improve outcomes, system performance or professional development - The activity usually occurs within standard of care or normal educational or business practices confined to the local setting. Guidance: Intent is only one element considered. The activity often involves an iterative process that may change over time in response to ongoing feedback. The plan may include mechanisms for assessment, intervention, analysis and implementation. One-time activities designed to meet personal educational requirements are generally not QA or QI. Since QI and research often overlap all investigator initiated QI/QA projects should be sent to the IRB for a determination.</td>
<td>YES – must have a determination</td>
</tr>
<tr>
<td>Proposed QI/QA activities that may have research intent, address a specific deficit in scientific knowledge or are intended to be generalized beyond the local setting require submission to the IRB for a determination.</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Repositories, Registries or other specimen or record keeping mechanisms (e.g., data, specimens)</td>
<td>Proposed activity involves accessing a storage site, data bank, repository or mechanism by which identifiable human tissue, blood, genetic material, records or data will be obtained.</td>
<td>YES</td>
</tr>
<tr>
<td>Proposed activity involves accessing stored human tissue, blood, genetic material or data that will be de-identified by study personnel at the time of collection or when the investigator will retain a code or link that enables re-identification of data or specimens.</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Proposed activity involves accessing data or specimens from a commercial or IRB controlled repository where the investigator</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Proposed activity</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
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<td></td>
</tr>
<tr>
<td><strong>Self - Experimentation</strong></td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Any research were the investigator is also a subject (investigator self-experimentation) requires IRB review and approval.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard Diagnostic or Therapeutic procedures</strong></td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>The collection of data about established and accepted diagnostic, therapeutic procedures, or instructional methods is intended for dissemination or contribution to generalizable knowledge.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is an alteration in patient care or assignment for research purposes or the alteration is in a way that standard diagnostic or therapeutic procedures are not completely up to the discretion of a practitioner.</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>A diagnostic procedure is added to a standard treatment for the purpose of research.</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>An established and accepted diagnostic, therapeutic procedure or instructional method is performed only for the benefit of a patient and not for research purposes.</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td><strong>Student Conducted Research</strong></td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Thesis or dissertation projects involving human participants conducted to meet the requirements of a graduate degree.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Surveys</strong></td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Interacting with participants directly or through third party survey administrators to answer a research question requires IRB review even if not collecting identifiable information.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 6 MATERIALS

6.1 SOP: Definitions (HRP-001).
6.2 WORKSHEET: Human Research (HRP-310).

### 7 REFERENCES

7.1 DHHS: 45 CFR §46.102
7.2 FDA: 21 CFR 50.3; 21 CFR §56.102 and 56.103; 21 CFR 312.3(b); 21 CFR 812.3(h)
7.3 AAHRPP I.1.A
PRELIMINARY EXAMINATION CHECKLIST

The student is responsible for completing this checklist before the preliminary exam is scheduled. This checklist must accompany the report of the exam results (using the Office of Graduate and Professional Studies (OGAPS) form, “Report of Preliminary Exam”). The student should initial each appropriate blank indicating that the specified criterion has been satisfied, or where appropriate, been waived. Failure to satisfy the listed criteria will result in the given exam being disallowed in which case it will need to be retaken.

Student’s Signature: _____________________________ UIN: __________________________
Type or Print Name: _____________________________
Please initial each statement in the space provided below:

1. _____ Registered for semester or 5-week term during which the exam occurs. (If the entire exam is between semesters, then the student must have been registered for the preceding term.)

2. _____ Student has an approved degree plan on file with the Office of Graduate and Professional Studies.

3. _____ GPR over all eligible courses since beginning graduate work at Texas A&M is greater than or equal to 3.000 as indicated in the degree evaluation in Howdy. (Includes 300 and 400 level courses taken while in a graduate program but does not include transfer courses.)

4. _____ GPR over all courses on the degree plan (excluding transfer courses) is greater than or equal to 3.000 as indicated in the degree evaluation in Howdy.

5. _____ All committee members have determined the format, scheduled, and agreed to attend and/or administer the exam/s or found a substitute. Only one substitute is allowed; there may not be a substitute for the chair.

6. _____ At the end of the semester in which the exam is given, there are no more than 6 hours of course work remaining on degree plan. (Does not include 691s)
   If no, waiver approved by Department Head: _____________________________

Approved:

Sign: _____________________________ Sign: _____________________________ Sign: _____________________________
Advisory Committee Chair Department Head OR Date:
Print/type Name: Intercollegiate Faculty Chair Print
/type Name:
The undersigned duly appointed examining committee has conducted the preliminary examination of __________________________. We have examined the candidate for a mastery of all fields in the program and for an adequate knowledge of the literature in these fields, and an understanding of the research problem and the appropriate methodological approaches.

Record of Vote for Pass or Failure: (Votes are to be tallied, e.g., 3 pass; 1 no pass. A positive vote by all members of the graduate committee with at most one dissention is required to pass.)

_________ Number of Pass Votes                __________ Number of No Pass Votes

If the exam was not passed: The committee, with no more than one member dissenting, (does) (does not)* recommend that this student be given one re-examination, when adequate time has been given to permit the student to address the inadequacies emerging from this examination. The examination committee will document and communicate the time-frame and feedback within 10 working days of the exam that was not passed.

* Please strike through the inappropriate words.

Date: ____________________

Signature: ________________________________        Chair
Type/Print Name:

Signature: ________________________________        Co-Chair or Member
Type/Print Name:

Signature: ________________________________        Member
Type/Print Name:

Signature: ________________________________        Member
Type/Print Name:

Signature: ________________________________        Member
Type/Print Name:

Signature: ________________________________        Member
Type/Print Name:

______________________________        Substitute for
_______________________________________

Please sign AND print your name:

In compliance with the Texas Open Records Law, the student will be allowed to review this form upon written request.

PLEASE MAKE A COPY FOR YOUR RECORDS AND RETURN ORIGINAL TO THE OFFICE OF GRADUATE AND PROFESSIONAL STUDIES

FOR OFFICE OF GRADUATE AND PROFESSIONALS STUDIES USE ONLY

1. Residence requirement complete:        Yes _____        No _____
2. Research proposal approved:            Yes _____        No _____
3. Formal course work completed:         Yes _____        No _____
4. Other course work remaining:          

May be admitted to candidacy upon completion of item(s):
Office of Graduate and Professional Studies
Request and Announcement of the Final Examination

(Submit to the Office of Graduate and Professional Studies at least 10 working days prior to the defense date)

Please click on the following link to submit a Public Defense Announcement on the OGAPS website: http://tx.ag/defense
(Note: The STUDENT must submit the Public Defense Announcement request themselves due to FERPA requirements. The student must authenticate in order to access the defense request and their identity will be verified before publishing.)

Permission is requested to hold final examination for ______________________________________________________
i.d.# ______________________________________ for the degree of MS in Oral Biology ____________________.

All committee members have been consulted and have agreed to the following schedule:
Date: __________________________
Time: __________________________
Location: ________________________

Print/type name and sign below to indicate the student’s academic records have been reviewed, and he/she is qualified to take the final examination.
Signature: ___________________________ Approved Chair
Type/Print Name:

Signature: ___________________________ Approved Co-Chair
Type or Print Name:

Signature: ___________________________ Approved Dept Head
Type or Print Name: Larry L. Bellinger

List committee member names (excluding co-/chair and dept. head) below; signatures are not required. Department and/or student should provide copies to committee members.

____________________________________________ Committee Member
____________________________________________ Committee Member
____________________________________________ Committee Member
____________________________________________ Committee Member

(if applicable) ____________________________ will substitute for _______________________________

GRADUATE ADVISORS CHECKLIST: PLEASE COMPLETE THE CHECKLIST BELOW TO CONFIRM THAT THE STUDENT IS MEETING ALL REQUIREMENTS TO HOLD A FINAL EXAM.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residency requirement</td>
<td>Lacks:</td>
</tr>
<tr>
<td>Overall GPR</td>
<td></td>
</tr>
<tr>
<td>Degree Plan GPR</td>
<td>Incompletes:</td>
</tr>
<tr>
<td>Admitted to Candidacy (Ph.D. only)</td>
<td>Registered:</td>
</tr>
<tr>
<td>Proposal</td>
<td>Prelims:</td>
</tr>
</tbody>
</table>

Last Revised: 8/2/2017
TEKSAS A&M UNIVERSTIES
Office of Graduate and Professional Studies

REPORT OF THE FINAL EXAMINATION FOR THE MASTER’S DEGREE

The undersigned duly appointed examining committee has conducted the final examination of First Middle Last Name (UIN 000000000) candidate for the degree of Master of Science with a major in Oral Biology.

Date: ________________

Record of Vote for Pass or Failure: (Votes are to be tallied, e.g., 2 pass; 1 no pass.)
A positive vote by all members of the graduate committee with at most one dissension is required to pass. If the exam was not passed, the student may be given one re-examination before the end of the next regular semester (summer terms are excluded) with the approval of committee and department.

Number of Pass Votes: ______
Number of No Pass Votes: ______

Pass Fail
Printed Name
Signature
Chair or Co-Chair
Co-Chair or Member
Member
Member
Substitute*
*(substitute for ______________________)

I hereby (do) (do not)† authorize all degree plan Incomplete (I) grades for 691/692/684 coursework for which the above-named student enrolled be changed to Satisfactory (S).

†Please strike through the inappropriate words in bold face.

Signed ________________________ Chair
__________________________ Co-Chair

THIS FORM SHOULD BE RETURNED TO THE OFFICE OF GRADUATE AND PROFESSIONAL STUDIES NO LATER THAN 10 WORKING DAYS AFTER THE EXAMINATION.

In compliance with the Texas Open Records Law, the student will be allowed to review this form upon written request.
REPORT OF THE FINAL EXAMINATION FOR DOCTORAL CANDIDATES

The undersigned duly appointed examining committee has conducted the final examination of First Middle Last Name (UIN 000000000) candidate for the degree of Doctor of Philosophy with a major in Oral Biology.

Date: ________________

Record of Vote for Pass or Failure: (Votes are to be tallied, e.g., 3 pass; 1 no pass.) A positive vote by all members of the graduate committee with at most one dissension is required to pass. Doctoral candidates are allowed only one opportunity to take the final examination.

<table>
<thead>
<tr>
<th>Pass</th>
<th>Fail</th>
<th>Printed Name</th>
<th>Signature</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Chair or Co-Chair</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Co-Chair or Member</td>
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<tr>
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<td>Member</td>
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<td></td>
<td>Member</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Substitute*</td>
</tr>
</tbody>
</table>

I hereby (do) (do not)† authorize all degree plan Incomplete (I) grades for 691/692/684 coursework for which the above-named student enrolled be changed to Satisfactory (S).

†Please strike through the inappropriate words in bold face.

Signed _____________________ Chair
________________________ Co-Chair

THIS FORM SHOULD BE RETURNED TO THE OFFICE OF GRADUATE AND PROFESSIONAL STUDIES NO LATER THAN 10 WORKING DAYS AFTER THE EXAMINATION.

In compliance with the Texas Open Records Law, the student will be allowed to review this form upon written request.
Office of Graduate and Professional Studies

WRITTEN THESIS
APPROVAL FORM

Student’s Name: _______________________________________________________________________
(Name must match TAMU student records)

Degree (check one): ☐ M.S. ☐ M.A. ☐ MMR ☐ MSPH ☐ _______

Date of Defense: (mm/dd/yy or Exempt): ________________
Today’s Date (mm/dd/yy): ________________

Anticipated Date of Graduation (Month Year): __________________________

Major Subject: _________________________________________________________________________

Thesis Title: _________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

We the undersigned duly appointed committee have read and examined this manuscript. We certify it is adequate in scope and quality as a thesis for this master’s degree and indicate our approval of the content of the document to be submitted to OGAPS for processing and acceptance, OR we indicate our dissent below. A vote by all members of the committee with at most one dissension is required to pass. Special Appointments are not required to sign this form. Electronic signatures are not accepted on this form. The Department Head signature must be original.

Choose the appropriate role and type each signer’s name below the signature line

Approve Disapprove

☐ ☐
Chair:

☐ ☐
Member:

☐ ☐
Member:

☐ ☐
Member:

☐ ☐
Member:

☐ ☐
Member:

☐ ☐
Member:

☐ ☐
Head of Department:

Student Contact Information:

________________________________________ ______________________________________
UIN Student’s Email Address

The student must submit this signed approval form to OGAPS for approval and upload the final PDF version of the thesis to etd.tamu.edu by the published deadline for the semester. To graduate in a given semester, a student must meet the scheduled deadline for submittal of the signed approval form and the thesis in final form. Students must clear Thesis and Dissertation Services within a year of their final defense. The Office of Graduate and Professional Studies posts a calendar for each semester, and these dates must be observed.

PLEASE TAKE THIS ORIGINAL SIGNED APPROVAL FORM TO THESIS AND DISSERTATION SERVICES.

Jack K. Williams Administration Building – Room 112
Student’s Name: ___________________________________________________________________________

(Name must match TAMU student records)

Degree (check one): ☐ Ph.D. (Dissertation) ☐ Dr. PH. (Dissertation)
☐ Ed.D. (Record of Study) ☐ DE.n. (Record of Study)

Date of Defense: (mm/dd/yy or Exempt):______________ Today’s Date (mm/dd/yy): ________________

Anticipated Date of Graduation (Month Year):_______________________

Major Subject: ____________________________________________________________________________

Dissertation or Record of Study Title: __________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

We the undersigned duly appointed committee have read and examined this manuscript. We certify it is adequate in
scope and quality as a dissertation or record of study for this doctoral degree and indicate our approval of the content of
the document to be submitted to Thesis and Dissertation Services for processing and acceptance, OR we indicate our
dissent below. A vote by all members of the committee with at most one dissension is required to pass.

Choose the appropriate role and type each signer’s name below the signature line

Approve ☐ Disapprove ☐

Chair:

Member:

Member:

Member:

Member:

Member:

Head of Department:

Student Contact Information:

UIN ___________________________ Student’s Email Address ___________________________

The student must submit this signed approval form and a PDF file of the thesis to Thesis and Dissertation Services for
review. Students must clear Thesis and Dissertation Services within a year of their final defense. To graduate in a given
semester, a student must meet the scheduled deadline for submittal of the signed approval form and the thesis in final
form. The Office of Graduate and Professional Studies posts a calendar for each semester, and these dates must be
observed.

PLEASE TAKE THIS ORIGINAL SIGNED APPROVAL FORM TO THESIS AND DISSERTATION SERVICES.

Jack K. Williams Administration Building – Room 112
THESIS, DISSERTATION, AND RECORD OF STUDY
COPYRIGHT AND AVAILABILITY FORM

Student’s Name: ___________________________   Student’s UIN: ___________________________
Degree: (check one)                  Master’s                  Doctoral  Date of Graduation (Month Year): ___________ __________

CHAIR/CO-CHAIR’S SIGNATURE
I have discussed the availability choices with my student, and I approve of the choice the student has made.
Chair or Co-Chair’s Signature: ___________________________________   Date ___________________________

STUDENT AVAILABILITY & COPYRIGHT AGREEMENT
I have read and fully agree to the TAMU copyright agreement regarding my ETD. I agree to the ETD availability option I selected above and understand the ETD will be released immediately following the expiration of the embargo period unless a written request for extension has been submitted and approved. I understand that the availability option is my choice and that there are publishing consequences to my selection.
Student’s Signature: ___________________________   Date ___________________________

Last revised 2/7/2018   In use beginning Spring 2018
Texas A&M University
Electronic Theses and Dissertations (ETD)

How to Choose an Availability Option

Texas A&M University’s Policy
All Texas A&M University Electronic Theses/Dissertations (ETDs) will be made available immediately after graduation worldwide on the Internet via Texas A&M University Libraries. Availability may be delayed temporarily for circumstances such as patent consideration, compliance with research contractual terms, publication issues, etc.

What comprises an ETD record?
An ETD record includes several elements, as noted below:

- **Metadata** – Data which describe the ETD record. These include, but are not limited to, the title, abstract, author, committee, keywords, etc.
- **Document** – The ETD primary document which describes the independent research study that was undertaken to partially fulfill requirements for the degree sought – generally a single PDF file.
- **Supplemental files** – Files which accompany the ETD document, are intended for public access, and provide additional details of the research (e.g., data sets, movie clips, etc.).
- **License files** – Files which describe the license signed by the student author at the time of submission, granting Texas A&M University (or other parties) certain, limited rights for use.
- **Administrative files** – Files provided to the Office of Graduate and Professional Studies for administrative processing purposes and/or for purposes of being included as part of the graduate student record (e.g., Written Thesis/Dissertation Approval Form, Copyright & Availability Form, etc.). These files are not made available to the public along with the ETD record.

What is a “Full Record Hold,” and when would I choose it?
Any research that would preclude worldwide release for an extended period of time or permanently (e.g., sponsored research, national security, personal risk) to comply with research contractual terms or patent considerations requires the “Full Record Hold.” The ETD record (not including administrative files) will be released immediately two years after the graduation date unless an extension is requested and approved.

What is a “Document Only Hold” and when would I choose it?
If you are submitting material to a publisher who has restrictive pre- or post-publication policies (e.g., restricts Internet access to material prior to publication), select the “Document Only Hold.” The ETD metadata will be made available for open access immediately following graduation via the Texas A&M University Libraries and ProQuest (for dissertations), but the document and supplemental files will be restricted during the embargo period. The ETD document and supplemental files will be released immediately after two years unless an extension is requested and approved.

How do I extend a hold?
A hold may be extended for up to two years (for the first extension) and then one year at a time for any additional extensions. The request must be made prior to expiration and appropriate justification must be included. Each request for extension will be reviewed on a case-by-case basis.

Graduate students and faculty (as research sponsors) bear responsibility for requesting extensions. A timely request is important in order to extend any hold periods. Please complete and submit the “Request for Extension of Thesis/Dissertation Hold” form found at ogaps.tamu.edu.

For additional questions or concerns regarding availability options, please contact Thesis & Dissertation Services at thesis@tamu.edu or 979-845-3631.

Updated 2/7/18

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TEXAS A&M UNIVERSITY COLLEGE OF DENTISTRY
Jan. 1 – Dec. 31, 2018 Annual Faculty Self-Evaluation Report

This report contains common items to help in the evaluation of a faculty member. The faculty member will complete and give this report to their Department Head and send an electronic copy to the Office of Academic Affairs. DO NOT DELETE CATEGORIES.

FOR FACULTY > 50% FTE

<table>
<thead>
<tr>
<th>DEPARTMENT:</th>
<th>DATE:</th>
</tr>
</thead>
</table>

As a faculty member you should be advised, that various review groups consider the items listed below during their deliberations at the time of promotion, tenure and post-tenure review.

<table>
<thead>
<tr>
<th>NAME, DEGREE(S):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE and RANK:</td>
<td>% FTE</td>
</tr>
<tr>
<td>TRACK:</td>
<td>(Professional or Tenure)</td>
</tr>
<tr>
<td>ADA DENTAL BOARD SPECIALTY for CODA:</td>
<td></td>
</tr>
<tr>
<td>Choose ONLY from the list below:</td>
<td></td>
</tr>
<tr>
<td>Dental Public Health, Endo, OM Pathology, OM Radiology, OM Surgery, Ortho, Pedo, Perio or Pros</td>
<td></td>
</tr>
<tr>
<td>RE/CERTIFICATION DATE:</td>
<td>Or Check One: □ Education □ Board _____________</td>
</tr>
<tr>
<td>Most Recent Date</td>
<td>Qualified Eligible (date of application)</td>
</tr>
<tr>
<td>(mm/yyyy)</td>
<td>(Copy &amp; Paste Checkbox)</td>
</tr>
<tr>
<td>OTHER CERTIFICATION:</td>
<td>DATE: mm/yyyy</td>
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<tr>
<td>(i.e. ABGD)</td>
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</tbody>
</table>

ASSIGNED ACADEMIC AREAS

<table>
<thead>
<tr>
<th>Percentage of appointment focused on education/teaching area:</th>
<th>Percentage of appointment focused on research/scholarly activity area:</th>
<th>Percentage of appointment focused on service area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________</td>
<td>Tenure track faculty must indicate percentage in all three areas. This activity is included in Teaching percentage for professional/clinical track faculty.</td>
<td>All faculty are required to indicate percentage in service.</td>
</tr>
<tr>
<td>Professional track faculty only need indicate percentage in one area and service.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I. TEACHING ACTIVITIES

A. State in no more than two sentences, the impact of your work in teaching. Be sure to stress any recent or ongoing innovation. May included scholarly work for professional/clinical track faculty.

B. Courses Taught (*Course Director) Total is for each entire semester.
| SPRING 2018 Course Title & Number | Number of Students Taught | Total Semester Hours of Lectures/ Seminars Given | Total Semester Hours of Labs / Clinics Taught | Course Individual Mean Rating for “overall good instructor” | Comparison Mean Rating for “overall good instructor” |
| SUMMER 2018 Course Title & Number | Number of Students Taught | Total Semester Hours of Lectures/ Seminars Given | Total Semester Hours of Labs / Clinics Taught | Course Individual Mean Rating for “overall good instructor” | Comparison Mean Rating for “overall good instructor” |
| FALL 2018 Course Title & Number | Number of Students Taught | Total Semester Hours of Lectures/ Seminars Given | Total Semester Hours of Labs / Clinics Taught | Course Individual Mean Rating for “overall good instructor” | Comparison Mean Rating for “overall good instructor” |

B. Student Advisement (Teaching or Research Project)

| Student Name or Name of Student Group | Description of Advising Activity |
| C. Improvement–Innovation in Teaching Activities (Examples: Changing your course based on assessment of student learning, course evaluations, or other evidence; consultation with teaching expert; collaborating with colleagues to improve instruction; developing an interdisciplinary course; developing a new course; attend CE courses or other college courses; attend conferences focused on teaching) |

II. SCHOLARLY ACTIVITY

A. State in no more than two sentences, the impact of your work in research/scholarly activity. Be sure to stress any recent or ongoing innovation (tenured, tenure-track or research faculty only)

B. Brief Summary of Research Interests
C. Grant/Research Support (List extramural grants first)

<table>
<thead>
<tr>
<th>Title of Research Grant</th>
<th>Sponsor/Number</th>
<th>Active Dates</th>
<th>Role / % Effort</th>
<th>Total Direct Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D. Submitted and Planned (*)

<table>
<thead>
<tr>
<th>Title and Type of Grant (e.g., R01, R03, etc.)</th>
<th>Planned Sponsor</th>
<th>Proposed Dates</th>
<th>Role / % Effort</th>
<th>Co-Investigators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

E. Patents or Commercialization of Research

1. Invention disclosures
2. Patent applications pending
3. Licensing of technology
4. Collaboration with other faculty, leading to product development/licensing and commercialization

F. Publications – Scholarly activity (you wrote or contributed to) that was published in 2018 – Enter information for items #1-4 in table below. (Use Tab key to navigate to next cell or to add a line.) Please follow format in example and remove extra spacing, punctuation, and other formatting.

1. 2018 – Abstracts Published – Enter in table below
2. 2018 – Books Published – Enter in table below
3. 2018 – Chapters in Book Published – Enter in table below
4. 2018 – Manuscripts/Peer-Reviewed Journals Published – Enter in table below

<table>
<thead>
<tr>
<th>Year Published</th>
<th>Faculty Last Name, 1st Initial</th>
<th>Published Author Sequence Last Name, 1st Initial</th>
<th>Pub. Type</th>
<th>Published Title Journal/Book Name, Volume: Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td></td>
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<tr>
<td>2018</td>
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<tr>
<td>2018</td>
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</tr>
</tbody>
</table>

5. Abstracts, Books, Chapters or Manuscripts IN PRESS or SUBMITTED in 2018 Only for Publication/Presentation – Enter in table below

166
### 6. Meetings You Attended/Invited Lectures/Presentations in 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Location (City, State)</th>
<th>Name of Meeting/Event</th>
<th>Reason for Attending</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

### 7. Continuing Education

#### a. CE Courses You Attended in 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Location (City, State)</th>
<th>Name of Meeting/Event</th>
<th>Name of Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

#### b. CE Courses You Taught in 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Location (City, State)</th>
<th>Name of Meeting/Event</th>
<th>Name of Course(s)</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

### 8. Other

#### E. Improvement/Innovation Research Activities

### III. SERVICE (2018)

#### A. State in no more than two sentences, the impact of your work in service. Be sure to stress any recent or ongoing innovation.

#### B. Committees (*If Chair) *(give term of service)*

1. Departmental
2. COD
3. Local Institutional Other than COD
4. Health Science Center
5. TAMU System
6. State, National or International
C. Participation in External Clinics and Service Units (* If Director)
D. Programs and Symposia Organized
E. Editorial Positions and/or *ad hoc* Journal Reviews
F. Grant Review Boards
G. Other

IV. DIVERSITY ACTIVITIES (2018)

A. State in no more than two sentences, the impact of your involvement in diversity activities. Be sure to stress any recent or ongoing innovation.

<table>
<thead>
<tr>
<th>Date</th>
<th>Location (City, State)</th>
<th>Name of Meeting/Event</th>
<th>Name of Courses(s)</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

B. List other involvement/activities related to diversity and inclusion.

V. HONORS, AWARDS & RECOGNITIONS in 2018 *(give dates)*

VI. GOALS

Indicate your accomplishments of the previous year’s goals in Teaching, Research and Service and your specific professional goals for the next academic year. In what way can the department and the College facilitate achievement of these goals?

**TEACHING** *(Use tab keys to add rows as necessary.)*

<table>
<thead>
<tr>
<th>2018 Goals</th>
<th>2018 Accomplishments</th>
<th>2019 Goals</th>
<th>Comments for Achievement of Goals</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**RESEARCH/SCHOLARLY ACTIVITY**

<table>
<thead>
<tr>
<th>2018 Goals</th>
<th>2018 Accomplishments</th>
<th>2019 Goals</th>
<th>Comments for Achievement of Goals</th>
</tr>
</thead>
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<tr>
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</tbody>
</table>

**SERVICE**

<table>
<thead>
<tr>
<th>2018 Goals</th>
<th>2018 Accomplishments</th>
<th>2019 Goals</th>
<th>Comments for Achievement of Goals</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
VII. CHANGE IN APPOINTMENT
Describe any anticipated request for a change in your rank or percent appointment in the next academic year or plans for retirement.

The Texas A&M University College of Dentistry Guidelines and Procedures for Annual Review, Mid-Tenure Review, Promotion of Faculty with or without Tenure, and Post-tenure Review states: “All faculty members, whether tenure track, tenured, or academic professional track, must have an annual written review, for which the department heads (or immediate supervisors if administrators) are responsible. University Rule 12.01.99.M2, section 2.4.5, explains the purpose, basis, and requirements for the faculty annual review process. Section 2.4.4 specifically addresses annual reviews for faculty who hold joint appointments. For faculty holding budgeted joint appointments, “… there should be one department where more than 50% of the appointment is located; the head of that department is responsible for the final evaluation.” (See Texas A&M University System Policy 12.06 Post-tenure Review of Faculty and Teaching Effectiveness).

I choose to send additional information.  ☐ YES  ☑ NO  (Check one)  

X ____________________________  ____________________________
Signature of Faculty Member     Date

Note: A signature is required on the original hard-copy document sent to your Department Head.
NAME:  

TITLE/RANK:  

DEPARTMENT:  

DATE:  

FTE:  

%  

TRACK – Full-Time Faculty Only:  

[List One: Tenure or Professional]  

ADA DENTAL BOARD SPECIALTY:  

Choose from the ADA list below only  

(Dental Public Health, Endodontics, OM Pathology, OM Radiology, OM Surgery, Orthodontics, Pediatric Dentistry, Periodontics, Prosthodontics)  

(RE)CERTIFICATION DATE:  

(List the Most Current Date)  

mm/yyyy  

Dental Public Health, Endodontics, OM Pathology, OM Radiology, OM Surgery, Orthodontics, Pediatric Dentistry, Periodontics, Prosthodontics  

Or Check One:  

Education  

Qualified  

Board  

Qualified - Date of Board Application Approval  

Rate the faculty member’s performance in each area (I, II, III, IV - ONE RATING for each section and an Overall Rating) over the past year using the following scale:  

Excellent  

Performance goes beyond requirements for the position.  

Satisfactory  

Performance meets requirements for the position.  

Needs Improvement  

Performance would be improved by minor adjustments.  

Unsatisfactory  

Performance does not meet requirements for the position.  

“As a faculty member you should be advised, that various review groups consider the items listed below during their deliberations at the time of promotion, tenure and post-tenure review.”  

Percentage of appointment focused on education/teaching area:  

Percentage of appointment focused on research/scholarly activity area:  

Percentage of appointment focused on service area:  

Professional [clinical and teaching] track faculty should indicate a percentage in both the education/teaching area and the research/scholarly activity area if discussions with the department head indicate expectations in research/scholarly activity area. Note that for promotion on the professional track, the University expects at least some research/scholarly activity.  

Tenure track faculty must indicate percentages in all three areas.  

All full-time faculty are required to indicate percentage in service.
PERFORMANCE AREA

I. TEACHING ACTIVITY includes diverse topics such as mastery of subject; appropriate instructional methods; effective planning and organization; rapport with students; effective questioning and group facilitation skills; stimulation of critical thinking and problem solving; modeling professionalism; mentoring students; using appropriate methods of evaluation; providing adequate feedback to students; enthusiasm and energy; using new technology; developing new learning experiences, courses, programs, or curricula; developing unique methods to evaluate student learning, skills, and professionalism; developing methods to evaluate individual teaching, courses or curricula; training and mentoring students, postdoctoral fellows, colleagues, staff, or faculty in research, teaching, service, or clinical activities.

*The extent to which faculty member’s responsibilities contribute to teaching programs should be considered as well as service and performance of faculty as program, course, or module directors and as clinical group leader; and the overall amount of preclinical/clinical teaching responsibility, or research mentoring.*

Outcomes include increased knowledge, skills, and professional attitudes and values in the students resulting from effective instruction. Evidence of quality and innovation may be deduced in a variety of ways including teaching portfolios; peer evaluation; student performance assessments; National Board results; WREB results; and student ratings of classroom, clinical and didactic instruction; peer evaluation, student research publications and results.

Teaching Activity – Choose One Rating (Excellent, Satisfactory, Needs Improvement, Unsatisfactory):

*Provide a rationale for your rating including impact of the faculty member’s activities. Note that ratings and rationale must correspond with merit raises if given later in the year.*

II. SCHOLARSHIP: includes the compilation, synthesis, and transmission of current knowledge; scholarly activity that supports teaching and professional service; and the generation of new knowledge through use of the scientific method.

*NOTE: this section is mandatory for tenure track and research tract faculty. For professional (clinical and teaching) faculty, scholarly activity is expected if promotion is a goal. Such faculty should discuss expectations with department heads and their research/scholarship activities should be reviewed here. These activities can be related to any teaching activity, or to the improvement or understanding of the basis, translation, integration, or instruction of the treatment of dental, craniofacial, and related disorders.*

Evidence of scholarship is diverse and includes *publication in refereed journals; acquisition of grant funds; presentation of research at other universities or major scientific meetings; reviewing grants for NIH, NSF, and other scientific organizations; manuscript review; supervision of theses or dissertation research; service on theses or dissertation committees; publication of research abstracts; and manuscripts submitted for publication; patents or commercialization of research publication of textbooks, book chapters, review articles, case reports, technical and clinical procedures, and instructional materials; the editorship of professional journals; integration and synthesis of clinical approaches to particular dental problems; publication, compilation, and comparison of teaching materials or curricula within a clinical discipline; marketing of new methods and techniques in education, instrumentation and technology; and collaborative projects with other institutions.*

*Significant (depending on time assigned for this area) quality production in scholarship and research is essential for promotion on all faculty tracks, and for tenured faculty for success in post-tenure review. These and other activates must also lead to a regional or a national/international reputation to progress for various levels of promotion.*

Scholarly Activity - Choose One Rating (Excellent, Satisfactory, Needs Improvement, Unsatisfactory):
III. SERVICE: includes institutional leadership and participation at all levels by maintaining the operation and contributing to the growth of the institution through efforts aimed at enhancing programs and services; leadership in curriculum development, evaluation, and pedagogy; and technological innovations; and professional service through contributions to the maintenance and growth of the profession; and providing continuing education.

Evidence of service includes membership on committees or other assignments within the college, health science center, and the University; leadership roles in curriculum reform, development, and implementation; contribution to faculty governance; participation in institutional, departmental, or program strategic planning; participation in student recruitment activities; development or participation in minority student programs; participation in faculty recruitment; conducting faculty development programs; providing in-service seminars, continuing education, and training; participation in quality control; participation in assessment programs; and coordinating educational displays in and outside of school; appointment as a section or symposium chairperson; membership in and contribution to professional organizations (includes offices held); consultant to professional journals as a manuscript referee, reviewer, etc.; consultant to accrediting and other educational review boards; presentation of continuing education programs; and invited presentations at academic institutions and professional groups.

Note: service of about 10% effort is required of all full time faculty. This effort will vary from a lesser amount for junior faculty to a greater amount for senior faculty depending on teaching research, and clinical commitments.

Service Activity - Choose One Rating (Excellent, Satisfactory, Needs Improvement, Unsatisfactory):

Provide a rationale for your rating including impact of the faculty member’s activities. Note that ratings and rationale must correspond with merit raises if given later in the year.

IV. DIVERSITY AND INCLUSION: includes efforts to promote diversity and inclusive excellence within the college, health science center, the university, the profession, and the community.

Evidence includes completed online cultural competency training; attendance at face-to-face cultural competency training; participation in diversity initiatives at the college or in the community, e.g. diversity training facilitator, member of the IDEA Committee; attended diversity speakers series, among others.

Commitment to Diversity and Inclusion - Choose One Rating (Excellent, Satisfactory, Needs Improvement, Unsatisfactory):

Provide a rationale for your rating including impact of the faculty member’s activities. Note that ratings and rationale must correspond with merit raises if given later in the year.

V. Professional Development, Overall Assessment & Recommendations

Discussion of and agreement upon next year’s faculty responsibilities, including a general statement of long-term expectations, recommendations and goals. Note activities by the faculty member for improvement through faculty development or continuing education activities. Plans for activities that will lead to promotion of the faculty member must also be included.
New for the department head:

1. This faculty member has engaged in sufficient faculty development activities during the past year. Indicate yes or no and provide comment if necessary.

2. This faculty member has attended the annual faculty retreat in January and the Clinical Calibration Session in the summer. Indicate yes or no, and provide a reason for not attending if no.

Overall Activity – Choose One Rating (Excellent, Satisfactory, Needs Improvement, Unsatisfactory):

Provide a rationale for your rating including impact of the faculty member’s activities. Note that ratings and rationale must correspond with merit raises if given later in the year.

The Texas A&M University College of Dentistry Guidelines and Procedures for Annual Review, Mid-Tenure Review, Promotion of Faculty with or without Tenure, and Post-tenure Review states: “All faculty members, whether tenure track, tenured, or academic professional track, must have an annual written review, for which the department heads (or immediate supervisors if administrators) are responsible. University Rule 12.01.99.M2, section 2.4.5, explains the purpose, basis, and requirements for the faculty annual review process. Section 2.4.4 specifically addresses annual reviews for faculty who hold joint appointments. For faculty holding budgeted joint appointments, “… there should be one department where more than 50% of the appointment is located; the head of that department is responsible for the final evaluation.” (See Texas A&M University System Policy 12.06 Post-tenure Review of Faculty and Teaching Effectiveness).

“I choose to send additional information.” ☐ YES ☐ NO (Check one- copy and paste check mark) ✓

Signing this document indicates that you have received this evaluation and in no way means you agree or disagree with its contents.

Signature of Faculty Member  Date

Signature of Department Chair  Date

☐ A Self Evaluation was received from this faculty member. _____________ Dept. Head’s Initial ✓

Path to Promotion:
Initial here to certify that the annual evaluation included a discussion of a plan and performance goals that will lead to the promotion of the faculty member.

Initials of Faculty Member

Initials of Department Head

One copy of this evaluation form should be given to the faculty member, one copy should be retained in department files, and the original should be submitted to the Office of Academic Affairs for placement in the faculty member’s permanent file.
<table>
<thead>
<tr>
<th>Project</th>
<th>Sponsor / Number</th>
<th>Active Dates</th>
<th>PI / CoPI</th>
<th>Direct Costs Entire Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanism of Ephrin Signaling in Mammalian Palatal Fusion</td>
<td>NIH/NIDCR R01 DE022804-01</td>
<td>2014-2018</td>
<td>Benson</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Mechanism of Ephrin Signaling in Mammalian Palatal Fusion</td>
<td>NIH/NIDCR R01 DE022804-01</td>
<td>2016-2018</td>
<td>Benson</td>
<td>$38,000 (supplement)</td>
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<tr>
<td>A Randomized-Controlled Trial Comparing the Effectiveness of Invisalign and Traditional Orthodontic Treatments</td>
<td>Align Technology 1404007</td>
<td>2014-2019</td>
<td>Buschang</td>
<td>$25,000</td>
</tr>
<tr>
<td>Metabolomic Salivary Biomarkers for Oral Cancer Detection</td>
<td>Cancer Prevention and Research Institute of Texas</td>
<td>2015-2017</td>
<td>Cheng</td>
<td>$199,999</td>
</tr>
<tr>
<td>Chemoablation of High-Risk Oral Premalignant Lesions for Sustained Cancer Prevention</td>
<td>Cancer Prevention and Research Institute of Texas #1604640</td>
<td>2017-2020</td>
<td>Cheng PI Liu CoPI</td>
<td>$99,889 (subcontract)</td>
</tr>
<tr>
<td>Novel Computer Aided Diagnosis System for Early Detection of Oral Cancer</td>
<td>Cancer Prevention and Research Institute of Texas #1604640</td>
<td>2018-2021</td>
<td>Cheng CoPI Jo PI</td>
<td>$31,539</td>
</tr>
<tr>
<td>Small Molecule Mediated Restoration of Periodontal Homeostasis Through the YAP1 Pathway</td>
<td>NIH/NIDCR R01 1DE026198-01</td>
<td>2017-2022</td>
<td>Diekwisch</td>
<td>$1,200,000</td>
</tr>
<tr>
<td>Neurobiological Control of Periodontal Homeostasis through MicrRNA, TGF-beta, and Wnt Signaling</td>
<td>NIH/NIDCR R01 DE027930</td>
<td>2018-2023</td>
<td>Diekwisch</td>
<td>$1,250,000</td>
</tr>
<tr>
<td>Foundational in Vivo Experiments on Osteocyte Biology in Space</td>
<td>NNX15AL13G</td>
<td>2015-2019</td>
<td>Feng</td>
<td>$11,979 (subcontract)</td>
</tr>
<tr>
<td>Biphasic Roles of OSX-WNT-(B)-Catenin Signaling Pathway in Tooth Root Formation</td>
<td>NIH/NIDCR R01 DE025014-01A1</td>
<td>2015-2020</td>
<td>Feng</td>
<td>$1,250,000</td>
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<tr>
<td>Bmp2 and Sost Genes and Their Interactions in Stem Cells of Periodontium</td>
<td>NIH/NIDCR R01DE024797</td>
<td>2015-2019</td>
<td>Feng CoPI Harris PI</td>
<td>$192,120 (subcontract)</td>
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<tr>
<td>Regulation of FGF23 by DMP1 in Health and in Chronic Kidney Disease (CKD)</td>
<td>NIH/NIDCR SRS # 1501042</td>
<td>2015-2020</td>
<td>Feng CoPI Martin PI</td>
<td>$199,961 (subcontract)</td>
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<td>Project</td>
<td>Sponsor / Number</td>
<td>Active Dates</td>
<td>PI / CoPI</td>
<td>Direct Costs Entire Project</td>
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<tr>
<td>------------------------------------------------------------------------</td>
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<tr>
<td>Chondrocyte-derived Bone Cells Determine the Overall Pattern of TMJ Condyle and Contribute to Bone Remodeling</td>
<td>NIH/NIDCR R01 DE025659-01</td>
<td>2017-2022</td>
<td>Feng</td>
<td>$1,250,000</td>
</tr>
<tr>
<td>Structural Basis of ACVR1 Dysregulation in Fibrodysplasia Ossificans Progressiva</td>
<td>Center for Research in Fibrodysplasia Ossificans Progressiva and Related Disorders at UPenn</td>
<td>2006-2018</td>
<td>Groppe</td>
<td>$187,000</td>
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<tr>
<td>Novel Roles of Chondrocytes-Derived Bone Cells in Mechanical Strain-induced TMJ Remodeling-2017 Burstone-Indiana Biomechanics Award</td>
<td>American Association of Orthodontist Foundation</td>
<td>2017-2018</td>
<td>Jing</td>
<td>$17,000</td>
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<tr>
<td>Predoctoral Training in General, Pediatric and Public Health Dentistry and Dental Hygiene</td>
<td>HRSA D85HP20036</td>
<td>2013-2020</td>
<td>Jones</td>
<td>$1,716,766</td>
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<tr>
<td>Postdoctoral Training in General, Pediatric and Public Health Dentistry and Dental Hygiene</td>
<td>HRSA D88HP28504</td>
<td>2015-2020</td>
<td>Jones</td>
<td>$3,740,310</td>
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<tr>
<td>Postdoctoral Training in General, Pediatric and Public Health Dentistry and Dental Hygiene</td>
<td>HRSA D88HP28504</td>
<td>2015-2020</td>
<td>Jones</td>
<td>$65,000 (supplement)</td>
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<td>The Lee Dental Home Program</td>
<td>ADA Foundation</td>
<td>2016-2018</td>
<td>Jones</td>
<td>$10,000</td>
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<tr>
<td>Dental Faculty Development and Loan Repayment Program</td>
<td>HRSA</td>
<td>2016-2021</td>
<td>Jones</td>
<td>$1,230,090</td>
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<tr>
<td>Natural Dental Implant Replicate Tooth Implant Study</td>
<td>Natural Dental Implant #M1502664</td>
<td>2015-2018</td>
<td>Kontogiorgos</td>
<td>$63,002</td>
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<td>Varicella Zoster Virus Induced Pain in a Rat Model of Post Herpetic Neuralgia</td>
<td>NIH/NIDCR 1R01 S064022-06A1</td>
<td>2016-2020</td>
<td>Kramer</td>
<td>$95,000 ($140,640) [subcontract]</td>
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<tr>
<td>Estradiol and Zoster Associated Orofacial Pain</td>
<td>NIH 1R01 DE026749</td>
<td>2018-2023</td>
<td>Kramer</td>
<td>$1,250,000</td>
</tr>
<tr>
<td>Project</td>
<td>Sponsor / Number</td>
<td>Active Dates</td>
<td>PI / CoPI</td>
<td>Direct Costs Entire Project</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-------------------------------------------------------</td>
<td>---------------</td>
<td>-----------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Estradiol and Zoster Associated Orofacial Pain</td>
<td>NIH 1R01 DE026749</td>
<td>2018-2023</td>
<td>Kramer</td>
<td>$65,000 (equipment supplement)</td>
</tr>
<tr>
<td>Regeneration of Tubular Vascularized Pulpodentin Complex</td>
<td>NIH/NIDCR 1R01 DE24979-01A1</td>
<td>2016-2021</td>
<td>Liu</td>
<td>$1,250,000</td>
</tr>
<tr>
<td>Chemoablation of High-Risk Oral Premalignant Lesions for Systained Cancer Prevention</td>
<td>Cancer Prevention and Research Institute of Texas RP170179</td>
<td>2017-2020</td>
<td>Liu CPI Tsai PI</td>
<td>$259,307 (sub-award)</td>
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<tr>
<td>Identification and Function of nuDMP1 in Odontoblast Differentiation</td>
<td>NIH/NIDCR 1R01 DE023365-01</td>
<td>2013-2018</td>
<td>Lu</td>
<td>$900,000</td>
</tr>
<tr>
<td>Dentin Sialophosphoprotein (DSPP) and Unfolded Protein Response (UPR) in Dentinogenesis Imperfecta (DGI) and Odontoblast Function</td>
<td>NIH/NIDCR 1R01 DE027345</td>
<td>2018-2023</td>
<td>Lu</td>
<td>$1,200,000</td>
</tr>
<tr>
<td>Preclinical Testing of New Collagen Barrier in a Canine Model</td>
<td>Orthocell M1802356</td>
<td>2018-2019</td>
<td>Opperman</td>
<td>$92,332</td>
</tr>
<tr>
<td>IRE1/XBP1s Signaling: A Novel Essential Regulator for Bone Marrow Microenvironment Support of Multiple Myeloma Bone</td>
<td>NIH-National Cancer Institute</td>
<td>2017-2019</td>
<td>Ouyang</td>
<td>$771,072</td>
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<tr>
<td>The Bone Marrow Stromal XBP1s Signaling Regulates Breast Cancer Bone Metabolism</td>
<td>Charles Y.C. Pak Foundation- 2018 CMMCR Charles Pak Family Breast Cancer – Bone Initiative Award</td>
<td>2018-2019</td>
<td>Ouyang PL Moe CPI</td>
<td>$125,000</td>
</tr>
<tr>
<td>Contract with CelaCare Technologies for Jacqueline Plemons</td>
<td>CelaCare Technologies</td>
<td>2018-2020</td>
<td>Plemons</td>
<td>$25,000</td>
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<tr>
<td>The Role of FAM20C (DMP4) in Odontogenesis and Osteogenesis</td>
<td>NIH/NIDCR 1R01 DE022549-01A1</td>
<td>2013-2018</td>
<td>Qin</td>
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<td>Development of a Novel Segmental Bone Defect Construct</td>
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<td>2017-2019</td>
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<tr>
<td>Project</td>
<td>Sponsor / Number</td>
<td>Active Dates</td>
<td>PI / CoPI</td>
<td>Direct Costs Entire Project</td>
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<tr>
<td>Midline Traction Versus Bilateral Thrust Oral Appliances: A Randomized Controlled Trial to Determine Superiority for Improving Upper Airway Function and Sleep Quality.</td>
<td>Army Medical Research FBK360-SB-002</td>
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<tr>
<td>Sex Difference in Orofacial Post-herpetic Neuralgia</td>
<td>Robert Wood Johnson Foundation Harold Amos Medical Faculty Development Program</td>
<td>2017-2021</td>
<td>Stinson</td>
<td>$420,000</td>
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<tr>
<td>A New Animal Model for Stress-induced Transition from Acute to Chronic Pain</td>
<td>NIH/NIDCR 1R01 DE022880</td>
<td>2012-2019</td>
<td>Tao</td>
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<td>A New Animal Model for Stress-induced Transition from Acute to Chronic Pain</td>
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<td>2012-2019</td>
<td>Tao</td>
<td>$100,000 (supplement)</td>
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<td>A New Animal Model for Stress-induced Transition from Acute to Chronic Pain</td>
<td>NIH/NIDCR K02</td>
<td>2014-2019</td>
<td>Tao</td>
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<tr>
<td>Periodontal Ligament osteoblast Recruitment in Orthodontic Tooth Movement</td>
<td>AAO Foundation M1601790</td>
<td>2016-2018</td>
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<td>$25,000</td>
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<td>Grants to States to Support Oral Health Workforces Activities</td>
<td>HRSA T12HP31894</td>
<td>2018-2022</td>
<td>Timothé</td>
<td>$1,596,000</td>
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<td>The Role of FAM20B-Catalyzed Proteoglycans in Tooth Development</td>
<td>NIDCR 1R01 DE026461</td>
<td>2017-2022</td>
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<tr>
<td>The Role of FAM20B-Catalyzed Proteoglycans in Tooth Development</td>
<td>NIDCR K02 DE028345</td>
<td>2017-2023</td>
<td>Wang</td>
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<td>In vivo Identity and Niche of Periodontal Ligament Stem Cells</td>
<td>NIDCR K08</td>
<td>2016-2021</td>
<td>Zhao</td>
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<tr>
<td>Utilizing Tissue Clearing Based 3-D Imaging to Quantitatively Study Neural Regulation of Craniofacial Mesenchymal Stem Cells</td>
<td>NIDCR R21DE027928</td>
<td>2018-2020</td>
<td>Zhao</td>
<td>$275,000</td>
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</tbody>
</table>
Appendix to TAMCOD APT Document
Academic Area of Endeavor and Criteria for Promotion and/or Tenure

A. Teaching

Teaching comprises a large part of the central mission of the College of Dentistry. It is related to and supported by scholarly activity and service. The criteria for teaching effectiveness that shall be considered in evaluation are teaching qualities, educational innovation, impact upon students, and degree of teaching responsibility. Evaluation of teaching does not lend itself solely to quantitative measurement. Multiple sources of information and methods must be considered in the assessment of teaching. Appropriate input from students, graduates, peers, department/division chairs and other sources help maximize the validity of the value judgment.

1. Teaching qualities

The foundation of quality teaching is mastery of the subject, including the spectrum of current literature in one’s discipline. Essential components of teaching are: the use of appropriate methods of instruction; effective planning and organization; clarity of written, oral, and visual presentation; rapport with students of all abilities; effective questioning and group facilitation skills; stimulation of critical thinking and problem solving; modeling professionalism; mentoring students; using appropriate methods of evaluation; and providing adequate feedback to students. Teaching should be carried out with enthusiasm and energy.

2. Educational innovation

Teaching excellence includes some degree of innovative effort. Innovations in teaching must accomplish more than mere change. Rather, new methods should demonstrate measurable advantage over those previously used. Examples of innovations in teaching are taking advantage of new technology to improve teaching effectiveness; developing new learning experiences, courses, programs, or curricula; developing unique methods to evaluate student learning, skills and professionalism; and developing methods to evaluate individual teaching, courses, or curricula.

3. Impact upon students

A positive impact of teaching on students should be the primary educational goal of each faculty member. Increased knowledge, skills, and professional attitudes and values result from effective instruction. The ultimate outcome of effective teaching is students achieving competency that leads to proficiency and finally mastery of their chosen profession.

4. Degree of teaching responsibility

The degree of responsibility assigned to a faculty member and the extent to which the faculty member’s responsibilities contribute to the teaching programs of the College must be a consideration. More weight should be given to directing a course or having primary responsibility for a teaching program than merely presenting lectures in a course or serving as a laboratory or clinical instructor. It is expected that faculty members will assume more responsibility for teaching as they gain academic experience.
5. Scholarship and teaching

Non-tenure track faculty are encouraged to participate in scholarly activities that improve their teaching skills and contribute to the knowledge base in their content area. These activities may include involvement in research related to the content or method of instruction, and the publication or dissemination by other means of new and innovative teaching materials and content.

B. Scholarly Activity

Scholarly activity comprises the other essential part of the central mission of the College of Dentistry and has two forms: (1) the compilation, synthesis, and transmission of current knowledge, and (2) the generation of new knowledge through original research and publication of the findings. All faculty in the tenure track must engage in scholarly activity, and faculty in non-tenure tracks should participate in scholarly activity to enhance their teaching. To be granted tenure a faculty person must engage in the generation of knowledge through original research and publication of the findings. The other forms of scholarly activity are of significant importance and lend substantial support to a candidate’s application for tenure. It should be understood that a record of manuscript publication and dissemination of knowledge in refereed journals or books or other formats is necessary. Pre-hiring publications will be considered, however, the major emphasis will be on publications since hiring or last promotion. As per TAMU guidelines, patents will be given equal weight to publications. In all instances, the quality of the scholarly activity, as judged by authorities in the field, will be the critical measure.

1. Compilation, synthesis, and transmission of current knowledge

All scholarly activity supports teaching and professional service. The compilation, synthesis, and transmission of current knowledge is one aspect of this activity that contributes to and advances scholarship. Such scholarly work may take many forms. Activities that support teaching and/or service may include: the publication of textbooks, book chapters, review articles, case reports, technical and clinical procedures, and instructional materials, videos, teaching manuals and syllabi; the development of new continuing education courses; the editorship of professional journals; integration and synthesis of translational and clinical approaches to particular dental problems; compilation and comparison of teaching materials or curricula; marketing of new methods and techniques in education, instrumentation, and technology; and collaborative projects with other units within the University, and other institutions. Non tenure track faculty are encouraged to participate in scholarly activity that improves their teaching skills and contributes to the knowledge base in their contact area.

2. Research and publication

Research is the generation of new knowledge through use of the scientific method. Such research may be basic, behavioral, translational, and/or clinical. It is most frequently expressed as manuscript publication in refereed scientific journals or books, and the acquisition of extramural funding for research support. Patents are equivalent to publications.

A reasonable and consistent level of research productivity is required; however, it is the quality of the investigative activity that is of primary importance in evaluation. The quality
of research can be most readily measured through two peer review mechanisms: publications in refereed journals and books and the acquisition of grant funds from sources that evaluate proposals using a quality peer review system. It is recognized that quality research can be conducted without the support of peer reviewed grant awards, and that publications/grants may be co-authored.

Additional demonstrations of the research record may include: invitations to present one’s research at other universities or major scientific meetings; appointment as a section or symposium chairperson; receipt of awards or other special recognition for outstanding research; appointment to NIH study sections; participation in sabbatical opportunities; supervision of theses or dissertation research; service on thesis or dissertation committees; publication and presentation of research abstracts; and manuscripts accepted for publication.

C. Service

Service is related to those activities that pertain to one’s role as a professional and as a College of Dentistry/University faculty member. Faculty effort in this area of evaluation may include programs and services, professional activities, and patient care.

1. Institutional programs and services

All faculty members must share the work necessary to maintain the operation of the institution. Furthermore, faculty are expected to contribute to the growth of the institution through efforts that are aimed at improving programs and services.

Examples of activities that relate to institutional programs and services are: membership on committees or other assignments within the University and College; leadership roles in curriculum reform, development, and implementation; contribution to faculty governance; participation in institutional, departmental/division, or program strategic planning; participation in student recruitment activities; development of or participation in diversity programs; participation in faculty recruitment; conducting faculty development programs; providing in-service seminars, continuing education, and training; participation in quality control; participation in assessment programs; and setting up educational displays in and outside of the College.

2. Professional activities

Faculty should contribute to the maintenance and growth of their profession. The state, the profession, and the general public depend on the TAMCOD for help in maintaining state-of-the-art health care delivery in this area of. Continuing education is both an instructional and public service activity that the College is uniquely positioned to provide. Finally, the faculty are encouraged to serve the community at large in a professional capacity that enhances the stature of the College of Dentistry.

Examples of professional activities are: membership in and contribution to professional organizations (includes offices held); organization of symposia; consultant to professional journals as a manuscript reviewer, etc.; consultant to accrediting and other educational review boards; membership on boards and committees in the community-at-large in a professional capacity; presentation of continuing education programs; and invited presentations at academic and professional groups.
3. Patient care

Faculty members (DDS/DMD) are expected to provide exemplary patient care that is respected by patients and peers both within the College of Dentistry and in the professional community.

Examples of activities relating to patient care include: certification by specialty board; awards or certification that recognizes clinical expertise; referral of patients from within and outside the College of Dentistry; expression of confidence and respect from patients and clinical staff; consultation as requested by other faculty members; application of current methods in patient care; membership on specialty examining boards; service as a consultant on patient care (third party groups, courts, health organizations); development and participation in health care service to community programs.

General Guidelines

Examples of types of activities which are consistent with the general guidelines follow for the three academic activities essential to the mission of the TAMCOD. Fulfillment of all items in an academic category is not a requirement for appointment, promotion, or tenure. It is also important to understand that interpretation of these guidelines must pay due regard to the difficulties inherent in quantifying academic performance. Evidence must also be presented to indicate a commitment to maintain the level of competence in teaching and/or research.

A. Teaching (Assistant to Associate Professor)

1. Is effective as a teacher and mentor as evidenced by mastery of both content and method and documented by student and faculty evaluation.

2. Is responsible for design, organization, coordination, and evaluation of a course, or a series of lectures, and/or for curricular improvements.

3. Is recognized as an exemplary scientist or clinician whose teaching activities can be documented as providing a positive role model for students.

4. Is effective as a supervising professor for post-doctoral/advanced education students.

5. Demonstrates innovation in teaching methods and production of texts, educational “software”, etc. and the production of new knowledge through research in the teaching content area.

6. Participates in student guidance and counseling.

7. Responsible for the development of continuing education or other professional programs, or is an invited speaker.
Scholarly Activity (Assistant to Associate Professor)

1. Demonstrates initiative, independence, and sustained scholarly activity in research.

2. Publishes research findings and scholarly papers in refereed professional journals or books, (it is recognized that publications/grants may be co-authored) and also obtains patents.

3. Presents research and scholarly findings at professional meetings.

4. Obtains funding for research or other scholarly activities.

5. Serves on thesis or dissertation committees or other research review boards.

Service (Assistant to Associate Professor)

1. Provides administrative responsibility for a service or specific area of patient care or teaching for which peer recognition can be documented.

2. Chairs or serves on committees within the department, College, University, and/or affiliated institutions.

3. Provides consultation to other departments or schools within the University and to local, state, regional, or national organizations of institutions that seek to benefit from the candidate’s experience.

4. Serves on extramural grant review committees or editorial boards of scientific or professional journals.

5. Performs a key administrative role in patient care, research, or teaching activities within a department or division.

6. Provides service as a health educator for the community.

7. Maintains active membership and participates in key organizations of the individual's discipline.

B. Teaching (Associate to Professor)

1. Sustained and outstanding performance of the examples cited for the Associate Professor level.

2. Leadership through design, organization, coordination, and evaluation of a course or courses (undergraduate, graduate, or continuing education); administrative responsibility at the school or department/division level for curriculum; supervision of staff teaching within a course, department/division, or school.
3. Invitations as visiting professor at other institutions.

4. Responsibility for student mentoring, guidance, and counseling as well as consultation to student organizations and groups within and outside the TAMCOD.

5. Sustained recognition as an exemplary scientist, teacher, mentor, or clinician whose activities can be documented as providing a positive role model for students.

6. Publication of educational works and new content area knowledge in relevant journals or books.

**Scholarly Activity (Associate to Professor)**

1. Is senior or responsible author of papers published in refereed professional journals or other media (it is recognized that publications/grants may be co-authored).

2. Published research forms an important body of work that is nationally or internationally recognized.

3. Receives funding as a principal investigator for research and/or serves an essential role as a coinvestigator in collaborative research.

4. Invitations to participate at national or international professional or scientific meetings.

5. Invitations to preside over sessions at national or international professional or scientific meetings.

6. Recognition for excellence in research by professional or scientific institutions or organizations.

7. Serves as chair of thesis or dissertation committees.

**Service (Associate to Professor)**

1. Appointment to responsible positions within the institution or its affiliates. (chairs a committee, department, or division; membership on major decision-making College/University committees)

2. Recognition as an authority by other schools and departments within the University and by local, state, regional, or national organizations or institutions.

3. Senior administrative responsibility for a service or specific area of patient care or clinical teaching.

4. Consultant to, or serves on, government review committees, study sections, or other national review panels.

5. Serves as an officer or committee chair in professional or scientific organizations.

6. Serves on editorial boards of professional scientific journals.
7. Election to responsible positions on civic boards or organizations concerned with health care issues at the local, state, regional, national, or international levels.
Office of the Associate Dean for Research & Graduate Studies

Dr. Larry Bellinger, Associate Dean (214-828-8322)
Ms. Kim Luttman, Graduate Studies Program Manager (214-828-8182)
Mr. Richard Cardenas, Research Compliance Program Manager (214-828-8994)
Ms. Jill Newsom, Administrative Assistant (214-828-8213)
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The intent of this message is to inform students, faculty, constituent dental societies, state boards of dentistry and other interested parties that an appropriate, signed complaint (see definition below) may be submitted to the Commission on Dental Accreditation (CODA) regarding any Commission accredited dental, allied dental or advanced education program.

**Definition of Complaint:** A complaint is defined by CODA as one alleging that a Commission accredited educational program may not be in substantial compliance with Commission standards or required accreditation procedures.

- Issues and concerns regarding patient care may be discussed with the Associate Dean for Clinical Services.
- Academic or program issues and concerns may be discussed with the Associate Dean for Research and Graduate Studies.
- CODA will review complaints that relate to a program’s compliance with the accreditation standards. The Commission is interested in the sustained quality and continued improvement of dental and dental-related education programs but does not intervene on behalf of individuals or act as a court of appeals for individuals in matters of admission, appointment, promotion or dismissal of faculty, staff or students.
- A copy of the appropriate accreditation standards and/or the Commission’s policy and procedure for submission of complaints may be obtained by contacting the Commission at 211 East Chicago Avenue, Chicago, Illinois 60611-2678, or by calling 1-800-621-8099, extension 4653, or [http://www.ada.org/115.aspx#specialty](http://www.ada.org/115.aspx#specialty).
For more than 110 years, Texas A&M University College of Dentistry has provided outstanding education to prospective dentists, dental specialists, hygienists, and academicians, in clinical and basic sciences. Founded in 1905, in Dallas, as State Dental College, the school opened its doors to its first 40 students as a private three-year dental school. When the college became a part of Baylor University in 1918, it was renamed Baylor University College of Dentistry. Baylor College of Dentistry was an integral part of Baylor University, and in 1949 was authorized by the Graduate School at Baylor University to conduct advanced education programs leading to graduate degrees. The college continued as a unit of Baylor University until August 1, 1971. At that time, it became Baylor College of Dentistry, a private, nonprofit, nonsectarian corporation chartered by the state of Texas to conduct educational programs in dentistry and related fields. However, an affiliation with the Baylor University Graduate School was retained and the graduate degrees were awarded by Baylor University.

On September 1, 1996, in accordance with Act 1995, 74th Texas State Legislature, Chapter 403, Section 87.901FF, Texas Education Code, Baylor College of Dentistry became an independent campus of the Texas A&M University System. In January 1998, the Texas Higher Education Coordinating Board approved the formation of the Texas A&M Health Science Center, and Baylor College of Dentistry became one of seven components under this umbrella. The Master’s Degree in Dental Hygiene, Biomaterials Science, Health Professions Education, and the Certificate in the dental specialties and Master’s Degree in Oral Biology were awarded by the Texas A&M Health Science Center. The MS and PhD in Biomedical Sciences were awarded by the School of Graduate Studies, also a component of the Texas A&M Health Science Center.

Further change occurred in 2013, when Texas A&M University System Chancellor John Sharp proposed a merged of the Texas A&M University System Health Science Center with Texas A&M University. The Texas Higher Education Coordinating Board, Southern Association of Colleges and Schools, and the Texas State Legislature approved the merger in July of 2013. In 2015, the PhD in Biomedical Sciences was changed to a PhD in Oral Biology. All degrees are now conferred by Texas A&M University.

In May of 2016, Chancellor Sharp and President Young announced that the dental school's name will be officially changed to Texas A&M University College of Dentistry. Rebranding the dental school better positions it as a part of the Health Science Center and Texas A&M University and builds upon its dedication to service in support of the land grant mission.

In May of 2017, the College of Dentistry broke ground on a new clinical building. The Texas Legislature has pledged $72M for the project. The estimated total costs will be $127.5M. The college received a pledge of $11.25M from the Health Science Center towards this project and $5M from the Baylor Oral Health Foundation. The remaining funds will come from college reserves, fundraising and various other sources.

Acronyms used throughout this document include:
Texas A&M University College of Dentistry = the college or college of dentistry, TAMCOD, TAMUCOD
Texas A&M University Health Science Center = HSC
Texas A&M University = TAMU
Texas A&M University System = TAMUS
Office of the Dean
  Room 507
  Dr. Lawrence Wolinsky, Dean, Extension 8300
  Ms. Pat Matulis, Assistant to the Dean, Extension 8201

Office of Research and Graduate Studies
  Room 483
  Dr. Larry Bellinger, Associate Dean, Extension 8322
  Ms. Kim Luttman, Graduate Studies Program Manager, Extension 8182
  Mr. Richard Cardenas, Research Compliance Program Manager, Extension 8994
  Ms. Jill Newsom, Administrative Assistant, Extension 8344

Office of Student Affairs and Student Diversity
  Room 503
  Dr. Ernie Lacy, Associate Dean, Extension 8232
  Ms. Taryn Walker, Program Manager, Extension 8233
  Ms. Kay Egbert, Financial Aid Program Manager, Extension 8181

Office of Finance
  Room 510
  Ms. Juanna Moore, Associate Dean, Extension 8907
  Ms. Gail Parrigin-Clark, Assistant Dean, Extension 8921
  Ms. Melissa (Missy) Stebbins, Business Coordinator II, Extension 8222

Student Health Clinic
  Room 24 (Basement)
  Ms. Jackie Tucker-Adami, Clinic Nurse, Extension 8253

Office of Information Technology
  Room 529
  Local Support, Extension 8248

Human Resources
  Room 524
  Ms. Pat Brouwer, Assistant Director, Extension 8962

Baylor Health Sciences Library
  First Floor Between College of Dentistry and BUMC
  Ms. Rosanna Ratliff, Director, Extension 8930

Security and Parking Services
  Room 22 (Basement)
  Mr. Sam McDonald, Chief of Security, Extension 8335
  Mr. Sidney Whitley, Assistant Chief of Security, Extension 8335
College of Dentistry Academic Calendar Highlights for 2018 – 2019
The complete calendar can be found on-line at https://dentistry.tamhsc.edu/academic/calendars.

2018

June 28  Wednesday, Graduate student tuition and fee payment due by 5 pm (Summer Semester)
June 28 – 29  Thursday and Friday, New Graduate Student Orientation
July 2  Monday, SUMMER GRADUATE SESSION BEGINS
July 3  Thursday, Graduate Core Courses Begin
July 4  Tuesday, Independence Day Holiday
August 10  Friday, SUMMER GRADUATE SESSION ENDS
August 13  Monday, FALL SEMESTER BEGINS
September 3  Monday, Labor Day Holiday
November 19 – 23  Fall Semester Recess
December 14  Friday, FALL SEMESTER INSTRUCTION ENDS
December 15  Saturday, Award MS and PhD Degrees (College Station campus)
December 15 – January 6  Holiday Recess

2019

January 7  Monday, SPRING SEMESTER BEGINS
January 21  Monday, Martin Luther King, Jr. Holiday
March 18 – 22  Spring Semester Recess
May 17  Friday, GRADUATE SEMESTER ENDS
May 24  GRADUATION EXERCISE (TBD)
May 28  Monday, Memorial Day Holiday

Graduate specialty student clinical rotations continue between academic terms with no change in student status.
<table>
<thead>
<tr>
<th>Summer 2018 201821</th>
<th>OBIO 671 – Applied Medical Physiology</th>
<th>OBIO 660 – Teaching Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2 through August 10</td>
<td>Tuesdays &amp; Thursdays – 8am to 10am – Room 736</td>
<td>Tuesdays – 1pm to 3pm – Room 211</td>
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<tr>
<td></td>
<td>Dr. Bruno Ruest, Course Director</td>
<td>Dr. Faizan Kabani, Course Director</td>
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<td></td>
<td>OBIO 670 – Clinical Pharmacology</td>
<td>OBIO 670 – Clinical Pharmacology</td>
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<td>Tuesdays &amp; Thursdays – 1pm to 3pm – Room 736</td>
<td>Tuesdays &amp; Thursdays – 1pm to 3pm – Room 736</td>
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<tr>
<td></td>
<td>Dr. Jayne Reuben, Course Director</td>
<td>Dr. Jayne Reuben, Course Director</td>
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<td></td>
<td>OBIO 672 – Head &amp; Neck Anatomy</td>
<td>OBIO 672 – Head &amp; Neck Anatomy</td>
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<tr>
<td></td>
<td>Tuesdays – 3pm to 5pm – Room 736</td>
<td>Thursdays – 4pm to 5pm – Room 736</td>
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<tr>
<td></td>
<td>Dr. Qian Wang, Course Director</td>
<td>Dr. Qian Wang, Course Director</td>
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<thead>
<tr>
<th>Fall 2018 201831</th>
<th>OBIO 674 – Immunology</th>
<th>OBIO 611 – Research Design &amp; Methodology</th>
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</thead>
<tbody>
<tr>
<td>August 13 through December 14</td>
<td>Tuesdays – 9am to 10am – Room 736</td>
<td>Tuesdays &amp; Thursdays – 1pm to 2pm – Room 211</td>
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<tr>
<td></td>
<td>Dr. Joseph Newman, Course Director</td>
<td>Dr. Peter Buschang, Course Director</td>
</tr>
<tr>
<td></td>
<td>Tuesdays &amp; Thursdays¹ – 2pm to 3pm – Room 211</td>
<td>Tuesdays &amp; Thursdays¹ – 2pm to 3pm – Room 211</td>
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<td></td>
<td>Dr. Bruno Ruest, Course Director</td>
<td>Dr. Bruno Ruest, Course Director</td>
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<tr>
<td></td>
<td>OBIO 631 – Advanced Human Craniofacial Development &amp; Craniofacial Anomalies</td>
<td>OBIO 631 – Advanced Human Craniofacial Development &amp; Craniofacial Anomalies</td>
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<tr>
<td></td>
<td>Tuesdays &amp; Thursdays² – 2pm to 3pm – Room 211</td>
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<td>Thursdays (BMS students continue from 3pm to 4pm in Blanton Library)</td>
<td>Thursdays (BMS students continue from 3pm to 4pm in Blanton Library)</td>
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<tr>
<td></td>
<td>Dr. Bruno Ruest, Course Director</td>
<td>Dr. Bruno Ruest, Course Director</td>
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<td></td>
<td>OMFS 610 – Conscious Sedation</td>
<td>OBIO 610 – Responsible Conduct in Research</td>
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<tr>
<td></td>
<td>Tuesdays³ – 3pm to 4pm – Room 736</td>
<td>Thursdays – 3pm to 4pm – Room 211</td>
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<tr>
<td></td>
<td>Dr. Bryan Henderson, Course Director</td>
<td>Dr. Kathy Svoboda, Course Director</td>
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<td></td>
<td>OBIO 610 – Responsible Conduct in Research</td>
<td>OBIO 610 – Responsible Conduct in Research</td>
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<td>Thursdays – 3pm to 4pm – Room 211</td>
<td>Thursdays – 3pm to 4pm – Room 211</td>
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<td></td>
<td>Dr. Kathy Svoboda, Course Director</td>
<td>Dr. Kathy Svoboda, Course Director</td>
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<td>AEGD 604 – Practice Management I</td>
<td>AEGD 604 – Practice Management I</td>
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<td>Thursdays⁴ – 4pm to 6pm – Room 604</td>
<td>Thursdays⁴ – 4pm to 6pm – Room 604</td>
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<tr>
<td></td>
<td>Dr. Amirali Zandinejad, Course Director</td>
<td>Dr. Amirali Zandinejad, Course Director</td>
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<thead>
<tr>
<th>Spring 2019 201911</th>
<th>OBIO 632 – Physical Growth &amp; Maturation</th>
<th>OBIO 673 – Oral Microbiology</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 7 through May 17</td>
<td>Tuesdays – 1pm to 2pm – Room 736</td>
<td>Thursdays – 9am to 11am – Room 736</td>
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<tr>
<td></td>
<td>OBIO 640 – Cellular &amp; Molecular Tissue Biology</td>
<td>OBIO 673 – Oral Microbiology</td>
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<td>Tuesdays⁵ – 2pm to 4pm – Room 736</td>
<td>Thursdays – 9am to 11am – Room 736</td>
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<td></td>
<td>Dr. Bob Lu, Course Director (first 8 weeks)</td>
<td>Dr. Allen Honeyman, Course Director</td>
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<tr>
<td></td>
<td>OBIO 641 – Cellular &amp; Molecular Tissue Biology</td>
<td>OBIO 619 – Advanced Oral Pathology</td>
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<td>Tuesdays⁶ – 2pm to 4pm – Room 736</td>
<td>Thursdays – 1pm to 3pm – Room 736</td>
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<tr>
<td></td>
<td>Dr. Xiaohua Liu, Course Director (last 9 weeks)</td>
<td>Dr. Lisa Cheng, Course Director</td>
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<tr>
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<td>OBIO 621 – Applied Biostatistics</td>
<td>OMFP 619 – Advanced Oral Pathology</td>
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<td>Tuesdays – 2pm to 4pm – Library Computer Lab</td>
<td>Thursdays – 1pm to 3pm – Room 736</td>
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<tr>
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<td>Dr. Emet Schneiderman, Course Director</td>
<td>Dr. Lisa Cheng, Course Director</td>
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<td>OMFP 620 – Advanced Oral Pathology Lab</td>
<td>OMFP 620 – Advanced Oral Pathology Lab</td>
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<td>Fridays – 1pm to 2pm – Room 213B</td>
<td>Fridays – 1pm to 2pm – Room 213B</td>
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<td>Dr. Paras Patel, Course Director</td>
<td>Dr. Paras Patel, Course Director</td>
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<td>OMFS 625 – Physical Diagnosis &amp; Internal Medicine</td>
<td>OMFS 625 – Physical Diagnosis &amp; Internal Medicine</td>
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<td>Thursdays – 3pm to 4pm – Room 361</td>
<td>Thursdays – 3pm to 4pm – Room 361</td>
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<tr>
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<td>Dr. Likith Reddy, Course Director</td>
<td>Dr. Likith Reddy, Course Director</td>
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<tr>
<td></td>
<td>AEGD 604 – Practice Management I</td>
<td>OMF 611 – Oral Radiology</td>
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<tr>
<td></td>
<td>Thursdays⁷ – 4pm to 6pm – Room 604</td>
<td>Thursdays – 4pm to 5pm – Room 310</td>
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<tr>
<td></td>
<td>Dr. Amirali Zandinejad, Course Director</td>
<td>Dr. Matt Nair, Course Director</td>
</tr>
</tbody>
</table>
**General Information**

- **Address Change**: Students must file any change of address online through “HOWDY”, the secure internet portal for students.

- **Bloodborne Pathogens**: College of dentistry students treat patients in state-of-the-art clinics under faculty supervision meeting the needs of nearly 25,000 patients each year. More than 130,000 patient visits are recorded annually in the college’s 150 clinics and off-site programs. Students manage patients with varied medical histories including children, adults, the elderly and those who are mentally or physically disabled. Students are trained in the techniques of infection control as a part of their curriculum and the college has a plan to eliminate or minimize student and employee exposure to bloodborne pathogens. A copy of this plan is available in the following offices: Associate Dean of Clinical Affairs, College Health Nurse, and Environmental Health and Safety Manager. Students are welcome to request a copy of the plan.

- **Cell Phone Policy** (approved by Administrative Council on 07/21/2017): This document sets forth the Texas A&M College of Dentistry (COD) policies regarding cell phone/device usage in clinical areas and applies to all students, residents, faculty and clinical staff. For purposes of this policy, the term “CELL PHONE” and “DEVICE” are defined as any handheld or portable electronic device with the ability to receive and/or send or transmit voice, text, or data messages without a cable connection. This policy also includes, but is not limited to, cellular or digital telephones, tablets, iPads, laptop computers, and PDA’s with wireless communication capabilities. Unplugging any network cabled devices to gain personal access to the COD network is expressly prohibited. The COD reserves the right to update and modify these policies at any time.

  The college is mindful that cell phones are ubiquitous and can be used for important notifications such as a sick child or family emergency. Nonetheless, cell phone/device usage poses a significant risk to our infection control practices and can be distracting and dangerous for other practitioners and their patients. Therefore, personal cell phone/device usage in patient care areas is prohibited except as described below. Additionally, the use of onboard cameras on cell phones and other devices noted above is also prohibited in order to protect the privacy of COD patients, students, residents, faculty and clinical staff. The use of apps to enhance clinical treatment will be allowed (e.g. Lexicomp, Google Translator). However, infection control procedures must be followed and care must be taken to avoid cross contamination.

  Cell phones/devices may be brought into the clinical building, but must be set on vibrate and stored out of sight when in patient care areas. It is understood that it is sometimes necessary to make and receive calls during clinic hours. In such a situation, excuse yourself and make or receive any required calls from an area outside the clinic. Limit personal calls to break and meal periods; these calls should also be made away from patient care areas as noted above. Ensure that friends and family members are aware of this policy so as to minimize their phone calls during clinic hours. The only exception to this policy is with written permission from the appropriate department head with the approval of Clinical Affairs. Any violations of this policy will be addressed by the Director of Clinical Operations and the Associate Dean of Clinical Affairs.

- **Counseling Services**: Up to three sessions of confidential, off-campus psychological counseling are available at no charge to all students to provide adjustment counseling, brief psychotherapy and triage. Students must be referred for psychological services by the Office of Student Affairs & Student Diversity. All student contacts will be confidential as prescribed by State law. The Associate Dean for Student Affairs & Student Diversity may approve payment for a limited number of additional sessions if recommended by the consulting practitioner, the Student Promotions Committee or the Faculty-Student Review Committee. If students present with difficulties requiring longer treatment, the Associate Dean for Student Affairs & Student Diversity will be notified by the consulting practitioner and the student may be referred outside this structure for consultation at his or her own expense. Several of the consulting practitioners also accept the student insurance program should extend counseling be required.

- **Crisis Management**: In the event of a college-wide crisis, the first priority should be to secure your personal safety as quickly as possible. Take cover and await instructions until help arrives.

  + Call one of the following numbers:
    - Security – 8335 (or 214-828-8335 from a cell phone) or
    - Facilities Services – 8250 (or 214-828-8250 from a cell phone).
College officials will immediately notify external authorities. However, if circumstances warrant and you are unable to reach the above numbers, you may call the following number directly: Dallas Police Department – 911. Remember to dial the required 9 from a campus phone – 9-911.

Announcements will be made over the emergency system to keep the campus informed of immediate danger and again when the threat is over.

The above numbers and a detailed Crisis Management Action Plan are printed in highly visible red books located near telephones and work stations throughout the college.

Disability Services - Special Accommodation for Persons with Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact Dr. Paul Dechow, Associate Dean for Academic Affairs, Room 514, or call 214-828-8208 for additional information (www.tamhsc.edu). Student disability services are administered through the Office of Academic Affairs. Individuals accepted into the curricula of the college are expected to be able to perform the essential functions outlined in the "Essential Functions" document which follows, with or without accommodations. Students with questions or requests are directed to the appropriate guidance, resources, and support to address personal and academic matters. The Office of Academic Affairs is the point of contact for information or questions about a variety of topics including: accommodations counseling, evaluation referral, disability-related information and other matters influencing academic performance.

Dress Code (approved by Administrative Council on 03/12/2004): It is the philosophy of the college of dentistry administration that attire, grooming and personal hygiene are critical to professionalism and therefore directly affect patients, visitors, students, faculty, and staff. To clarify expectations, the Administrative Council has endorsed the following student dress and grooming regulations, as recommended by a committee comprised of faculty, students, and staff. The college reserves the right to determine, on an individual basis, if professional dress, grooming and personal hygiene regulations have been violated.

1. Must wear clean, non-wrinkled surgical scrubs in college clinics and laboratories. The scrub tops and bottoms may be any solid matching color. Scrubs should have no logo or the college of dentistry logo only. Clean clinic or laboratory jackets may be worn over the scrubs.

2. May wear a solid color, short-sleeved t-shirt under surgical scrubs.

3. Must wear socks that cover the ankle with clean athletic shoes or surgical clogs when wearing scrubs. Sandals and open-toed shoes must not be worn with scrubs.

4. College-issued identification badges must be worn in a highly visible manner at all times while on college premises.

5. When not required to wear surgical scrubs, business casual attire may be worn. Business casual attire means that shirts for male students must be collared. No jeans, shorts, or t-shirts worn as top shirts, are permitted.

6. Hair should be kept well-groomed and in keeping with a professional image. When in the clinic, hair that is not cut short enough to remain close to the head and out of the way of clinical procedures must be tied back.

7. Clean, neatly trimmed mustaches and/or beards are permitted, however they should only be started during extended vacation periods so that an unkempt appearance will not occur during class or clinic attendance. The two-day growth look is unacceptable. Those who elect to wear full beards are required to wear full coverage masks during patient care.

8. The wearing of baseball caps or other head attire that is not of religious nature is unacceptable in the college during working hours.

9. Infection control regulations with regard to dress will be observed at all times and take precedence over all other dress regulations.
Enrollment, Program Completion and Graduation Requirements

**Certificates**: Requirements for advanced specialty programs, courses, semester hours, clinical/research experience, and duration generally vary according to the requirements for certification prescribed by the respective professional accreditation organizations. The goal is to ensure that each graduate student who has successfully completed their advanced clinical training program has all the prerequisites and necessary experience to achieve board eligibility and certification by their governing professional body.

**Graduate Programs**: The college of dentistry offers an MS and PhD in Oral Biology. Students in a combined clinical and graduate program at the college must complete all of the requirements of the clinical program and of the MS. Requirements for the MS and PhD program include the following elements:

- **MS in Oral Biology (basic science track):**
  - Minimum of 32 semester hours of courses acceptable for graduate credit
  - Successful completion of a thesis

- **MS in Oral Biology (clinical track):**
  - Minimum of 32 semester hours of courses acceptable for graduate credit
  - Successful completion of a thesis*  
  *At the Program Director’s discretion, if an applicant has a prior PhD, minimum of 36 semester hours of courses acceptable for graduate credit and a non-thesis option is available.

- **PhD in Oral Biology:**
  - Minimum of 96 semester hours of courses acceptable for graduate credit*  
  *Reduced to 64 hours if you already hold a previous MS or a DDS from a US institution
  - Successful completion of a dissertation

**Full-Time / Part-Time Status**: Graduate students must be enrolled at least half-time to receive student financial aid and be eligible for deferral of loan repayment. However, government regulations define full-time status for Oral Biology (basic science track) MS and PhD graduate students for financial aid.

- A graduate student is considered full-time if he or she is registered for a minimum of:
  - 9 semester credit hours during a fall or spring semester / 6 semester credit hours in a summer semester

- A graduate student is considered half-time if he or she is registered for a minimum of:
  - 5 semester credit hours during a fall or spring semester / 3 semester credit hours in a summer semester

Graduate students enrolled in a full-time clinical specialty program are considered full-time due to the clinic hours involved in their curriculum in addition to the semester credit hours. Colleges and schools may impose additional semester credit hour requirements for students holding assistantships or fellowships which exceed the minimum stated above. Exceptions to the above criteria are rare, but include students enrolled in academic programs where the combination of hours of academic coursework, work, research, or special studies is sufficient to warrant a classification of full-time.

**Time Limitations for Completion of the Graduate Programs**: Students in Orthodontics, Periodontics and Prosthodontics, who are pursuing a Certificate and MS in Oral Biology are required to have their research and an acceptable thesis draft completed prior to the awarding of the Certificate. An acceptable draft of a thesis is defined as one that it is complete to the extent that it can be used for the thesis defense examination. This fulfills the Certificate research requirement. This requirement may be different for students in Oral and Maxillofacial Pathology, but every effort should be made to complete the Certificate as scheduled. Extenuating circumstances should be discussed with the Program Director.

The graduate degree candidate is required to continue in residence at the college to meet the minimum residency requirement for their program. Candidates for the MS degree in Oral Biology are expected to complete the thesis and all requirements for completion of the respective program within a period of six consecutive calendar years. If all requirements are not fulfilled at that time, a one-year extension may be requested by the student and approved through the Department Head/Program Director and the Associate Dean for Research and Graduate Studies. The term of this extension will not exceed one year, and in all cases, seven consecutive calendar years is the maximum time limit for completion of all degree requirements.
Candidates for the PhD degree in Oral Biology are expected to complete the dissertation and all requirements for completion of the degree within a period of 10 consecutive calendar years. Graduate credit for course work more than ten calendar years old at the time of the final oral examination may not be used to satisfy degree requirements.

✓ **Graduation**: Degrees or certificates are awarded on the recommendation of the faculty and Dean of the college. The student must be certified as having completed all requirements of the program by the Program Director, the Graduate Education Council, the Office of the Registrar, and the Administrative Council. The TAMU Office of the Registrar has final authority for clearing students to receive the certificate or degree. The college does not automatically award degrees upon completion of scholastic requirements. To be considered for a degree, a student must apply and pay the graduation fee online through Compass. Certificates are awarded by TAMU whenever the Program Director certifies that the student is eligible and notifies the Office of Research and Graduate Studies and the Office of the Registrar to order the certificate and the date which should be shown on the certificate. Some programs require the completion of the Master of Science degree before awarding the Certificate. Commencement ceremonies in Dallas are held in May of each academic year. Remember: even if you do not plan to participate in the commencement ceremony, you still must apply online for graduation. There is no ceremony held in the summer or fall semesters, but degrees are awarded in August and December to those who are certified as eligible after the May commencement ceremony. Those names will be listed in the commencement program in May of the next year, as “Students Who Received Certificates/Degrees Since the Last Commencement.” The college requires continuous enrollment for a certificate/degree to be awarded. You can find more information on continuous enrollment in the Policies and Procedures section of this handbook.

✓ **Apply to Graduate**: Students must apply to graduate and pay fees online via Compass on or before the deadline for each semester. If you are receiving an MS in May and a Certificate in June, you must apply separately for each. Deadlines occur early in the semester. Certificates may be ordered/issued upon completion of all requirements throughout the year. MS and PhD diplomas are ordered only once per semester and are issued only on the graduation date for that semester. You will receive a notification of the deadline for applying at the start of each semester. Deadlines are set by the TAMU Office of the Registrar and are not negotiable.

<table>
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<tr>
<th>Term</th>
<th>Graduation Date</th>
<th>Apply to Graduate deadline</th>
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<tbody>
<tr>
<td>Spring Semester</td>
<td>May</td>
<td>Early February</td>
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<tr>
<td>Summer Semester</td>
<td>August</td>
<td>Early June</td>
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<tr>
<td>Fall Semester</td>
<td>December</td>
<td>Early September</td>
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Instructions and deadlines will be sent to students via email and will be posted to the Graduate Studies webpage. Students close to completion should consult with their mentor and program director as to when to apply for graduation. Applying to graduate does not guarantee award of the diploma that semester.

- Students who fail to meet requirements for graduation during the term applied for have 30 days from the date on the certificate/diploma to complete requirements and be cleared by the Office of the Registrar to receive the certificate or diploma.
- If students do not complete requirements within 30 days of the date on the certificate/degree, the certificate/degree will be shredded. They must register for the next semester and apply for graduation again.
- Students must be registered for the semester in which the degree is conferred; therefore, they must continue to register until they meet requirements for graduation.
- The college’s continuous enrollment policy requires students to be enrolled for a minimum of 1 credit hour during the semester in which the diploma or certificate is conferred.

✓ **Eligibility to Participate in Graduation Ceremonies**: In order to participate in graduation ceremonies and be listed in the commencement program, a student must have completed all requirements for the Specialty Certificate, MS degree and/or the PhD degree by the deadlines posted each year.

✓ **Continuous Enrollment Requirements**: A student in a graduate degree program requiring a thesis, dissertation, internship, or record of study, who has completed all coursework on his/her degree plans other than 691 (Research), 684 (Internship), or 692 (Professional Study) is required to be in continuous registration until all requirements for the degree have
been completed. The continuous registration requirement may be satisfied by registering either In Absentia or In Residence. To qualify for In Absentia registration, a student must not have access to or use facilities or properties belonging to or under the jurisdiction of TAMUS at any time during the semester or summer term for which he or she is enrolled. A student who qualifies for In Absentia registration is required to register each subsequent fall and spring semester for a minimum of one and maximum of four credit hours of 691, 684, 685 or 692. Departments and colleges may have additional or higher requirements. A student who is subject to In Residence registration (i.e., on campus) is required to register each subsequent fall and spring semester and each 10-week summer semester for at least one credit hour. University departments and colleges may have additional or higher requirements. Unless a student plans to take examinations, or use University resources including any interaction with their graduate committee, registration during the summer will not be required to fulfill the continuous registration requirement. However, colleges, departments or intercollegiate faculty may have additional or higher requirements.

An international student may have additional registration requirements depending on his/her visa status. He/she should consult with the International Student Services website or an International Student Services advisor to obtain current information on these requirements. A student who does not comply with the continuous registration requirement will be blocked from registration. He/she will be allowed to register again after receiving a favorable recommendation from a departmental review committee (not the student’s advisory committee), the endorsement of the department head, or Chair of the intercollegiate Faculty and the approval of the Office of Graduate and Professional Studies. If a break in enrollment occurs for one academic year or longer, the student must apply for readmission to the graduate degree program through Graduate Admissions.

Courses Taken with Dental Students (Additional Requirements): In the 1983 SACS site visit, the following recommendation was made: If a graduate student takes a course with dental courses, additional work and special attention must be given the graduate students to make sure that these courses are truly at a graduate level. The college’s response to that recommendation was: The Graduate Education Council recognized that courses leading to the DDS degree are in fact at an advanced level. However, where graduate students are taking courses in the dental curriculum for graduate credit, these students will be required to attain a greater degree of mastery of the subject matter being taught than is expected of dental students. The greater degree of mastery will be achieved by (1) assignments for additional reading in more advanced textbooks, current review articles and/or journals, and (2) adding examination questions regarding greater depth of understanding of the subject. In laboratory courses, additional requirements reflecting high levels of achievement will be required. Specific additional expectations for graduate students who may be permitted to take a dental course for graduate credit must be defined and placed on file in the Office of Research and Graduate Studies at the college of dentistry.

Degree Plans: Graduate students who are enrolled in certificate and/or degree programs having a course curriculum itemized in the college catalog must follow that degree plan.

MS and PhD degree plans are required to be submitted electronically through the Document Processing Submission System (DPSS) before registration for the spring semester of the student’s second year. If there is a need to deviate from that curriculum, the changes and the reasons for it must be approved by the Associate Dean for Research and Graduate Studies and then submitted via electronic petition through DPSS for approval.

The student’s transcript must match the degree plan in order to be cleared for graduation.

Access to DPSS is obtained through the Howdy Portal or at orgsdpss.tamu.edu.
Valid

**Essential Functions for Continuance in the Clinical Programs of the College**

- **Essential Functions**: The college is committed to the principle of diversity. In that spirit, admission to the college is open to qualified individuals in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The college of dentistry, a component of the HSC, recognizes that the award of a Doctor of Dental Surgery (DDS) degree, Bachelor of Dental Hygiene degree and graduate specialty certificates or degrees carries with them the full authority of the institution and communicates to those who might seek the services of the bearer that he or she is competent to practice dentistry. The DDS degree certifies that, upon licensure, the graduate is prepared to practice all disciplines of the dental profession appropriate for a general practitioner. This requires that the student acquire cognitive and technical skills and attitudes determined by the faculty as requisite for the practice of dentistry. Programs in the dental specialties carry the same privileges as the DDS degree. In the same manner, the Bachelor of Dental Hygiene degree confers the privilege of practice in dental hygiene with all of its patient responsibilities. The college recognizes the unique cognitive, technical and attitudinal aspects of these curricula. Students must possess the skills and abilities that will allow them to successfully complete the course of study and receive the full benefit of the educational program. The student is required to direct or perform treatment on the patients of the college as part of the curriculum. The college has responsibility for ensuring the safety of patients and student clinicians. This includes the completion of treatment safely and within a reasonable amount of time. The student must be able to meet or perform the following essential functions with or without accommodation.

- **Sensory and Observation**: Students must be able to observe patients, in clinic or in simulations, in order to gain information to be used in diagnosis. Students must possess vision, hearing and physical abilities sufficient to obtain a patient history, perform a physical examination and provide patient care. Additionally, students must have sufficient dexterity to manipulate dental equipment appropriately and to perform in class, clinic and laboratory settings for extended periods of time.

- **Cognitive**: Students must be able to solve problems using the ability to understand and retain knowledge derived from readings, lectures and demonstrations. Students must be able to use reasoning to analyze and integrate learned material and apply principles to new problems.

- **Motor Skills**: Students ordinarily should have motor function sufficient to enable them to execute movements required to provide general care for and treatment of patients in routine and emergency situations. It is required that a student possess the motor skills necessary to directly perform palpation, percussion, auscultation and other diagnostic maneuvers, basic laboratory tests and diagnostic procedures. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional uses of the senses of touch, vision and smell. Students must be able to tolerate physically taxing workloads and to function effectively under stress.

- **Communication**: Students must be able to communicate effectively with patients; convey or exchange information at a level allowing development of a health history; identify problems presented; explain alternative solutions; and give directions during treatment and post-treatment. Communication includes speech and writing. Students must be able to communicate effectively and efficiently in oral and written form with all members of the health care team. Students must have sufficient facility with English in order to retrieve information from texts and lectures and communicate concepts on written exams and patient charts; elicit patient backgrounds; describe patient changes in moods, activity and posture; and coordinate patient care with all members of the health care team. In any case where a student’s ability to communicate through these sensory modalities is compromised, the student must demonstrate acceptable alternative means and/or ability to acquire and demonstrate the essential information conveyed in this fashion.

- **Behavioral Skills**: Students must possess the emotional health required for full utilization of intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients and the development of mature, sensitive and effective relationships with patients.

- **Admissions and Continuation in the Curriculum**: The college has determined that the functions and skills listed above are essential to the program of instruction. The college will consider for admission any applicant who has (1) the ability to perform the functions and skills specified with or without reasonable accommodations, and (2) met the published criteria for admission required for all applicants. Although the college may not inquire whether an applicant has a disability prior to making a decision on admission, an applicant may disclose during the admissions or interview process a disability for which he or she desires accommodation. If this occurs, the college may request that the applicant provide
documentation of the disability to the Director of Admissions. Notwithstanding such disclosure, the applicant will be considered based upon the published admissions criteria required of all applicants. A matriculant or current student who discloses a disability and requests accommodation may be asked to provide documentation of his or her disability for the purpose of determining appropriate accommodations, including modification to the program. The college may provide reasonable accommodations, but is not required to make modifications that would fundamentally alter the nature of the program, or provide auxiliary aids that present an undue burden to the college. In order to matriculate or continue in the curriculum, a matriculant or current student must be able to perform all of the essential functions with or without accommodation. An inability to perform the essential functions will lead to a withdrawal of an admission offer or dismissal. Requests for accommodation by matriculants or current students should be initiated with the Associate Dean for Academic Affairs at: College of Dentistry - P.O. Box 660677 - Dallas, Texas 75266-0677 - 214.828.8207

Facilities Services: TAMU Parking Services, the Office of Clinical Affairs, and the local college security staff maintain oversight for employee and student identification, building access, keys, parking, security, and safety.

- Identification Badges, Access Cards and Keys: Your identification badge/access card provides authorized and controlled entry into buildings, offices, and parking. It is also a useful tool for security. The following individuals are required to obtain and display an official identification badge while on the college of dentistry campus:
  - Faculty / Staff / Students
  - Non-affiliated student employees
  - Texas Medical Center, TAMU or other faculty and staff who work at or for the HSC on a regular basis
  - All service technicians who are at HSC facilities on a regular basis
  - Contractors
  - Vendors

- Unauthorized use of a badge is considered grounds for disciplinary action. An identification badge may neither be altered, disfigured, nor display any items that are not part of the original badge. Identification badges must be worn in a highly visible manner while on property owned or under the control of the institution or component. Usage of your identification badge for entry into and/or approval in axiU/m represents your electronic signature. If you allow someone else to use your badge, it may result in forfeiture of all privileges assigned to that badge.

- Definitions and Procedures: Credentials include standard acronyms indicating licensure, registration, certification, or graduate degree applicable or pertinent to the work performed (e.g.: CPA, CR, DDS, DMD, DVM, LVN, MD, MSW, MT (ASCP), PA, PhD, RDH, DO, RN, RpH). Due to space limitations, no more than three acronyms may be listed on a badge. Department name (for employees) is the name of the primary department to which the employee is assigned, as shown in the BPP database.

- Building Access: Students may enter through the Hall Street door after hours by using their identification badge/access card. There is no initial charge for this card; however, a replacement fee of $25 must be paid to the Business Office for loss or abuse of a card. The card key is also needed to enter the garage.

Family Educational Rights and Privacy Act: The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access.

   A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student’s right to a hearing
regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the University discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent. The University discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University. [Optional] Upon request, the University also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

**Family Emergencies**: In the event of a family emergency, a member of the student’s family should call Student Affairs & Student Diversity at 214-828-8210.

**Fax Machine**: Students may use a fax machine located in the Office of Student Affairs & Student Diversity to receive faxes or to send local faxes. The fax number is 214-874-4572.

**Financial Aid**: The Financial Aid Manager’s Office is located on the 5th floor (Room 503). The hours of operation are 9am to 6pm. A limited number of teaching and research assistantships are available for qualified students. Stipends vary with the nature of service and the amount of time required. Information is available from each program director. Some programs employ students as teaching assistants or research assistants. This employment qualifies out-of-state residents for in-state tuition. Each program’s administrative staff will assist with submitting requests from non-residents for in-state tuition rates. A student’s ability to pay for advanced education is not a factor in the admissions process. All students may apply for financial aid. Assistance is available in the form of federal, state, institutional and private funds, with the largest type of aid being long-term student loans payable after graduation. Students must complete the online Free Application for Federal Student Aid (www.fafsa.ed.gov). Additional information is available on the TAMU Office of Scholarships and Financial Aid website or by contacting the Financial Aid Manager. If you received loans in the past, you will be able to defer them using an In-School Deferment because you are a full-time student. You can obtain an In-School Deferment form from your lender (or the lender’s web site), fill out your portion of the form, and take it to the Student Affairs & Student Diversity Office on the 5th floor for certification. In any discussion with your lender or servicer, you should refer to your in-school status rather than “residency” because they equate “residency” with a “medical residency” which is not eligible for deferment.

**Fire Evacuation Procedures**: If evacuation from an area is necessary, use the following procedures.

- Contact Security (8335), the Environmental Health and Safety Manager (8301), and Facilities Services (8250) to alert them of the situation. They will determine the extent of the evacuation. Announcements will be made using the fire control panel speaker system.

- In case of fire, personnel on the fire floor, one floor above and one floor below will be evacuated. Evacuation of the entire building will be initiated only on order of the Command Center Lead Person or the Dallas Fire Department.

- All personnel will move to lower floors using the stairwell exits. DO NOT USE THE ELEVATORS. Walk patients and visitors down the stairs, providing assistance, if needed. Additional personnel will be assigned to assist with the evacuation of personnel as needed.
Graduate Education Council and Graduate Faculty: The Graduate Education Council (GEC) retains the traditional concepts in advanced education by providing broad, multi-disciplinary monitoring of all graduate programs. Members of graduate faculty have fulfilled the qualifications set forth by the TAMU Office of Graduate and Professional Studies. Policies and regulations affecting entrance requirements, graduate curricula, and requirements leading to graduate credits, certification, and degrees are formulated by TAMU and the GEC.

Health Clinic (Basement Room 24):

Clinic Nurse - Jackie Tucker-Adami, RN - 214-828-8253
Clinic Assistant - Aurora Cantu - 214-828-8253
Clinic Hours – 8:00 am to 5:00 pm, Monday through Friday
Nurse on duty - 8:00 am to 4:30 pm, Monday through Friday
Physician available on a part-time, as needed basis

- Medical services available include:
  - Treatment of Minor Illnesses and Injuries (headaches, GI issues, allergies, URI, cuts, etc.)
  - Immunizations / Vaccinations / Titers
  - BBP Exposure Treatment and Counseling
  - Diagnostic Testing (strep, flu, lab work)
  - OTC Medication
  - Blood Pressure and Weight Check

- Medical services needed that cannot be done at the Student Health Clinic will be referred to an outside source.
- When referral services are made and tests are required, these services are not covered by the Health Clinic fee.
- The Health Clinic is designed to help students maintain good health and health standards.
- Services are not available for dependents.
- It is mandatory that students obtain and keep health insurance. You must provide proof of coverage.

Health Insurance (mandatory for all students): Experiences of our students reinforce the wisdom of maintaining health insurance. With this in mind, the college has a mandatory requirement for this coverage. TAMU offers a health insurance policy, but the student may fulfill this obligation in any way he or she chooses. You must submit proof of insurance coverage to the Office of Student Affairs & Student Diversity by July 1 of each year. The information and enrollment forms for the policy offered to students through TAMU may be accessed at https://tamu.myahpcare.com. Questions or concerns should be directed to Ms. Leilane Jan, in Student Affairs & Student Diversity, at 214-828-8240 or email ljan@tamhsc.edu.

Health Insurance Provisions Related to International Students: Because health care in the USA is expensive, it is TAMU policy that all students who are not citizens or permanent residents of the United States are required to be covered under the Student Health Insurance Plan or have equivalent insurance coverage. “Equivalent coverage” means that an alternate policy must meet or exceed each of the following:

- Repatriation of remains in the amount of $7,500, and
- Medical evacuation to one’s home country of at least $10,000, and
- Medical benefits of at least $50,000 per accident or illness, and
- A deductible not to exceed $500 per accident or illness.

If you will be eligible to receive college health insurance coverage through your employment as a budgeted graduate assistant (research or teaching) working a minimum of 20 hours a week you need to sign up during initial enrollment for the “Optional Accidental Death and Dismemberment”. This portion of the employee policy will cover the required “medical evacuation and repatriation”. You may also purchase “medical evacuation and repatriation” coverage under a separate policy.

Health insurance brochures are available in Student Affairs & Student Diversity, Room 525.
It is important for you to be aware of the following information regarding health care in the United States.
• Social Security is a mandatory retirement system in the USA and does not pay health care costs.

• No medical costs in the USA are subsidized by the government for international students who are non-residents. The USA does not have socialized medicine. All costs of health care are paid by the patient.

• All insurance policies are different in their coverage, costs, and the percentage of your medical costs that will be reimbursed. You should compare policies before you purchase one.

• Even if you buy a health insurance policy, your insurance provider will likely require that you pay all the bills first and fill out a claim form to request reimbursement by the insurance company. Reimbursement can take several months, and copies of all medical bills and papers should be kept for at least one year.

• Payment of the bills and/or submitting claim forms if you have insurance is the responsibility of each individual who receives treatment.

The following are terms that insurance policies have in common and that you should understand before you purchase a policy. If you have doubts about any aspect of a policy, call the company and clarify the information before you buy it.

• Dependent coverage means insurance for your spouse and children. It is available in most policies at an extra cost.

• A premium is the amount you pay to buy the policy.

• A deductible is an amount of money that you must pay for your health services. It can be a specific amount or a percentage of the cost of the medical bill. This is a non-refundable cost.

✓ Health Insurance Portability and Accountability Act (HIPAA): HIPAA, which was passed in 1996, is a Federal regulation that is designed to protect certain health information. This law was enacted in order to protect the privacy of health information that can be identified with an individual, both living and deceased. The regulation has three major purposes:

1. To protect and enhance the rights of consumers by providing them access to their health information and controlling the inappropriate use of disclosure of that information;

2. To improve the quality of healthcare in the US by restoring trust in the healthcare system among consumers, healthcare professionals, and the multitude of organizations and individuals committed to the delivery of care; and

3. To improve the efficiency and effectiveness of healthcare delivery by creating a national framework for health privacy protection that builds on efforts by states, health systems, and individual organizations and individuals.

The key HIPAA privacy compliance date was April 14, 2003. A key element of HIPAA privacy is the protection, use and disclosure of Protected Health Information (PHI). The college, health science center and university have developed and written HIPAA policies and forms and has named HIPAA officers, as well as a HIPAA committee to oversee all aspects of this law and how it relates to the college. All students, faculty and staff who have patient contact and may view, use or disclose PHI must receive HIPAA training in order to be in compliance with the law. A Notice of Privacy Practices has been posted at the entrance to all college buildings and on the college’s internet site. This notice describes how a patient’s health information may be used, disclosed, patient’s rights under this law and how a patient can get access to his/her health information. The college uses the Minimum Necessary Standard when using, communicating or disclosing a patient’s health information, i.e. only that which is absolutely necessary to carry out the operation, task, billing or any specific communication on behalf of the patient. Under HIPAA regulations, patients have the right to access, copy, inspect, file a complaint concerning or amend their healthcare information. Ms. Gracie Perez, Patient Service Manager, and Ms. Connie Figueroa, Patient Advocate and HIPAA Contact Person for the college, is available to answer any questions concerning a patient’s rights under the HIPAA law. Relationships with other businesses outside of the college which may have contact with PHI must sign a Business Associate Agreement. Questions concerning these contracts are directed to Dr. Stephen Griffin, HIPAA Compliance Officer for the college. HIPAA standards, compliance, policies, procedures and college forms are audited and updated as needed.

Questions concerning HIPAA are directed to the appropriate HIPAA officer or any of the other HIPAA Team Members: Compliance Officer – Dr. Stephen Griffin; Privacy/Training Officer – Ms. Gracie A. Perez; Contact Person – Ms. Connie Figueroa. Full details of the Health Insurance Portability and Accountability Act are available in the college’s clinic manual. This manual
has been prepared for all students (pre/post-doc and dental hygiene), clinical faculty and staff and contains rules, procedures and guidelines by which the Texas A&M College of Dentistry clinic facilities and resources will be coordinated.

To access the HIPAA course, go to https://apps6.system.tamus.edu/TrainTraq/web/External/ExternalGatewayLogon.aspx.

Enter your Texas A&M network e-mail.

xxxxxx@tamhsc.edu

The current password is:

(contact Gracie Perez for this information)

Select “START” next to:

2111782

HIPAA Privacy and Security for Physicians - HSC

You are required to complete:

Name:
Employer: Texas A&M
How did you hear about course:
Assigned
When you click “Save” another button appears to start the course.

Make sure to click “Exit” when you get the screen that states you finished the course.
It will be found on the top of the screen.
You must bring a printed copy of this certificate to:

**Gracie Perez**

**Room 101E**

Compliance will ensure clinic privileges and passing the course.

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After you have completed the course, you will receive an e-mail from TrainTraq. You can either forward the email to gperez@tamhsc.edu OR follow directions below.

Click on “Generate Certificate” and it will generate a .pdf file for the certificate.
CERTIFICATION

I, the undersigned student or resident at the Texas A&M University College of Dentistry, certify that my personal computer or any other portable device holding protected health information (PHI), personally identifiable information (PII), or sensitive personal information (SPI) for any patient has been encrypted using recognized encryption programs in accordance with standards recognized by the Health Insurance Portability and Accountability Act (HIPAA). I certify that my device will remain encrypted as long as it holds any form of sensitive information on any patient.

_______________________________________________
Student Printed Name

Classification D1, D2, D3, D4, DH1, DH2, Graduate Student ________________ (Department)

_______________________________________________
Student Signature

Date Signed

Device description _________________________________________ Serial # __________________________

Device description _________________________________________ Serial # __________________________

Device description _________________________________________ Serial # __________________________

_______________________________________________
Office of Information Technology Signature

Date Signed

Above device(s) has/have been encrypted in accordance with accepted standards.

_______________________________________________
Group Leader or Program Director Signature

Date Signed

I agree to periodically confirm compliance with encryption policy.
 Housing: Students at the college live in a wide range of areas throughout the metroplex. For information about local housing opportunities, please inquire at the Office of Student Affairs & Student Diversity, Room 503.

 Information Technology: The Office of Information Technology (OIT), room 529, supports the computing and network needs of the college. In addition to providing general-use hardware and software, the staff of OIT provides technical support. This service unit maintains the intranet web site and supports a variety of initiatives, including digital imaging and the clinic management system, axiUm.

- General Information and Helpdesk – 1-800-799-7472: Call for problems with axiUm, Mipacs, a computer, printer or network connection. The helpdesk can also be accessed via email at helpdesk@tamhsc.edu. Please include the room number or clinic, your name and a phone number where you can be reached, as well as a description of the problem.

- Instructional Computer Laboratory (ICL): This facility, adjacent to the library, is available for all college of dentistry students. It includes 30 computers, an industrial grade printer, and a LCD video projector. In addition, there are 14 computers outside the ICL designated for faculty, staff, and student use. The ICL is open the same hours as the library for self-directed learning. It is also used as a computer classroom several hours a week during which times it is not available for general use (these times are clearly posted in the room). All computers within the ICL and library are fully networked and have full Internet access.

- Email: The primary email system for the college of dentistry is @TAMHSC.EDU. In addition to that email account, you will also be assigned an @TAMU.EDU account to facilitate communications regarding grades and other TAMU business. The email system Microsoft Exchange/Outlook facilitates managing your college of dentistry “mailbox”. The TAMU.EDU account currently uses GMAIL as the front end for its email. All communications to students from TAMU will be sent to the @TAMU.EDU email address. Most communication from the college of dentistry will be sent to the @TAMHSC.EDU email address.

- Instructions on how to forward your @TAMU email to your @tamhsc email account can be found at tamu.service-now.com/tamu-selfservice. Then search for “how to forward TAMU gmail to another email account.”

- Utility Software: Antivirus, VPN for accessing the network from off campus, and other useful dental software is also readily available over the network. Discounted software is available from TAMU. A link is found on the intranet home page.

- Databases: Students have easy access to outstanding health and research related databases. Contact the library for assistance at 8151.

- Clinic Management System: Students, faculty, and staff use axiUm software system to manage all aspects of patient care – scheduling, charting, accounting, etc. More than 500 PCs and printers are available in the clinics and elsewhere to use this state-of-the-art system.

- Intranet: This internal web site contains announcements, course material, a link to order discounted software from TAMU, department websites, and information of general interest to students and college personnel. Student organizations are also invited to submit information about their activities for this site.

- Howdy Portal: This web portal (http://howdy.tamu.edu) is where students go to manage their student record.

 International Student Services (ISS): Ms. Kim Luttman, room 483D, serves as liaison to TAMU ISS. She assists international students who have applied to or who are currently enrolled at the college in their effort to maintain the appropriate visa status according to the requirements set by United States Citizenship and Immigration Services. Contact Information - Kim Luttman - kluttman@tamhsc.edu - 214-828-8182.

 Leave of Absence: The college acknowledges that there are life events that may impact a graduate student’s ability to progress in their program. While the programs are structured to continue uninterrupted, these events may cause a necessary break in attendance. The Leave of Absence (LOA) policy is designed to allow the student flexibility in his/her program enrollment to adjust to these life events. The college considers an approved LOA as a temporary interruption in a student’s program of study. A graduate student request for a LOA is filed with the Office of the Associate Dean for Research and Graduate Studies, which will consult with the appropriate Program Director prior to responding to the request. To request a LOA, the
student or resident must be in good academic standing and must submit a written request, which identifies persuasive reasons warranting the leave, together with documentation supporting the request. The Associate Dean for Research and Graduate Studies will notify the student or resident in writing of the decision and, if approved, will stipulate the length of the leave and conditions for re-enrollment. The student or resident assumes the responsibility of keeping the Associate Dean for Research and Graduate Studies informed of the intent to re-enroll by the specified date. The student must make up any lost assignments and may have their graduate program extended at the discretion of the Program Director after consulting with the Associate Dean for Research and Graduate Studies. Graduate students with federally-guaranteed student loans whose LOA exceeds 180 days will be reported as withdrawn on the 181st day and federal loans will enter repayment. A student or resident who does not re-enroll by the specified date will be considered to have withdrawn from the school. Depending upon the length of LOA requested, an on-line request may have to be made through DPSS and routed to OGAPS for review and approval. The decision whether to deny, grant, or set conditions for a request for leave of absence shall be in the sole discretion of the Associate Dean for Research and Graduate Studies in consultation with the Program Director.

➔ Leave of Absence Criteria:

a) Students who will be out of attendance for a non-scheduled break in their coursework are required to have an approved LOA or they will be administratively withdrawn.

b) Students may take multiple LOAs in a 12-month period.

c) Total breaks in attendance for a student on an approved LOA(s) may not exceed 180 calendar days in a 12-month period. The 12-month period begins with the first break in attendance and extends for 12 months from that date.

d) Students are not guaranteed approval to re-enter with their original cohort after a LOA.

➔ Student Request Procedures:

a) Students receiving financial aid should contact the financial aid office to review the impact of the LOA request on loan amounts, repayment terms and grace period.

b) The student must complete and submit the LOA request form to the Associate Dean for Research and Graduate Studies. The student must indicate in writing the reasons for the LOA request and his/her anticipated return date on the LOA request form. Forms are online. The form must be completed, signed, dated and submitted as outlined in below.

c) The request should be made 10 calendar days prior to the date of the start of the anticipated LOA. If an unforeseen circumstance prevents a student from providing a written application prior to the LOA, such as a medical emergency, the College may grant a LOA (at its discretion) as long as the student qualifies, and completes the LOA request form as soon as possible. The OADRGS will document the reason for approval and will collect the LOA request form as soon as possible.

d) If the student is unable to indicate an anticipated return date, and there is no reasonable expectation that the student will return from the LOA, the college will consider the student as having withdrawn. If appropriate, a calculation will be completed to determine if the student owes back any federal financial aid funds.

➔ Failure to Return from a LOA: If a student fails to return from an approved LOA, the student will be administratively withdrawn from the college and a calculation will be performed based on the amount of time the student was enrolled in order to determine if any federal financial aid funds must be returned to the appropriate program. The withdrawal date will be the first day of the LOA.

➔ International Students: Must consult with the Office of International Services before requesting a LOA.

✅ Library: The Baylor Health Sciences Library offers a full range of services and resources in support of the educational, research and clinical programs of the college. The Library maintains a dental and medical collection of over 17,500 print volumes, over 10,000 electronic journal subscriptions, over 100,000 electronic books and over 150 databases, including Ovid MEDLINE; Dentistry and Oral Sciences Source; CINAHL; Anatomy TV-Dentistry; LexiComp Online for Dentistry; BoardVitals for
Mail Room: A mail room is located in the basement of the dental school in room 8D. Mail slots for D1 and D2 students are located in the basement student lounge. D3 mail slots are located at the PAA area on the second floor. D4 mail slots are located at the PAA area on the third floor. Mail slots for hygiene students are located in the hygiene student lounge on the 1st floor. A full service post office is located next door at Baylor University Medical Center, on the P1 level of Barnett Tower.

Media Resources: Media Resources is the central campus resource providing classroom instructional technology, multimedia production, graphic design, video, photography, and printing services. Media Resources also provides consulting and training on how to use these and other tools for effective teaching, learning and communication. We support undergraduate and graduate courses, research, student life and all administrative and departmental functions of the college. Nominal fees are charged for consumables. Services available include:

- Digitizing/scanning: We can design your presentations with creative graphics and original animation. Scanning and editing of slides, flat art, text, or photos is available.
- Graphics: Services include publication design and production, illustrations, signs, posters, and table clinics. Output services include black/white and color prints up to 11” x 17”. Large format printing is also available for posters and signs of almost any size.
- Digital Photography of products, events, portraits, headshots and location shots is available.
- Digital Video and Audio Services are available for the production and editing of instructional and other school related programs. Classroom lecture recording services are also provided.
- Equipment Checkout for school use includes LCD video projectors and screens, speaker systems, audio recorders, easels and laptop computer.

Name Change: Students who would like to request a name change must notify the Office of the Registrar by filing a change-of-name form in the Office of Student Affairs & Student Diversity (Room 503). Changes of name from birth certificate records require a court order, marriage certificate, or naturalization certificate as documentation. All grade reports, transcripts, diplomas, etc. are issued under the student’s legal name as recorded in the Office of Student Affairs & Student Diversity.

Notary Public: Notary Services are available in the Office of Clinical Services and the Office of Academic Affairs.

Parking: The college has limited parking facilities for the use of faculty, staff and students. Student parking fees are paid with tuition. Parking assignments are made by the TAMU Parking Department.

Print Shop: The Print Shop accommodates the printing needs for all faculty, staff, and students. Offset color printing and both black/white and color copying are available. Other services include binding, cutting, folding, and padding. Priority is given to instructional and administrative materials. Lead time is 24 to 48 hours. High volume printing and copying include clinical and office forms, directories, syllabi, instructional manuals, etc. Allow at least one week lead time on most jobs. Payment is made by department account number, credit/debit card, check, or cash. Cost estimates are available. Copiers that require a departmental code are for departmental use only.
Research and Graduate Studies: The Office of the Associate Dean for Research and Graduate Studies is located in suite 483. Kim Luttman, Graduate Studies Program Manager, assists students with questions related to their programs, the thesis process, and any other situations that may arise. She is also the liaison between TAMU and the college for all international issues. Richard Cardenas, Research Compliance Program Manager, assists students with research and research compliance related issues. Jill Newsom, Administrative Assistant, can assist students with the above-mentioned issues in the absence of Ms. Luttman or Mr. Cardenas.

Safety Tips:

- Always walk in groups of two or more – especially at night
- Lock your car and remove the keys
- Lock all valuables in the trunk, or better yet, leave them at home
- Check underneath the car as you approach
- Look in the back seat to be certain no one is hiding there before unlocking the car door
- Once inside, lock the doors
- Do not carry large amounts of cash
- Walk confidently, having your keys ready as you approach your car
- Trust your instincts; if someone doesn’t look right or makes you uneasy, get away fast

Security and Safety: A security officer is on campus 24 hours a day, 7 days a week. A second security officer is available in the garage and parking areas from 7am to 1pm on weekdays only. Officers carry cell phones that are activated by relay from the garage, parking lot, and elevator emergency phones. Please be aware there is a short delay caused with relays. If you stay late at the college, you are urged to take every precaution upon leaving the building. Whenever possible, you are encouraged to walk to the parking garage and open lots in groups. Security officers are available to walk you to your car. To contact a security officer for an escort or other assistance, go to the Hall Street entrance and if no officer is in the security office, use the wall phone outside the office. Dial the security number (8335) posted by the phone. Criminal incidents should be reported to the Security staff as soon as possible. Campus crime statistics are posted on the security department’s website. A “security alert” is posted throughout the building regarding incidents of a serious nature as soon as possible when the knowledge may help to avert further incidents.

Student Affairs & Student Diversity - Room 503: The Office of Student Affairs & Student Diversity serves the college as advocates, advisers, educators, and administrators for students and student organizations in order to create and foster leadership and involvement opportunities that enhance personal, interpersonal and organizational development. This office facilitates numerous services, events and activities for students including, but not limited to:

Counseling:

- In-office counseling
- Referrals for confidential off-campus counseling with consulting psychologist and psychiatrist
- Career counseling and development

Student Events:

- Commencement
- Graduation Awards Ceremony
- Holiday Gala, Dental Olympics
- Vendor Fair Liaison
Support Services:

- Postdoctoral Application Support Services and Match Liaison
- Mentor Program
- Student Telephone Directory
- Housing information and roommate liaison
- Health Insurance

✓ Telephones: To get an outside line from a wall phone, dial 9, and then the number. Dial only the last 4 digits for calls within the college.

✓ Tornadoes: Alert the Security Officer at 214-828-8335 or pager 214-582-7300, the Environmental Health & Safety Manager at 214-828-8301, or Facilities Services at 214-828-8250, if a tornado has been sighted in the area or a tornado warning is heard from a reliable source. A tornado watch means the conditions are favorable for tornado formation. A tornado warning means a tornado has formed and has been sighted. Personnel from one of the offices listed above will activate the tornado warning announcement from the fire control panel. If a tornado warning has been issued in the area, use the following procedures:

- If inside, evacuate offices and areas near windows. Move to the basement labs or Lecture Hall 6 by using stairwell exits.
- Patients under anesthesia should be removed to the nearest interior room. Remain with patients until the all-clear message is announced.
- If outside, seek shelter in a building.
- Remain in place until the all clear message has been given.
- If there is damage and/or casualties, remain in place until notified by Security or the Environmental Health & Safety Manager to leave shelter.

✓ Transcript Requests: The Office of the Registrar maintains and releases information related to the enrollment, academic progress, and degrees earned for current and former students. Students may obtain transcripts by completing a written request in the Office of Student Affairs & Student Diversity (Room 503) and paying a $7.00 fee per transcript. It can also be done online through the Student Clearinghouse at: http://www.tamhsc.edu/education/registrar/transcriptrequest.html. There is a service charge to order a transcript through NSC, however the advantage is that the student may pay for the transcript with a variety of credit card types. Unofficial transcripts can be printed from the HOWDY portal on the Registrar’s Tab. Transcripts and other information from a student’s academic records will be released only upon written request from the student or other person authorized by law and with payment of the appropriate fee. An exception may be made in response to a subpoena or a court order. The college is in compliance with the Family Educational Rights and Privacy Act (FERPA) of 1974 as amended. Copies of diplomas and certificates may be obtained by filing a “Request for Duplicate Diploma”.

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The college of dentistry has adopted policies and procedures to ensure all students experience the consistently high standard of training for which it is known. Each student has the responsibility to be fully acquainted with and to comply with TAMU and college of dentistry policies, procedures, and rules.

The pages that follow are taken from official federal, state, TAMU, HSC, and college of dentistry documents. All information is accessible on the internet. Where possible, links have been provided.
1.0 General Overview: The college is committed to providing a learning environment for its undergraduate and graduate students in which student complaints are responded to in a prompt and fair manner. Toward this end, the college of dentistry has developed procedures that address specific kinds of complaints that are in keeping with TAMU Rules and Standard Operating Procedures (SAPS) and Texas A&M University System (TAMUS) Policies and Regulations, as well as state and federal law. This policy specifically addresses any miscellaneous student complaints that do not fall into the categories specified below and that are not articulated elsewhere in TAMU or TAMUS documents. Policies and procedures exist for the following types of student complaints (see TAMU Student Rules) and are not covered by this policy:

- Complaints regarding academic or disciplinary matters
- Complaints regarding professional conduct
- Complaints regarding discrimination
- Complaints regarding sexual harassment
- Complaints regarding student records
- Complaints regarding grades or grading
- Complaints regarding financial aid issues

2.0 Internal Policies / Responsibilities / Process

2.1 Complaint Process: The college encourages students to seek informal resolution of concerns through consultation with the faculty, staff person or administrator directly responsible for the initial action or decision before pursuing a more formal process. However, if a student deems the informal efforts unsatisfactory, he or she may pursue a more formal complaint. Students must make all formal complaints under this policy in writing unless the complaints involve safety issues that require immediate action.

2.2 Office Receiving the Complaint: Students should direct complaints to the specific office involved in the complaint. If necessary, the student may also report the complaint to the office of the next level supervisor. Students may also direct their complaint to the Associate Dean for Student Affairs & Student Diversity. Graduate students may contact their program director or the Associate Dean of Research and Graduate Studies.

2.3 Office Response and Timing: Upon receipt of a student complaint, the representative in the office where the complaint was logged will assure that the student receives a direct response to their complaint, in writing, by telephone, or in person, in a reasonable and timely manner, normally within ten business days. This response should be documented by the responding office and a copy forwarded to the Office of the Associate Dean for Student Affairs & Student Diversity or for graduate students to the Office of the Associate Dean for Research and Graduate Studies.

2.4 Required Documentation: Each office receiving a written complaint at the college shall appoint a designated representative and develop a complaint log that provides historical information concerning written student complaints, pertinent dates and final resolution. The representative will act as a point of contact for information pertaining to student complaints in that office. The designated representative will keep the log or documentation of written student complaints and forward this information to the Office of the Associate Dean for Student Affairs & Student Diversity or for graduate students to the Office of the Associate Dean for Research and Graduate Studies.

3.0 Appeals Procedures: The only basis for an appeal is an allegation that the decision was made for an illegal reason or established procedures were not followed. (For purposes of this section, an illegal reason is defined as a decision based on race, sex, age, national origin, religion, creed, color, or disability.) Students may appeal the decision to the Dean in writing, no later than five business days after the decision. The Dean may approve, reject, or modify the decision. The Dean will inform the student and the department of his/her decision in writing. The Dean’s decision is final for college of dentistry departments, offices, and employees. Decisions that involve a TAMHSC administrative department, office or employee may be appealed to the TAMHSC Vice President of Academic Affairs. This appeal process does not permit substantive review of a final decision.

4.0 Notification and Publication: The college will inform students of the established complaint policies and procedures and how and where to access them upon matriculation to the college. These policies and procedures shall be published on the college of dentistry internet and as part of the Undergraduate and Graduate Student Handbooks.
It is expected that all members of the university community will use these resources and facilities in accordance with laws and university rules. Failure to fulfill these responsibilities may lead to the cancellation of your computer account(s), other disciplinary action by the university and/or referral to legal and law enforcement agencies. Individuals using the university’s computing resources or facilities have the following responsibilities:

- Use university computing resources and facilities (mainframe computers, computer work stations, computer networks, hardware, software and computer accounts) responsibly respecting the rights of other computer users and complying with laws, license agreements and contracts.

- Use communal resources with respect for others. Disruptive mailings and print jobs, tying up work stations and other disproportionate use of computing facilities prevent others from using these resources.

- Use of university computing accounts should be limited to the intended purpose. Use of university-owned computers (offices and computer labs) shall be limited to university-related business or incidental personal use. As defined in The Texas A&M University System Ethics Policy, employees may use computing resources for personal reasons as long as that use does not result in additional costs or damage to the university and generally does not hinder the day-to-day operation of university offices and facilities. Use of computing resources for unauthorized commercial purposes or personal gain is prohibited.

- Protect your password and use of your account. Do not let others use your account or password. Confidential information contained on various computers should not be shared with others except when that person is authorized to know such information.

- Report improper use of computing resources and facilities. Improper use of computing resources and facilities as defined in Texas A&M Computer Security Rules may include:
  
  1. breach of security
  2. unauthorized access to computing resources
  3. release of password or other confidential information on computer security
  4. harmful access
  5. creating a computer malfunction or interruption of operation
  6. alteration, damage, or destruction of data injection of a computer virus
  7. invasion of privacy
  8. reading files without authorization

- Comply with requests about computing from the system operator.

- Report any incidents of harassment using university computing resources and facilities. It may be harassment if (1) the behavior is unwelcome; and (2) the behavior interferes with your ability, or the ability of others to work or study; and (3) the behavior creates an intimidating, hostile or offensive environment.

- Respect the forum (talk groups, bulletin boards, public computing facilities) when communicating ideas to others via university computing facilities and resources (includes access to the Internet). All communications should reflect high ethical standards and mutual respect and civility.
Texas A&M University is committed to providing an educational and work climate that is conducive to the personal and professional development of each individual.

To fulfill its multiple missions as an institution of higher learning, Texas A&M University encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation and world. The university also strives to protect the rights and privileges and to enhance the self-esteem of all its members.

Texas A&M University, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status.

University Statement on Harassment and Discrimination, University Student Rules
Protecting Confidential Information

What information is confidential? Confidential information must be protected from unauthorized disclosure or public release based on state or federal law. Examples of confidential information include but are not limited to the following:

- Social Security numbers (SSNs)
- Some Research Data
- Credit card numbers
- Financial account numbers
- Student education records (including schedules)
- Medical Records
- Passwords

Federal laws that require the confidentiality of information include:

- The Family Educational Rights and Privacy Act (FERPA) protects the educational records of all students.
- The Health Insurance Portability and Accountability Act (HIPAA) requires the protection and confidential handling of protected health information.
- The Gramm Leach Bliley Act (GLBA) requires financial institutions to protect the security and confidentiality of customer information.

Directory Information: Directory information refers to items of information contained in the educational record which may be released without the student’s prior, written consent. Texas A&M University defines the following items as directory information:

- Name
- Universal Identification Number (UIN)
- Address (Local)
- Address (Permanent)
- Telephone number (Local)
- Telephone number (Permanent)
- Email address
- Program of study (college, major, campus)
- Dates of attendance
- Previous educational agencies/institutions attended
- Participation in officially recognized activities and sports
- Degrees, honors, and awards received
- Classification

Students may place a directory hold on any or all of this information at https://howdy.tamu.edu. Once the student has placed a hold on his/her directory information, this information may not be released without the prior, written consent of the student.

What are the rules about storing and transferring confidential information?

Storing Confidential Information - University SAP 29.01.03.M1.16, Portable Devices requires encryption of TAMU-related confidential information that resides on portable computing devices. It is recommended that all confidential data be encrypted even if it resides on stationary systems.

Transferring Confidential Information - University SAP 29.01.03.M1.31, Encryption of Confidential and Sensitive Data requires encryption of confidential information when it is transmitted through email or to an off-campus site or when it is accessed from a remote location.

Credit Cards: University SAP 21.01.02.M0.03 Credit Card Collections defines the very stringent requirements for accepting credit card payments. See Credit Card Procedures and Policies for details.
Quick Checklist for Protecting FERPA Data

- Post grades using secure technology (for help contact Instructional Technology Services at its@tamu.edu or 979.862.3977, or visit http://itsinfo.tamu.edu/).
- Encrypt all confidential information.
- Use UINs instead of Social Security numbers. Take the appropriate steps when Social Security Numbers are ABSOLUTELY necessary.
- DO NOT allow students to see other students grades, even by sorting through a stack of papers to pick up their graded work.
- DO NOT discuss progress of a student with anyone other than the student (including parents/guardians) without consent of the student.
- DO NOT provide anyone with lists of students enrolled in classes for any commercial purpose.
- DO NOT provide anyone with student schedules or assist anyone other than university employees in finding a student on campus.

How can I safely transfer confidential information? Filex - Do NOT send confidential information through email. Use Filex instead. Filex is an easy tool for transferring confidential information. Upload files to the Filex server and add email addresses for recipients. For files containing sensitive or confidential information, Filex includes an encryption option. Filex sends a link via email to download the file, which the recipients click to obtain the file directly from the Filex server. If you selected the encryption option, Filex provides a key for you to send to your recipients to unlock the encrypted file. For step-by-step instructions, see Using the Filex file distribution system. Safe File Transfer Tools - If you need to transfer confidential information between two systems that you manage, use secure protocols like SCP or SFTP. WinSCP is an easy-to-use, Windows tool for SCP and SFTP.

How can I safely store confidential information? Encrypt Files - By encrypting files, you ensure that unauthorized people can't view data even if they can physically access it. When you use encryption, it is important to have a recovery plan in case you forget your key. For details, see SAP 29.01.03.M1.31.

- **Whole Disk Encryption** - To better protect your data, consider whole disk encryption. It prevents a thief from even starting your computer without a passphrase.

- **PGP Desktop** - Texas A&M provides and supports PGP Desktop as a recommended whole disk encryption product for Windows computers. This makes your entire hard drive or flash drive unreadable by anyone who does not have the key. One advantage of using PGP Desktop is that we can recover your data in the event of a lost encryption key. Departments interested in using this software may purchase it through the Texas A&M Software Center. PGP Desktop is not currently offered as a tool to individual users. Contact ciso@tamu.edu for additional information.

- **FileVault** - For Mac Users, FileVault is a built-in tool for whole disk encryption. If you are using this tool, make sure that you have a recovery plan in case you forget your encryption key. You can create a recovery key to share with your trusted IT person or administrative assistant. This way if you forget your password, they can use the recovery key to decrypt your data.

How can I safely post grades? FERPA requires that student grades be accessible only to individual students and other authorized personnel. Posting grades in a secure course management system (such as eCampus) is the preferred method for distributing grades online at Texas A&M University. Instructional Technology Services (ITS) can provide help in using instructional technologies.

If you do not use a Learning Management System, give students their grades individually.

What should I do if I know confidential information has been disclosed? Report disclosures of confidential information as soon as you realize they have occurred by emailing itrm@tamu.edu. For additional details about reporting disclosure of sensitive personal information, see SAP 29.01.03.M1.24.
Email Encryption

External email encryption is utilized for any confidential information that is being sent via email such as patient data, student data or anything else of a confidential nature.

**Internal Email Encryption.** All traffic sent from one tamhsc.edu account to another is encrypted automatically.

**External Email Encryption.** OIT also provides a method to send encrypted emails out to external email addresses. To encrypt an email, you need to put the string "encrypt" into the subject line. Directly after that string, you can add the intended subject.

The individual receiving the email will receive in their inbox an email with a link in it.

After the recipient clicks on the email, they will be prompted to register before receiving the secure message.
After the recipient has registered they can view the message.

Notes:

- Reply will not encrypt the message back to the original sender.
- Forwarding the messages is not permitted.
- The following special characters cannot be used in the password registration:
  ? / . > , ’ “ ; : \ |} { ~`
- By default, messages expire after 30 days, but the sender can extend from their digest setting.
Digest:

- **Active** – the message is active, and the recipient can decrypt and read the message.
- **Expired** – the message has expired it can no longer be read.
- **Revoked** – you have revoked the message so that the recipient cannot decrypt and read it. If you restore a message that you revoke, the status changes to Restored.
- As long as the message has not expired, you can click Revoke Recipient or Restore Recipient.
- The message Expiration displays the exact date and time the message will expire, as well as the relative time (in how many days or months).
- To change the message expiration date, click Edit Expiration. Select a choice from the New Expiration dropdown menu, or select Custom to choose an expiration date from a calendar.
Standard Administrative Procedure Statement

This SAP provides specific guidance on the responsibilities of information resource owners to adequately protect data residing on portable devices.

Definitions

Confidential Information - Information that is excepted from disclosure requirements under the provisions of applicable state or federal law, e.g., the Texas Public Information Act.

Information Resources (IR) - The procedures, equipment, and software that are designed, employed, operated, and maintained to collect, record, process, store, retrieve, display, and transmit information or data.

Internet Service Provider (ISP) - A company that provides access to the internet.

Portable Computing Device - An easily portable device that is capable of capturing, processing, storing, and transmitting data to and from Texas A&M University information resources. This includes, but is not limited to: laptops, Personal Digital Assistants (PDAs), and smart phones.

Portable Storage Device - An easily portable device that stores electronic data. This includes, but is not limited to: flash/thumb drives, iPods, CD-Rs/CD-RWs, DVDs, and removable disk drives.

Remote Access - The act of using a computing device to access another computer/network from outside of its established security realm (e.g., authentication mechanism, firewall, or encryption).

Information Resource Owner - an entity responsible for:

- a business function; and,
- determining controls and access to information resources supporting that business function.

Responsibilities and Procedures

1. GENERAL

Portable computing devices are becoming increasingly powerful and affordable. Their small size and functionality are making these devices more desirable to replace traditional desktop devices in a wide number of applications. However, the portability offered by these devices may increase the security exposure to individuals using the devices.

2. APPLICABILITY

This Standard Administrative Procedure (SAP) applies to all portable computing and storage devices that utilize information resources, especially those which process, store, or transmit confidential information.

The information resource owner, or designee, is responsible for ensuring that the risk mitigation measures described in this SAP are implemented. Based on risk management considerations and business functions, the resource owner may determine that it would be appropriate to exclude certain risk mitigation measures provided in this SAP. All exclusions must be in accordance with SAP 29.01.03.M1.27 Exclusions from Required Risk Mitigation Measures.

The intended audience is all users of TAMU information resources.
3. PROCEDURES

3.1 Portable computing and storage devices, containing confidential information, shall be protected from unauthorized access by passwords or other means.

3.2 Any confidential information stored on portable computing or storage device shall be encrypted with an appropriate encryption technique. Please see our Encryption Web page for additional information.

3.3 All remote access (e.g., dial in services, cable/DSL modem, etc.) to confidential information from a portable computing device shall utilize encryption techniques, such as Virtual Private Network (VPN), secure File Transfer Protocol (FTP), or Secure Sockets Layer (SSL).

3.4 Confidential information shall not be transmitted via wireless connection to, or from, a portable computing device unless encryption methods that appropriately secure wireless transmissions, such as Virtual Private Network (VPN), Wi-Fi Protected Access (WPA) or other secure encryption protocols are utilized.

3.5 Unattended portable computing or storage devices, containing confidential information, shall be kept physically secure using means appropriately commensurate with the associated risk.

3.6 Where appropriate, keep portable computing devices patched/updated, and install anti-virus software and a personal firewall.

Related Statutes, Policies, or Requirements

Supplements University SAP 29.01.03.M0.01, Security of Electronic Information Resources

Contact Office

CONTACT: Office of the Chief Information Officer

OFFICE OF RESPONSIBILITY: Vice President for Information Technology & Chief Information Officer
Reason for the Guidelines

The purpose of this SAP is to provide Texas A&M University System Health Science Center (HSC) guidance on the use of encryption to protect HSC information resources that contain, process, or transmit confidential information. Additionally, this SAP provides direction to ensure that State and Federal regulations are followed.

1. Official Guideline

1.1 Encryption Strength

1.1.1 All encryption mechanisms implemented to comply with this SAP support a minimum of, but not limited to the industry standard.

1.1.2 The use of proprietary encryption algorithms are not allowed for any purpose, unless reviewed by qualified experts outside of the vendor in question and approved by the HSC Information Security Officer (ISO).

1.1.3 HSC’s key length requirements will be reviewed annually and upgraded as technology allows.

1.2 Data at Rest

1.2.1 Confidential data at rest on computer systems owned by and located within HSC controlled spaces and networks should be protected by at least one of the following:

- Encryption, or
- Firewalls with strict access controls that authenticate the identity of those individuals accessing the specific data, or
- Sanitizing the data requiring protection during storage to prevent unauthorized exposure (e.g., truncating last four digits of a primary account number), or
- Other compensating controls including: complex passwords, physical isolation/access.

1.2.2 Password protection should be used in combination with all controls including encryption. Password protection alone is not an acceptable alternative to protecting confidential information.

1.2.3 Computer hard drives or other storage media that have been encrypted shall be sanitized to prevent unauthorized exposure in accordance with TAC§202.78, Removal of Data from Data Processing Equipment.

1.3 Portable Devices

1.3.1 Each designated information resource owner will identify information that is confidential.

1.3.2 The information resource owner and ISO will specify practices to include written authorization that verifies a legitimate business need for accessing and storing confidential information on a portable device and assesses the risk of unauthorized access to or loss of the data before granting permission for exceptions to this best practice.

1.3.3 All users must obtain specific permission from the data owner before storing confidential data on a portable computing device or a non-HSC owned computing device.

1.3.4 Confidential information stored on portable computing devices must be encrypted using products and/or methods approved by the HSC ISO (such as full disk encryption with pre-boot authentication).
1.3.5 Portable computing devices including cell phones should not be used for long-term storage of any confidential information.

1.3.6 Portable computing devices including those that store or transmit confidential information must have the proper protection mechanisms installed. This includes unnecessary services and ports turned off and necessary applications being properly configured.

1.3.7 Removable media that contain confidential information must be encrypted and stored in a secure, locked location.

1.3.8 Removable media that contain confidential information must be transported in a secure manner.

1.3.9 Portable or removable media that contain confidential information must be in the possession of the authorized user at all times (e.g., must not be checked as luggage while in transit).

1.3.10 The receiver of the removable media must be identified to ensure the person requesting the data is the one claimed.

1.3.11 HSC Office of Information Technology (OIT) will inventory encrypted devices and validate implementation of encryption products at least annually.

1.3.12 Data owners and users of portable computing devices and non-HSC owned computing devices containing confidential data must acknowledge how they will ensure that data are encrypted and how encrypted data will be accessible by the owner in the event that an encryption key becomes lost or forgotten. Methods to meet this requirement include:

- Maintaining an accessible copy of the data on a server managed by the HSC, using procedures specified by the HSC.
- Use of whole-disk encryption technologies that provide an authorized systems administrator access to the data in the event of a forgotten key.
- Escrowing the encryption key with a trusted party designated by the data owner and the HSC ISO.

1.4 Transmission Security

1.4.1 Confidential information transmitted as an email message must be encrypted.

1.4.2 Any confidential information transmitted through a public network (e.g., Internet) to and from vendors, customers, or entities doing business with HSC must be encrypted or be transmitted through an encrypted tunnel.

1.4.3 Transmitting unencrypted confidential information through the use of web email programs is not allowed.

1.4.4 The download or installation of any Instant Messaging (IM) or online peer-to-peer (P2P) file sharing programs requires specific authorization in writing from the IRM. All approved HSC P2P or IM networks will use tools that encrypt the traffic flows between peers and only allow access to a managed IM server which provides gateways to public services.

1.4.5 Wireless (Wi-Fi) transmissions that are used to access HSC portable computing devices or internal networks must be encrypted using WPA2 enterprise standard or better.

1.4.6 Encryption is required when users access HSC data remotely from a shared network, including connections from a Bluetooth device to a HSC portable computing device.

1.4.7 HSC permits the secure encrypted transfer of documents and data over the Internet using file transfer programs such as Secure FTP (FTP over SSH) and SCP. Only authorized HSC users can initiate Secure FTP or SCP transactions and will use the following procedures:
To use the transmitting server securely, each authorized user must have a logon ID and password with a designated directory. Users should not have access to shared directories unless required for business reasons. Anonymous FTP is not permitted.

All accounts and keys must be managed from within HSC’s network.

All transactions and transfers must be logged, and reviewed for prohibited activity.

All files contained within an account’s directory must be deleted seven days after they are delivered or made available for retrieval.

Plain FTP does not provide encrypted transmission and should not be used on any Internet-facing systems or where confidential data is being transmitted.

1.5 Encryption Key Management

1.5.1 Effective key management is the crucial element for ensuring the security of any encryption system. Key management procedures must ensure that authorized users can access and decrypt all encrypted data using controls that meet operational needs and comply with data retention requirements. HSC key management systems are characterized by the following security precautions:

1.5.1.1 HSC uses procedural controls to enforce the concepts of least privilege and separation of duties for personnel (per National Institute of Standards and Technology Special Publication 800-53 guidelines). These controls apply to persons involved in encryption key management or who have access to security-relevant encryption key facilities and processes, including Certificate Authority (CA) and Registration Authority (RA), and/or contractor personnel. The ISO will verify backup storage for key passwords, files, and related backup configuration data to avoid single point of failure and ensure access to encrypted data.

- No single individual is authorized to generate a new CA key pair.
- Regular audit trail reviews are conducted.
- The HSC OIT will verify the subject’s identity.
- Background checks and clearance procedures required for the personnel.
- Complete regular training on key management requirements and procedures.
- Sanctions against personnel for unauthorized actions, unauthorized use of authority, and unauthorized use of HSC systems.
- Written acknowledgement of receipt of this SAP from each individual involved in key management.

1.5.1.2 Keys in storage and transit must be encrypted.

1.5.1.3 Private keys must be kept confidential.

1.5.1.4 Keys must be randomly chosen from the entire key space, using hardware-based randomization.

1.5.1.5 Key-encrypting keys are separate from data keys. No data ever appears in clear text that was encrypted using a key-encrypting key (e.g., a key-encrypting-key is used to encrypt other keys, securing them from disclosure).

1.5.1.6 HSC uses short key life or crypto-periods with defined activation and deactivation duration limits; for the following key types with maximum crypto-periods for originators and recipients as indicated below. Originator Usage Periods (OUP) are differentiated from Recipient Usage Periods when applicable.
1.5.1.7 Keys with a longer life are sparsely used and must be approved by the ISO. The key shall be destroyed at the end of its crypto-period. (The cost of changing keys rises linearly while the cost of attacking the keys rises exponentially. Therefore, all other factors being equal, changing keys will increase the effective key length of an algorithm.)

1.5.1.8 Keys that are transmitted are sent securely to well-authenticated parties.

1.5.1.9 Key-generating equipment is physically and logically secure from construction through receipt, installation, operation, and removal from service.

1.5.2 The HSC key management system vendor will provide written security policies and procedures that address encryption key:

1.5.2.1 Generation processes for different cryptographic systems and different applications.

1.5.2.2 Distribution, access, and activation for authorized users.

1.5.2.3 Storage, archiving, and destruction.

1.5.2.4 Changes and updates, including rules on when keys should be changed and how this will be done.

1.5.2.5 Compromises or loss of control incidents.

1.5.2.6 Revocation with specific withdrawal or deactivation procedures.

1.5.2.7 Recovery when lost or corrupted as part of business continuity planning.

   • Roles, responsibilities, facilities, and procedures for all organizational elements to reliably recover critical data.
   • Specification of circumstances and process for authorizing key recovery.
   • Generation (e.g., whether or not the material was centrally-generated).
   • Storage and access for long-term storage keys.
   • Process of transitioning from the current to future long-term storage keys.

1.5.2.8 Audit logging of management-related activities

1.5.2.9 Activation and deactivation dates and usage period limits

2. Disciplinary Actions

Violations of this policy may result in disciplinary action which may include termination for employees and temporary workers; a termination of employment relations in the case of contractors or consultants; dismissal for interns and volunteers; or suspension or expulsion in the case of a student. Additionally, individuals are subject to loss of HSC information resources access privileges, civil, and criminal prosecution.

OFFICE OF RESPONSIBILITY Vice President for Finance and Administration
Part I: Academic Rules

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Taken from http://student-rules.tamu.edu/academicrules.
Part II: Student Life Rules

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24. Student Conduct Code
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41. Student Organizations
42. Activities of University-Recognized Student Organizations
43. Rule Removed 2001-2002
44. Appointment of Students to University Committees

Taken from http://student-rules.tamu.edu/studentliferules.
Part III: Student Grievance Procedures

Texas A&M University is committed to providing an educational and work climate that is conducive to the personal and professional development of each individual. To further that commitment, the university has developed procedures for students to pursue grievances within the university community. This section describes the various grievance procedures and provides information that will clarify how to initiate and pursue a grievance.

Assistance with Student Grievances To ensure that students understand how to appropriately pursue a grievance at Texas A&M University, students are encouraged to seek clarification and advice regarding procedures before initiating a grievance. Although a student may seek such advice from any faculty or staff member, Student Assistance Services (Student Services at White Creek, 579-845-3113) has staff members trained to help students who have grievances. Students are encouraged to seek assistance from this office in pursuing any type of grievance.

The decision as to which procedure to utilize for a grievance filed by a student shall be made solely by the university and shall be based on the fact pattern of each particular case. Each grievance shall be directed to a specific procedure and shall be accorded only one opportunity to be adjudicated unless the appeal body remands for further review.

Types of Grievances Texas A&M University has procedures for undergraduate and graduate students to pursue a grievance for any of the following problems, issues, or concerns:

45. Discrimination and Discrimination Appeals
46. Disability Accommodations in Academic Programs
47. Investigation and Resolution of Complaints Against Texas A&M Students for Sexual Harassment, Sexual Assault, Dating Violence, Domestic Violence, Stalking and Related Retaliation (SSDSSR)
48. Grade Disputes
49. Unexcused Absences
50. Academic Suspension and Blocks
51. Student Conduct Separation and Appeal
52. Academic Misconduct
53. Graduate Student Examination Evaluation Disputes
54. Financial Assessments by the University
55. Parking Citations

Procedures

56. Discrimination Appeals Panel
57. Undergraduate Academic Appeals Panel
58. University Disciplinary Appeals Panel
59. Graduate Academic Appeals Panel
60. Parking Citation Appeals Panel
61. See Part I: Academic Rules
62. First Professional Appeals Panel

Taken from http://student-rules.tamu.edu/studentgrievanceprocedures.
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Taken from http://student-rules.tamu.edu/appendixes.
Student Rule 7. Attendance

Introduction: The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to provide notice of the dates on which major exams will be given and assignments will be due on the course syllabus, which must be made available by the first class period. Graduate students are expected to attend all examinations required by departments or advisory committees as scheduled formally.

The School of Law requires regular and punctual attendance of students in all courses. Juris Doctorate (JD) students are not required to seek an excused absence from an instructor or equivalent, but students will be administratively dropped from a class for excessive absences as defined in the School of Law Academic Standards. JD students are expected to take examinations as scheduled. Requests to reschedule an examination must be submitted to the Associate Dean for Academic Affairs in accordance with the process set forth in the School of Law Academic Standards.

Students who are requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code (See Rule 24).

Excused Absences

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following: (iMuster)

7.1.1 Participation in an activity appearing on the university authorized activity list. (see List of Authorized and Sponsored Activities)

7.1.2 Death or major illness in a student’s immediate family. Immediate family may include: mother, father, sister, brother, grandparents, spouse, child, spouse’s child, spouse’s parents, spouse’s grandparents, step-mother, step-father, step-sister, step-brother, step-grandparents, grandchild, step-grandchild, legal guardian, and others as deemed appropriate by faculty member or student’s academic Dean or designee.

7.1.3 Illness of a dependent family member.

7.1.4 Participation in legal proceedings or administrative procedures that require a student’s presence.

7.1.5 Religious holy days.


BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS: SECTION 1. Chapter 51, Education Code, is amended to read as follows:

SECTION 51.911. RELIGIOUS HOLY DAYS.

(a) In this section:

1. “Institution of higher education” has the meaning assigned by Subdivision (7) of Section 61.003 of this code, but includes the Southwest Collegiate Institute for the Deaf and Texas State Technical Institute.

2. “Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

(b) An institution of higher education shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.
A student who is excused under this section may not be penalized for the absence, but the instructor may appropriately respond if the student fails to satisfactorily complete the assignment or examination.

7.1.6 Injury or Illness that is too severe or contagious for the student to attend class.

7.1.6.1 Injury or illness of three or more days. For injury or illness that requires a student to be absent from classes for three or more business days (to include classes on Saturday), the student should obtain a medical confirmation note from his or her medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the illness and medical professional’s confirmation of needed absence.

7.1.6.2 Injury or illness less than three days. Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three business days (to include classes on Saturday). At the discretion of the faculty member and/or academic department standard, as outlined in the course syllabus, illness confirmation may be obtained by one or both of the following methods:


b. Confirmation of visit to a health care professional affirming date and time of visit.

7.1.6.3 An absence for a non-acute medical service does not constitute an excused absence.

7.1.7 Required participation in military duties.

7.1.8 Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

7.1.9 Mandatory participation as a student-athlete in NCAA-sanctioned competition.

7.1.10 In accordance with Title IX of the Educational Amendments of 1972, Texas A&M University shall treat pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery therefrom) and related conditions as a justification for an excused absence for so long a period of time as is deemed medically necessary by the student’s physician. Requests for excused absence related to pregnancy should be directed to the instructor; questions about Title IX should be directed to the University Title IX Coordinator.

7.2 The associate dean for undergraduate programs, or the dean’s designee, of the student’s college may provide a letter for the student to take to the instructor stating that the dean has verified the student’s absence as excused.

7.3 Students may be excused from attending class on the day of a graded activity or when attendance contributes to a student’s grade, for the reasons stated in Section 7.1, or other reason deemed appropriate by the student’s instructor. Except in the case of the observance of a religious holiday, to be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence.

If needed, the student must provide additional documentation substantiating the reason for the absence, that is satisfactory to the instructor, within one week of the last date of the absence.

If the absence is excused, the instructor must either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If an instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence.
7.4 The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence.

7.5 See Part III, Grievance Procedures: 49. Unexcused Absences, for information on appealing an instructor’s decision.

7.6 If the student is absent for excused reasons for an unreasonable amount of time during the semester, the academic Dean or designee of the student’s college may consider giving the student a grade of W during the semester enrolled or a NG (no grade) following posting of final grades.

7.7 Whenever a student is absent for unknown reasons for an extended period of time, the instructor should initiate a check on the welfare of the student by reporting through the head of the student’s major department to the Dean or designee of the student’s college.
18.1 Students are required to pay tuition, fees and charges to the university when due. Failure to do so may result in:

18.1.1 The student’s being administratively withdrawn and removed from the rolls of the university with loss of credit for academic work performed that semester.

18.1.2 Assessment of a reinstatement fee.

18.1.3 <Removed 10/25/2005>

18.1.4 Denial of future registration in the university until all past due balances, including late charges and reinstatement, fees are paid.

18.1.5 Denial of an official Texas A&M transcript until all past due balances, including late charges and reinstatement fees, are paid.

18.1.6 Removal from on-campus housing.

18.1.7 Disclosure of the delinquent debt to any credit bureau, collection agency or attorney.

18.1.8 Assessment of amounts actually incurred by the university as court costs, attorneys’ fees, and reasonable cost for collection.

18.2 If a check accepted by the university is returned by the bank on which it is drawn, the person presenting it will be required to pay a returned check service charge. If the check is for tuition or fees, the student’s registration for that semester or term may be canceled.

18.3 A student whose registration is canceled for failure to redeem an unpaid check or checks within a specified grace period will be assessed a $50 reinstatement fee prior to being reinstated.

18.4 Students whose fees are billed to a third party sponsor, including, but not limited to a government agency, will be held responsible for those fees should the sponsor fail to pay.
24.4.20.1. **Sexual abuse.** Sexual abuse is the oral, anal, or vaginal penetration by a sexual organ of another, use of another’s sexual organ for oral, anal, or vaginal penetration, or anal/vaginal penetration by any means against the victim’s will or without his/her consent (see “consent” in definitions). An individual who is mentally incapacitated, unconscious, or unaware that the sexual abuse is occurring is considered unable to give consent. The type of force employed may involve physical force, coercion, intentional impairment of an individual’s ability to appraise the situation through the administering of any substance, or threat of harm to the victim. (see Sexual Violence Response Protocol - Offices of the Dean of Student Life).

24.4.20.2. **Sexual contact.** Attempting or making sexual contact, including but not limited to inappropriate touching or fondling, without the person’s consent (see “consent” in definitions), or in circumstances where the person is physically, mentally or legally unable to give consent.

24.4.20.3. **Sexual exploitation.** Taking non-consensual or abusive sexual advantage of another for one’s own advantage or benefit, or to the benefit or advantage of anyone other than the one being exploited. For example, sexual exploitation could include such actions as secretly videotaping sexual activity, voyeurism, sexually-based stalking, invasion of sexual privacy, and knowingly transmitting a sexually transmitted infection to another person.

Examples of such behavior include but are not limited to:

- Soliciting sexual contact with an individual in person or online who is or represents his or herself to be under the age of 14, or under the age of 17 and more than 3 years younger than the soliciting party, or an individual whom the soliciting party believes to be under the age of 14, or under the age of 17 years and more than 3 years younger than the soliciting party;

- Knowingly possessing, creating, distributing, and/or viewing material which includes sexual images of one or more individuals under the age of 18;

- Engaging in voyeurism;

- Prostituting another person;

- Permitting third parties to observe sexual activity without the knowledge of and/or consent of any party involved in the sexual activity;

- Electronically recording or transmitting images or sounds of another person or persons engaging in sexual activity without knowledge and consent;

- Knowingly putting another person at risk and/or knowingly transmitting a sexually transmitted infection to another person or persons without their knowledge.
Student Rule 31. Racial and Ethnic Harassment

31.1 Texas A&M University respects the right of free speech guaranteed by the First Amendment of the Constitution and academic freedom. Constitutionally protected expression cannot be considered harassment under this policy. Each faculty member is entitled to full freedom in the classroom in discussing the subject which he or she teaches. (See Committee A on Academic Freedom and Tenure in the Report on Freedom in the Classroom as stated in the AAUP Policy Documents and Reports.) However, the right to free speech and academic freedom are not absolute. The First Amendment has been interpreted by the U.S. Supreme Court to permit restrictions on the content of speech and expression when such speech and expression is of such slight social value as a step toward truth that any benefit that may be derived from it is clearly outweighed by the social interest in order and morality. This includes:

a) words which by their very utterance tend to incite an immediate breach of the peace;
b) threats which express an intention to commit violence to a particular individual or group of individuals;
c) threatening or harassing speech that is communicated via “common carriers,” including telephones and the internet;
d) speech that is accompanied by illegal conduct which reveals a racially discriminatory motivation for the conduct; and
e) advocating the use of force to incite or produce imminent lawless action and it is likely to incite or produce the lawless action.

Such forms of speech, when used to engage in racial and/or ethnic discrimination or harassment, will be punishable by this rule as described below.

31.2 Racial and Ethnic Harassment is discrimination based on race, color, or national origin and involves behavior that is so severe and pervasive and objectively offensive so as to interfere with or limit the ability of a student to participate in or benefit from the services, activities or privileges provided by Texas A&M University.

31.2.1 To rise to the level of Racial and Ethnic Harassment, behaviors must include something beyond the mere expression of views, words, symbols or thoughts that some person finds offensive. The conduct must also be sufficiently serious to deny or limit a student’s ability to participate in or benefit from the educational program and/or experience.

31.2.2 In order for the Texas A&M University to have authority to take action under section 31.2 of this rule, two conditions must be met. First the complaint must be alleged in a "operation" of the University; that is, a program, activity, or event under the control of the University. Second, the complaint must be filed in a timely manner with the Official Contact of the University as listed below.

31.2.2.1 TAMU (All Brazos County campuses)

<table>
<thead>
<tr>
<th>If the Alleged Offender is a:</th>
<th>Then the Official Contact is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student / Student Employee</td>
<td>Dean of Student Life</td>
</tr>
<tr>
<td>Graduate Student or Postdoctoral Student working in academic affairs</td>
<td>Dean of Faculties *</td>
</tr>
<tr>
<td>Graduate Student or Postdoctoral Students working in other areas</td>
<td>Employee Relations Manager-Human Resources *</td>
</tr>
<tr>
<td>Non-Faculty Employee</td>
<td>Employee Relations Manager-Human Resources *</td>
</tr>
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<td>Faculty</td>
<td>Dean of Faculties *</td>
</tr>
</tbody>
</table>

* Note: Students may contact the Dean of Student Life (for students enrolled on the campus of TAMU Law School: the Assistant Dean for Student Affairs at the law school; for students enrolled on the campus of College of Dentistry: the Associate Dean for Student Affairs & Student Diversity at the college of dentistry) for assistance in arranging the official contact with the Dean of Faculties or the Employee Relations Manager. Incidents occurring with individuals across these areas of responsibility will be coordinated among the appropriate official contacts depending on the circumstances.
31.2.2.2 TAMU (All campuses outside of Brazos County): If you are a TAMU student on a campus outside of Brazos County, regardless of who the alleged offender may be, the following are official contacts for reporting:

<table>
<thead>
<tr>
<th>TAMU campuses</th>
<th>The Official Contact is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dallas / Houston</td>
<td>Regional Human Resources Director</td>
</tr>
<tr>
<td>Kingsville</td>
<td>Human Resources Coordinator</td>
</tr>
<tr>
<td>McAllen</td>
<td>SRPH McAllen Campus</td>
</tr>
<tr>
<td>Round Rock / Temple</td>
<td>Director and Chief Human Resources Officer</td>
</tr>
<tr>
<td>TAMU Law School campus</td>
<td>The Official Contact is: Assistant Dean for Student Affairs</td>
</tr>
<tr>
<td>Mays Business School at City Centre</td>
<td>The Official Contact is: Facilities Coordinator</td>
</tr>
</tbody>
</table>

31.3 In some instances offensive conduct might not be severe and pervasive and objectively offensive to rise to the level of interfering or limiting an individual’s participation in services, activities or privileges provided by Texas A&M University. Nevertheless, the offensive conduct could still be a violation of the Student Conduct Code or other published rules of the university. As stated in the Student Conduct Code, violations of the Student Conduct Code that are motivated by prejudice toward a person or group because of factors such as race, religion, ethnicity, disability, national origin, age, gender or sexual orientation may be assessed an enhanced sanction. (see rule 24.4)

31.3.1 In order for the Texas A&M University to have authority to take action under section 31.3 of this rule, the alleged perpetrator must be a student and the alleged rule violation must take place on University premises or (see rule 24.5 of the Student Conduct Code) if the alleged rule violation takes place off University premises there must be student misconduct demonstrating flagrant disregard for any person or persons or a student’s or student organization’s behavior must be judged to threaten the health safety, and/or property of any individual or group; or any other activity which adversely affects the University community and/or the pursuit of its objectives. Additionally, the complaint must be filed in a timely manner with the Offices of the Dean of Student Life (for students enrolled on the campus of TAMU Law School: the Assistant Dean for Student Affairs at the law school; for students enrolled on the campus of College of Dentistry: the Associate Dean for Student Affairs & Student Diversity at the college of dentistry).

31.4 The offensive conduct underlying some incidents might be protected speech, but may still be in contradiction to Texas A&M University’s commitment to civility, diversity, academic freedom, equality of opportunity and the valuing of human dignity. In these instances, constitutional rights will continue to be protected, but University staff will also exercise their right to speak and engage in educational dialogue with those engaged in these types of behaviors.

31.4.1 In order for the Texas A&M University to have authority to take action under section 31.4 of this rule, two conditions must be met. First the alleged offender must be a member of the university community (faculty, staff, or student). Second, the complaint must be filed in a timely manner with the Official Contact of the University as listed below.

Official Contact of the University:

31.4.1.1 TAMU (All Brazos County campuses)

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with the Dean of Faculties or the Employee Relations Manager. Incidents occurring with individuals across these areas of responsibility will be coordinated among the appropriate official contacts depending on the circumstances.

31.4.1.2 TAMU (All campuses outside of Brazos County): If you are a TAMU student on a campus outside of Brazos County, regardless of who the alleged offender may be, the following are official contacts for reporting:

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<td>Mays Business School at City Centre</td>
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Student Rule 47. Investigation and Resolution of Complaints Against Texas A&M Students for Sexual Harassment, Sexual Assault, Dating Violence, Domestic Violence, Stalking and Related Retaliation (SSDDSR)

Taken from http://student-rules.tamu.edu/rule47.

The decision as to which procedure to utilize for a grievance filed by a student shall be made solely by the university and shall be based on the fact pattern of each particular case. Each grievance shall be directed to a specific procedure and shall be accorded only one opportunity to be adjudicated unless the appeal body remands for further review.

Texas A&M University strives to maintain a work and educational environment free from discrimination, sexual harassment, sexual assault, dating violence, domestic violence, stalking and related retaliation in accordance with applicable Federal and State laws. Individuals are encouraged to report all unwelcome conduct of a sexual nature and should not wait to report conduct of concern until it becomes severe, pervasive, or persistent harassment. University officials can take proactive steps to address conduct, perhaps prevent conduct from continuing or escalating, and/or to assist the recipient of the conduct.

This grievance procedure is intended to describe the process for investigating and resolving complaints pertaining to Sexual Harassment, Sexual Assault, Dating Violence, Domestic Violence, Stalking and Related Retaliation (SSDDSR) filed against a Texas A&M student.

NOTE: A complaint where the alleged offender is staff member or third party should be filed with Human Resources. The process if the alleged offender is a staff member or third party is outlined in the University Standard Administrative Procedure 08.01.01.M1.01 - Investigation and Resolution of Complaints Against Non-Faculty Employees and Unrelated Third Parties for Illegal Discrimination, Sexual Harassment, or Related Retaliation Charges. A complaint where the alleged offender is faculty member should be filed with the Dean of Faculties and Associate Provost. The process if the alleged offender is a faculty employee is outlined in the University Standard Administrative Procedure 08.01.01.M1.02 - Investigation and Resolution of Complaints Against Faculty Members for Illegal Discrimination, Sexual Harassment, or Related Retaliation Charges.

47.1 Information and Consultation: Personnel are available to serve as a resource to any individual who has a SSDDSR inquiry or complaint. These resource persons have information about applicable laws, university rules and procedures, reporting options to local law enforcement, confidentiality and privacy, resources e.g., counseling, health services, and options available for resolution of complaints. The table below identifies personnel to contact for information and consultation.

<table>
<thead>
<tr>
<th>Location</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Station campus</td>
<td>Dean of Student Life</td>
</tr>
<tr>
<td>Campus outside of College Station</td>
<td>College of Dentistry - Associate Dean for Student Affairs &amp; Student Diversity College of Medicine - Associate Dean for Student Affairs College of Pharmacy - Associate Dean for Student Affairs College of Nursing - Associate Dean for Student Affairs School of Public Health - Associate Dean for Student Affairs School of Law - Assistant Dean for Student Affairs Mays Business School (Houston) - Dean of Student Life Galveston - Assistant Vice President for Student Affairs Qatar - Director of Student Affairs</td>
</tr>
<tr>
<td>All other locations</td>
<td>Dean of Student Life</td>
</tr>
</tbody>
</table>

47.2 Reporting to Law Enforcement: Individuals have the option of notifying law enforcement authorities including university police and local police. Law enforcement is able to assist individuals understand the process of obtaining protective orders, bond conditions and any other safety precautions to take. A report can be filed with the local police department in the jurisdiction of where the crime occurred. For certain offenses, including sexual assault, individuals have the right to participate in the pseudonym program to have their identifying information confidential from all public files and records concerning the offense. A criminal investigation may occur independent from a conduct proceeding on campus.

47.3 Confidential Reporting Options: Students have the option to report confidentially. For purposes of reporting and maintaining public safety, university officials listed as confidential reporting options may share information about an incident in a way that does not identify the student(s) concerned.
• Students enrolled on a Brazos County campus report confidentially through Student Counseling Service or Student Health Services.

• Referrals to confidential resources can be made for a student enrolled at other locations as follows:
  - Referrals at TAMU Law School can be made through the Assistant Dean for Student Affairs
  - Referrals at campuses outside of Brazos County (TAMU Baylor College of Dentistry, College of Medicine, College of Pharmacy, College of Nursing, and School of Public Health) can be made through the Associate Dean for Student Affairs in each respective college/school
  - Referrals at Mays Business School at City Centre - Houston can be made by contacting the Facilities Coordinator.
  - Referrals at Galveston - can be made by contacting the Assistant Vice President for Student Affairs
  - Referrals at the Qatar campus - can be made by contacting the Director of Student Affairs

• An anonymous “Jane/John Doe” report can be filed with the police while deciding whether to pursue criminal charges.

As defined in System Regulation 08.01.01, “Confidential” is a form of privileged communication which need not be disclosed in court as part of evidence, answered by a witness either in depositions or trial, or provided to the parties to a lawsuit or their attorneys. This is based on the inherent private relationship between the person communicating and the confidante’s occupation or relationship to that person.

47.4 Procedures for Filing a Complaint: SSDDSR complaint procedures are initiated by filing a complaint with an Official Contact of the university. Students have the option to file a criminal complaint with law enforcement and a complaint with the university simultaneously. As outlined in System Regulation 08.01.01, all employees are responsible for ensuring their work and educational environments are free from illegal discrimination, sexual harassment and/or related retaliation. When alleged or suspected discrimination, sexual harassment and/or retaliation is experienced or observed by or made known to an employee, the employee is responsible for promptly reporting that information. Students should also promptly report an incident. Reports are filed with the Official Contacts below:

<table>
<thead>
<tr>
<th>If the Alleged Offender is a student (graduate, undergraduate, professional) on a:</th>
<th>Then the Official Contact is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Station campus</td>
<td>Dean of Student Life</td>
</tr>
</tbody>
</table>
| Campus outside of College Station | College of Dentistry - Associate Dean for Student Affairs & Student Diversity  
College of Medicine - Associate Dean for Student Affairs  
College of Pharmacy - Associate Dean for Student Affairs  
College of Nursing - Associate Dean for Student Affairs  
School of Public Health - Associate Dean for Student Affairs  
School of Law - Assistant Dean for Student Affairs  
Mays Business School (Houston) - Dean of Student Life  
Galveston - Assistant Vice President for Student Affairs  
Qatar - Director of Student Affairs |
| All other locations | Dean of Student Life |

Any individual may contact the Title IX Coordinator.

47.4.1 Privacy of information: While the university wishes to create an environment in which individuals feel free to discuss concerns and make complaints, the university may be obligated to take action when its officials are informed that SSDDSR may be occurring. Information shared with university personnel and officials who are not listed as confidential reporting options is considered private but not confidential. Although the confidentiality of information received, the privacy of the individuals involved, and the wishes of reporting party, complainant, and/or alleged offender cannot be guaranteed, they will be protected to as great a degree as is legally possible.
The University is committed to protecting the privacy of reporting parties, complainants, and alleged offenders. Given the sensitive nature of reports, information will be maintained in a secure manner and will only be disclosed to school officials who are responsible for handling the university’s response and/or have a legitimate educational interest. The expressed wishes of the reporting party, complainant, and/or alleged offender regarding privacy will be considered in the context of the university’s obligation to act upon the charge and the right of the charged party to be informed about charges against him/her.

47.4.1.1 The Official Contact or designee is responsible for evaluating requests for privacy. If the individual does not disclose any identifying information about him/herself or any other party involved (e.g., names, department or unit) during the inquiry, response on the part of the University may be limited.

47.5 Investigations of Complaints

47.5.1 Once an individual discloses information to an Official Contact of the university, he/she will promptly notify the University’s Title IX Coordinator.

47.5.2 The University will respond to complaints in a prompt and equitable manner. Reasonable extensions can be made for extenuating circumstances. These extensions are granted by the Title IX Coordinator or designee.

47.5.3 Upon receipt of a complaint, the University will exercise due diligence in determining what occurred and further action that may be warranted based on the information provided. The Official Contact or designee, will make an immediate assessment of any risk of harm to individuals or to the campus community and will take steps necessary to address those risks. The Official Contact may consult with the University/local police department, the Title IX Coordinator or designee, and/or other campus officials to assist in this assessment. These steps may include interim protective measures to provide for the safety of the individual and the campus community. Thereafter, the assessment may continue considering a variety of factors, such as the complainant’s wish to pursue formal (47.6) or informal (47.7) procedures, the risk posed to any individual or the campus community by not proceeding, and the nature of the allegation.

47.5.4 The complaint will be reviewed to determine if there is sufficient information to proceed with an investigation or if additional information is needed. If the information is insufficient, the Official Contact or designee may, in consultation with the Office of General Counsel, conduct an inquiry into the circumstances of the complaint. If the information is sufficient, the Official Contact or designee will appoint an Investigating Authority.

47.5.5 The Investigating Authority, composed of one or more people, is responsible for all administrative activities required to conduct the investigation. The investigation is the follow through on a complaint to ascertain details and circumstances associated with the complaint. Investigations may result in charges, a form of alternative dispute resolution, or dismissal of complaint. This determination is made at the sole discretion of the Official Contact and/or designee. (See Student Rule 24.1.11)

47.6 Formal Resolution Procedures

47.6.1 If further investigation or a conduct conference is warranted, the alleged offender will be informed of the allegations, the identity of the complainant and the information surrounding the allegations.

47.6.2 Student Conduct Proceedings. Refer to Student Rule 26 for information about the student conduct process. A preponderance of the information standard is used in all student conduct proceedings. Conduct proceedings will be conducted by university faculty/staff who are trained annually.

47.6.3 The Official Contact or designee shall notify, in writing, the alleged offender and the complainant regarding the resolution of the complaint, including any sanctions.

47.6.4 Sanctions. Refer to Student Rule 27 for information about possible sanctions.
47.6.5 Appeals.

47.6.5.1 An appeal may be filed by the complainant and/or the student who has been assessed any conduct sanction(s) in cases of alleged or determined SSDDSR.

47.6.5.2 Students appealing sanctions shall be directed to the University Disciplinary Appeals Panel. Refer to Student Rules 51 and 58 for information about the Student Conduct Separation and Appeals Process.

47.7 Informal Resolution Procedures

47.7.1 Informal procedures, including mediation, will not be used to resolve sexual assault complaints.

47.7.2 Adopting informal procedures for resolving complaints does not mean that the institution does not take sexual harassment, dating violence, domestic violence, stalking and related retaliation seriously. Informal procedures simply provide an alternative method for stopping these behaviors. Generally, under informal procedures, the complainant may, at any time, elect to file a formal complaint. Staff is available to assist individuals with the informal complaint process. Mediation may be utilized as a method for resolving the complaint informally. Mediation requires the good faith effort of all involved parties to arrive at a mutual agreement that resolves the complaint to everyone’s satisfaction. Examples of outcomes resulting from informal procedures include, but are not limited to, no contact orders, a commitment to refrain from similar behaviors in the future, etc.

47.8 Protection of Complainant, Alleged Offender, and Others

47.8.1 Interim Measures. The university will take prompt steps to protect the complainant, the alleged offender, and other affected individuals as necessary, including taking interim protections or remedies before the completion of the investigation (such as avoiding contact by allowing a change in class schedule, on-campus living arrangements as appropriate, etc.), or other actions as appropriate.

47.8.2 Retaliation. The university will take reasonable action to assure that the complainant, the alleged offender, and those providing witness statements on behalf of either party or supporting either party in other ways, are protected from retaliation. This action may come at any time during or following an investigation of a SSDDSR complaint. Instances of retaliation will be investigated and may result in further conduct charges.

47.8.3 In the event the allegations are not substantiated, reasonable steps will be taken to restore the reputation of the alleged offender if damaged by the proceedings. Instances where a complainant intentionally makes dishonest or malicious allegations will be investigated and may result in conduct charges.

47.8.4 To the extent possible, university proceedings will be conducted in a manner that protects the privacy of all parties involved.

47.9 Resources: Counseling, health, mental health, advocacy, legal and other services are available to TAMU students both on-campus and in the community. Staff can assist with referring students to appropriate resources (see Section 47.1).

47.10 Complainant Follow Up: In order to verify that the harassing behavior by a student or student employee has ceased, the Official Contact or designee will follow up with the complainant.

47.11 Definitions

Sexual Harassment A form of sex discrimination. Unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal or physical conduct of a sexual nature constitutes actionable sexual harassment when this conduct is so severe, persistent or pervasive that it explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work or educational performance, or creates an intimidating or hostile work or educational environment. Unwelcome means that an individual did not request or invite it and considers the conduct to be undesirable or offensive. Submission to the conduct or failure to complain does not always mean that the conduct was welcome. Sexual harassment may be quid pro quo (“this for that”) or may constitute a hostile environment. Sexual harassment includes non-consensual sexual contact, sexual abuse, sexual exploitation, stalking, dating violence, and domestic violence when based on sex. The University will use a reasonable person standard to determine these elements.
Sexual harassment occurs when a person is the recipient of conduct of a sexual nature where:

- Submission to or toleration of such conduct is made either explicitly or implicitly a term or condition of an individual’s education (including co-curricular activities) or employment;
- Submission to or rejection of such conduct by an individual is used as the basis for academic, co-curricular, or employment decisions affecting the individual’s welfare; or

Such conduct has the purpose or effect of unreasonably interfering with an individual’s welfare, academic or work performance, or creates an intimidating, hostile, offensive or demeaning education (including co-curricular activities) or work environment. Sexual harassment also includes sexual misconduct (non-consensual sexual intercourse and non-consensual sexual contact) and sexual exploitation.

Sexual Abuse (See Student Rule 24.4.20.1) The oral, anal, or vaginal penetration by a sexual organ of another, use of another’s sexual organ for oral, anal, or vaginal penetration, or anal/vaginal penetration by any means against the victim’s will or without his/her consent (see “consent” in definitions). An individual who is mentally incapacitated, unconscious, or unaware that the sexual abuse is occurring is considered unable to give consent. The type of force employed may involve physical force, coercion, intentional impairment of an individual’s ability to appraise the situation through the administering of any substance, or threat of harm to the victim.

Sexual Contact (See Student Rule 24.4.20.2) Attempting or making sexual contact, including but not limited to inappropriate touching or fondling, without the person’s consent (see “consent” in definitions), or in circumstances where the person is physically, mentally or legally unable to give consent.

Sexual exploitation (See Student Rule 24.4.20.3) Taking non-consensual or abusive sexual advantage of another for one’s own advantage or benefit, or to the benefit or advantage of anyone other than the one being exploited. For example, sexual exploitation could include such actions as secretly videotaping sexual activity, voyeurism, sexually-based stalking, invasion of sexual privacy, and knowingly transmitting a sexually transmitted infection to another person.

Stalking (See Student Rule 24.4.2.3) Any repeated conduct directed specifically at another person that would cause a reasonable person similarly situated (or a member of that person’s family or household) to fear his/her safety. Such conduct includes, but is not limited to, following another person and acts that threaten or intimidate another person through fear of bodily injury or death of self or members of that person’s family or household or an offense being committed against that person’s property.

Dating violence (See Student Rule 24.1.7) Any physical abuse or sexual misconduct, other than a defensive measure to protect oneself, committed by a person who is or has been in a social relationship of a romantic or intimate nature with the complainant.

Domestic violence (See Student Rule 24.1.8) Any physical abuse or sexual misconduct, other than a defensive measure to protect oneself, committed by a person who is or has been a current or former spouse of the complainant, person with whom the complainant shares a child in common, person who is cohabitating with or has cohabitated with the complainant as a spouse, a person similarly situated to a spouse of the complainant, or any other person against an adult or youth complainant who is a part of that person’s household.

Consent (See Student Rule 24.1.6) The term “consent,” solely for the purposes of the Sexual Misconduct policy (see rule 24.4.20), means clear, voluntary, and positive verbal or non-verbal communication that all participants have agreed to the sexual activity.

- Consent must occur prior to or at the same time as the sexual activity.
- Consent must remain clear, voluntary, and positive throughout the sexual activity.
- Consent must be given for the current sexual contact. The existence of a prior relationship or prior sexual activity does not automatically ensure consent for current or future sexual contact. There must be consent for each specific type of sexual contact throughout the sexual activity. Consent must be given by each participant involved.
A person must be 17 years of age or older to be able to consent to sexual activity if the other participant(s) involved are more than three (3) years of age older than that person.

A person who is incapacitated clearly and visibly is not able to give consent to sexual activity.

47.12 Free Speech: Texas A&M University respects the right of free speech guaranteed by the First Amendment of the Constitution and the principles of academic freedom. Constitutionally protected expression cannot be considered harassment under this policy. Each faculty member is entitled to full freedom in the classroom in discussing the subject which he or she teaches (see Committee A on Academic Freedom and Tenure in the Report on Freedom in the Classroom as stated in the AAUP Policy Documents and Reports). However, the right to free speech and principles of academic freedom are not absolute. The offensive conduct underlying some incidents might be protected speech, but may still be in contradiction to Texas A&M University’s commitment to civility, diversity, academic freedom, equality of opportunity and the valuing of human dignity. In these instances, constitutional rights will continue to be protected, but University staff will also exercise their right to speak and engage in educational dialogue with those engaged in these types of behaviors.

47.13 Incidents not rising to the level of harassment: In some instances offensive conduct might not be severe, persistent or pervasive to rise to the level of reasonably interfering or limiting an individual’s participation in services, activities or privileges provided by Texas A&M University. Nevertheless, the offensive conduct could still be a violation of the Student Conduct Code or other published rules of the university. As stated in the Student Conduct Code, violations of the Student Conduct Code that are motivated by prejudice toward a person or group because of factors such as race, religion, ethnicity, disability, national origin, age, gender or sexual orientation may be assessed an enhanced sanction (see rule 24.5).
Texas A&M University Alcohol Rules That Apply to Student Organizations, and Others

I. Introduction

Texas A&M University is an educational institution dedicated to the pursuit of excellence, the promotion of academic achievement and the advancement of knowledge. Because of the University’s interest in the intellectual, physical and psychological well-being of the campus community, it is important that the University take steps to curtail the abusive or illegal use of alcoholic beverages. Educating students about the effects of misuse and use of alcohol will help accomplish these goals.

II. Texas A&M University Student Rules

Alcohol. Alcohol use, possession, manufacturing, or distribution of alcoholic beverages (except as expressly authorized by University regulations), is prohibited on Texas A&M University premises and University sponsored events. In addition, use, possession, or distribution of alcohol beverages while driving or riding in or on a vehicle on University premises is prohibited. Alcoholic beverages may not, in any circumstance, be used by, possessed by, or distributed to any person under twenty-one (21) years of age. Individuals may not be in a state of public intoxication or drunkenness. Individuals may not operate a motor vehicle or another form of transportation while intoxicated or while under the influence of alcohol. For more information, call the Student Conduct Services at 979.847.7272.

III. Recognized Student Organizations - Sponsored Events Involving Alcoholic Beverages

It is expected that all recognized student organizations will have their activities (sponsored, authorized, sanctioned, and/or financed) approved by the group’s faculty/staff advisor. The student organization is responsible for assuring that alcohol consumption does not detrimentally affect the health and well-being of those attending the event. Recognized student organizations may hold events involving alcoholic beverages under the following conditions:

1. The possession, sale, use or consumption of alcoholic beverages, in public areas of the campus is prohibited. Any situation sponsored, authorized, sanctioned, endorsed, and/or financed by a recognized student organization must be in compliance with any and all applicable laws and rules of the state, county, city, and Texas A&M University, and must comply with either BYOB or third party vendor guidelines. In addition, the event or activity must be approved by the group’s faculty/staff advisor.

2. No alcoholic beverage may be purchased through a recognized student organization’s funds, nor may the purchase of alcohol for members or guests be undertaken or coordinated by any member in the name of, or on behalf of, the recognized student organization. The purchase or use of bulk quantity or common sources of such alcoholic beverage (i.e. kegs or cases) shall be prohibited.

3. Open events, meaning those with unrestricted access to non-members of the recognized student organization, without specific invitation, where alcohol is present, are prohibited.

4. No members, collectively or individually shall purchase for, serve to, or sell alcoholic beverages to any minor (i.e. those under legal drinking age).

5. No recognized student organization may enter into an agreement to co-sponsor an event with an alcohol distributor, charitable organization or tavern (tavern defined as an establishment generating more than half of the annual gross sales from alcohol) where alcohol is given away, sold, or otherwise provided to those present.

6. No recognized student organization may co-sponsor or co-finance a function where alcohol is purchased by any of the host organizations or groups.

7. All membership recruitment activities associated with any student organization shall be alcohol free.

8. No alcohol shall be present at any new member activity of any recognized student organization.
9. The recognized student organization or organizations must establish active precautionary measures to ensure that alcoholic beverages are not served to persons under the legal drinking age or to persons who appear to be intoxicated.

10. No event shall include any form of “drinking contest” or encourage the rapid consumption of alcohol in the activity or its promotion.

11. Non-alcoholic beverages and non-salty food must be available at the same place as the alcoholic beverages. Food and non-alcoholic beverages must be featured as prominently as the alcoholic beverages.

12. University Advertisement Rules Regarding Student Organization-Sponsored Events with Alcoholic Beverages, advertising of University events where alcoholic beverages will be consumed must be consistent with the educational philosophy of Texas A&M University and follow these conditions:
   - Advertisement for any university event where alcoholic beverages are being served must note the availability of non-alcoholic beverages and food as prominently as the alcoholic beverages.
   - The messages conveyed in the promotion of any event must not encourage any form of misuse of alcohol.
   - Publicity must not convey that consumption of alcohol is the purpose or reason for the event.
   - Promotion must not refer to the amount/quantity of alcohol (5-keg party, etc.).
   - Advertisements for events must not portray drinking as a solution to personal or academic problems nor as necessary to social, sexual or academic success.
   - Alcoholic beverages must not be provided as awards, door prizes, or giveaways to individuals or campus organizations.

IV. Penalties for Non-Compliance

A student found responsible of noncompliance with these rules or the laws of the State of Texas has committed a violation of University Student Rules and is subject to sanctions commensurate with the offense and any aggravating and mitigating circumstances.

Recognized student organizations have a responsibility to abide by all conditions of these rules and University Student Rules. Actions of all recognized student organizations are subject to review by the Director of Student Activities or his/her designate. Failure to comply with the rules and/or University Student Rules may lead to the revocation of recognition privileges or any lesser sanction.
Early Warning Signs of Alcohol Abuse

You may have a problem if:

- You are difficult to get along with when drinking
- You drink because you are depressed
- You drink until “dead drunk” at times
- You don’t recall some drinking episodes
- You hide liquor
- You lie about drinking
- You neglect to eat when drinking
- You want to drink the “morning after”

FOR IMMEDIATE CONFIDENTIAL ASSISTANCE, CONTACT:

PROFESSIONAL RECOVERY NETWORK
Courtney Hubert, LMSW
Director of Professional Recovery Network
Helpline: 800-727-5152
Web site: http://www.txprn.com

DENTISTS CONCERNED FOR DENTISTS, STAFF, AND FAMILIES
Dallas, Texas
Confidential Hot Line
Helpline: 214.206.7496
www.dcds.org/dentists-concerned-for-dentists

Additional resources are available through the Office of Student Affairs & Student Diversity and Human Resources.
Texas A&M University Drug Rules

Taken from http://student-rules.tamu.edu/append7.

I. Introduction

Texas A&M University strives to assist students in achieving their potential as human beings and in becoming self-directed in all activities. Because growth and development are shaped by a student’s environment, the University seeks to develop an environment where students can learn how to live fulfilling and productive lives. Substance abuse disrupts this environment and threatens not only the lives and well-being of our students, faculty and staff but also their potential for contribution to society. It is important for all members of the University community to take responsibility for preventing substance abuse from negatively affecting the community’s learning environment and the academic, physical and emotional well-being of its membership.

In recognition of the problems of substance abuse, members of the University community have developed a University-wide drug rules. These rules deal with education, prevention, intervention and treatment activities as well as conduct sanctions. The University has established substance abuse prevention programs to help eliminate the threat that substance abuse poses to the University community. Through education, the University is committed to helping individuals achieve their personal and academic goals.

II. Education, Prevention and Referral for Treatment

Texas A&M University is committed to providing comprehensive drug education and prevention as well as early intervention and treatment referral services. The Offices of the Dean of Student Life’s Alcohol and Drug Education Programs provides information to the University community. Through this broad-based program, the University will provide a setting in which education leads to the prevention of substance abuse.

Assessment and intervention services for students are available through the Student Counseling Service. If further treatment is necessary, the student may be referred to outside counselors and programs. Faculty and staff may receive help from the Employee Assistance Program and services in the community. Faculty and staff members may contact the Employee Benefits Office in the Human Resources Department to check on health insurance coverage.

III. University Expectations/Definitions

All members of the University community are expected to abide by state and federal laws pertaining to controlled substances and illegal drugs. More specifically, Texas A&M University Student Rules prohibit “using, possessing, being under the influence of, manufacturing, or distributing illegal drugs or illegally obtained/possessed controlled substances.” (See University Student Rule 24.4.12.)

The term “controlled substances,” when used in these rules, shall refer to those drugs and substances whose possession, sale, or delivery results in criminal sanctions under the Texas Controlled Substances Act (Texas Civil Statutes, Article 4476-15), as well as substances that possess a chemical structure similar to that of a controlled substance (e.g., “designer drugs”).

IV. University Conduct Process

University conduct charges may be pursued against faculty, staff and students alleged to have violated University Student Rules (students), University Rules (faculty and staff), and/or state and federal laws concerning controlled substances. Violations of any state or federal law pertaining to controlled substances that occur off campus and are not associated with a University-connected activity may result in disciplinary charges in situations in which the continued presence of the individual on campus is likely to interfere with the educational process and the orderly operation of the University.

University conduct proceedings will be in accordance with procedures outlined in the University Student Rules (students) and the University Rules (faculty and staff). Voluntary admission to a substance abuse treatment program prior to the issuance of charges may be looked upon favorably in conduct cases. Disciplinary action in cases involving drug-related violations by students may result in suspension or expulsion from the University, depending on the nature and seriousness of the case. Participation in a substance abuse education or treatment program may be required in addition to other sanctions. Any disciplinary action imposed by the University may precede and be in addition to any penalty imposed by an off-campus authority.
Rule Statement

Texas A&M University has a vital interest in maintaining a healthy and safe environment for its students, faculty, staff and visitors. This rule identifies university property where smoking and tobacco use is restricted.

Definitions

Smoking and Tobacco: All forms of smoking and tobacco products including but not limited to cigarettes, cigars, pipes, water pipes (hookah), bidis, kretes, Dokha, smokeless tobacco, snuff, chewing tobacco, and electronic cigarettes (includes vapors, personal vaporizers, tanks and other).

University Property: Property located in the state of Texas that is owned, operated, leased, occupied or under the administrative control of the President of Texas A&M University or jointly controlled with Qatar Foundation. For purposes of this rule, this includes but is not limited to all grounds, buildings and structures, sidewalks, parking lots, walkways, and all vehicles owned, leased or rented by Texas A&M University.

Official Rule

1. REQUIREMENTS

1.1 Buildings and Vehicles. All buildings, entrances to buildings, and vehicles, owned or leased under the administrative purview of the President of Texas A&M University will be entirely smoking and tobacco-use free. This rule will apply to all indoor air space including foyers, entryways and classrooms, individual faculty and administrative offices, and sidewalks, parking lots, walkways, attached parking structures immediately adjacent to all such buildings and structures, and Texas A&M University at Qatar open courtyards.

1.2 Eating areas. Eating areas (dining halls, cafeterias, food courts, snack bars) will be smoking and tobacco-use free.

1.3 Housing and athletic facilities. Texas A&M University owned and leased housing (apartments, residence halls and houses), and all indoor air space of University owned athletic facilities and outdoor public seating areas in athletic arenas will be smoking and tobacco-use free with the exception of smokeless tobacco, snuff and chewing tobacco when disposed of in an appropriate manner.

1.4 Smoking and tobacco use is generally prohibited within at least 25 feet of buildings and/or is limited to designated areas outside of 25 feet from the building.

2. RESPONSIBILITIES

2.1 It is the responsibility of all members of the campus community, including visitors, to observe these requirements. This rule relies on the thoughtfulness, consideration and cooperation of smokers and tobacco-users for its success. Those violating this rule should be reminded of this rule and asked to comply.

2.2 Department heads or others with purview over facilities shall ensure that the rule is communicated to everyone who occupies space in the facility.

2.3 Violations of this rule may result in corrective action as prescribed by system policies and regulation and university rules and standard administrative procedures. Visitors refusing to comply may be asked to leave campus.
3. **SMOKING AND TOBACCO CESSATION PROGRAMS**

Texas A&M University is committed to supporting all students and employees who wish to stop using tobacco products. Information on tobacco and smoking are provided through links at http://employees.tamu.edu/benefits/insurance/tobacco and through the Student Counseling Service at http://www.scs.tamu.edu/.

4. **TEXAS A&M UNIVERSITY AT GALVESTON**

Smoking and tobacco use is strictly limited to designated areas around the campus that are clearly marked for smoking and tobacco use.

5. **TEXAS A&M UNIVERSITY HEALTH SCIENCE CENTER (TAMHSC)**

All smoking and/or tobacco use is prohibited on any TAMHSC campus and/or in any TAMHSC building including but not limited to the Reynolds Medical Building in College Station and School of Public Health A, B & C buildings.

**Related Statutes, Policies, or Requirements**

Supplements System policy 34.05, Smoking.

Texas Penal Code § 48.01. *Smoking Tobacco*

Texas Labor Code § 411.103. *Duty of Employer to Provide Safe Workplace*


25 Texas Administrative Code, § Section 703.20

Texas Administrative Code, Title 25. Health Services, Part 11, Cancer Prevention and Research Institute of Texas (CPRIT), Chapter 703, Grants for Cancer Prevention and Research, Section 703.20

**Contact Office** University Risk and Compliance
As related to the Texas A&M University College of Dentistry (the College) the student’s responsibilities may be classified in five broad areas, which are as follows: 1. Academic performance; 2. Academic integrity; 3. Professional conduct; 4. Conduct associated with the College, but not directly related to academic or professional training of the student; and 5. Off-campus conduct, which may reflect adversely on the image and reputation of the College or Texas A&M University (TAMU). This document addresses only (1) Academic Performance (see TAMU Student Rules 10, 12, 48, 53 and 59 and any other pertinent rule) and student conduct issues (areas 2-5 noted above) are addressed in separate TAMU Student Rules.

I. ACADEMIC MATTERS

A. Overview of Academic Due Process

Every student is required to maintain minimum levels of academic accomplishment, comprised of cognitive and non-cognitive performance, in order to retain his/her right to attend. Failure to maintain a prescribed scholastic rating is a justifiable cause for dismissal. Absolute discretion is permitted to the faculty to assess student performance and level of scholarship as long as the assessment is not arbitrary or capricious.

When a student is subject to any action other than unconditional promotion by the Graduate Education Council (GEC), procedures to ensure student rights to due process relating to academic standing involve three basic components: (1) the College must inform the student in writing of inadequacies in performance and the effect of these deficiencies on academic standing; (2) the student will have an opportunity to explain the reasons for his or her poor scholarship and provide any information that might lead the faculty or the GEC to conclude that his or her performance in the future would improve and be considered satisfactory; and (3) the College’s decision must be careful and deliberate and based on profession judgement throughout the entire process.

The academic review process at the College embodies faculty evaluation of cognitive and non-cognitive performance at the course level for assignment of grades. The GEC reviews academic progress as necessary throughout the student’s education and determines the appropriate action based on the evidence provided. This review process provides several levels of review, adequate time between decisions for the incorporation of new information, and careful and deliberate decision making by faculty members.

*System Policy 01.01, Paragraph 6.3 establishes the preeminent authority of System Policies, System Regulations and Component Rules concerning information provided to faculty, employees, students, or other constituent groups.

** Non-cognitive performance includes, but is not limited to technical and interpersonal skills, attitudes, professional character, conduct and ethical behavior.

B. Composition of the Graduate Education Council

The GEC is a standing committee consisting of all the Program Directors, the Associate Dean for Student Affairs and the Associate Dean for Research and Graduate Studies, who serves as the Chair.
C. Basic Academic Information

1. Grading System

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<tr>
<th>Letter Grade</th>
<th>Grade Points</th>
<th>Grade Description</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Good</td>
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<tr>
<td>C</td>
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<td>Failure</td>
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<td>U</td>
<td>0.0</td>
<td>Unsatisfactory</td>
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<td>I</td>
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<td>Incomplete</td>
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The evaluation of a student in any course is determined by the faculty as stated in the course syllabus by means of examinations, attendance, personal observations, evaluations and/or professional judgment. The right and responsibility to evaluate student cognitive and non-cognitive abilities rest with the faculty.

Satisfactory (S) will be given only for grades of A and B. Courses on the degree plan may not be taken as S/U basis, except for 5V98, 5V99 or 691. Courses may only be taken for S/U if so stated in the Catalog. 5V98, 5V99 and 691 are graded only on an S/U basis. S/U grades are not included in the grade point average.

For Unsatisfactory (U) for courses on the degree plan must be absolved by repeating the courses and achieving grades of C or above or Satisfactory (S).

2. Promotion Policy

Policies on satisfactory academic progress for students at the College are established by the Dean and the Administrative Council. The GEC reviews the status of each graduate student and makes decisions in conformity with the policy. Any exceptions to these policies may require action by the Dean and the Administrative Council.

3. Promotion Standards

Graduate students are eligible for satisfactory academic progress if they have successfully completed all courses, exhibited satisfactory professional conduct and performance, and have earned an overall cumulative Grade Point Average (GPA) of 3.000. Individual programs may also require a cumulative GPA of 3.000 in their clinical program courses (see individual program requirements). If a program chooses to have a clinical programmatic cumulative GPA of 3.000, then the students must be given written notice at the beginning of the program as to which courses are considered “programmatic.” If a program chooses to do this, they must maintain the programmatic GPA and report deficiencies to the Associate Dean for Research and Graduate Studies.

Passing grades for graduate and postgraduate students are “A”, “B”, and “C”. The grade of D is not used in the graduate programs of study at the College. The grade of “I” (Incomplete), may be given only when the completed portion of work in the course is of passing quality. The instructor shall give this grade only when the deficiency is due to an authorized absence or other cause beyond the control of the student. When an instructor reports an incomplete grade to the registrar, he or she will fill out an “Incomplete Grade Report”, which is filed with the department head. Copies are sent to the student and to the Associate Dean for Research and Graduate Studies or designee. This report includes (1) a statement of the instructor’s reason for awarding the incomplete grade and (2) a statement concerning the remaining work to be completed before the last day of scheduled classes of the next fall or spring semester in which the student enrolls in the university unless the Associate Dean for Research and Graduate Studies or designee, with the consent of the instructor (in the absence of the instructor, the department head), grants an extension of time for good reason.
Unless the student is afforded a different completion schedule due to a long-term leave of absence, the grade of Incomplete (I) is a temporary grade given when, for reasons beyond the control of the student, all course requirements are not met within the prescribed time. The “I” grade is not calculated in the GPA. Students with “I” grades issued due to a long-term leave of absence will have the deadline for removal of the “I” grade assigned (approved) by the GEC upon return from the long-term leave of absence. Any of the permanent grades (A, B, C, or F) may be earned and will replace the “I” grade. Unless there is a documented medical reason, including pregnancy, the grade of “I” will become a grade of “F” if not removed within the prescribed time.

Students who are admitted to Graduate School on probation must maintain a “B” average during the first 10 semester hours of graduate work at the 5000 or 600 level. Failure to do so will cause the student to be subject to dismissal from the College. Students are automatically removed from probation upon completion of the first 10 semester hours of graduate-level course work if a “B” average is attained.

Any fully admitted student who fails to maintain a “B” (3.000) in both cumulative and programmatic GPA (should a programmatic GPA requirement be detailed in the programs academic policies) during any term of the graduate course of study will be placed on probation for the next semester of graduate course work or until all graduate work is completed, whichever occurs first.

If the Program Director places the student on probation, then the student must be informed, in writing, by the Program Director, that he/she is being placed on probation, the reason(s) for the probation, the conditions that must be rectified to remove the probation, a time-line to remove the probation and a statement if he/she fails to remove the conditions of the probation they will be subject to dismissal.

During the probationary period, students must restore both the overall and program (see written individual program requirements) GPA to a 3.000 (“B”) and demonstrate adequate proficiencies in cognitive skills or milestones. Failure to maintain a grade point of 3.000 or better, or receipt of a final grade in any course of “F” is sufficient cause for dismissal from the College.

Students dismissed under conditions listed above may remain enrolled at the College until they have exhausted all appeals described in Section D. Student Academic Grievance Procedures and Appeals.

A student allowed to repeat a failed course who fails the required course a second time will be dismissed. In certain clinical courses, remediation may not be possible and thus the ability to repeat a course is left to the discretion of the Program Director.

D. Student Academic Grievance Procedures and Appeals

1. Grade disputes and appeals are handled following the processes outlined in TAMU Rule 48.

2. The process for dismissal and appeals will follow TAMU Student Rules, including rules 12, 48, 53 and 59 and any other pertinent Rules.

3. The TAMU Graduate Appeals Panel (TAMU Rule 59) hears appeals involving actions against students stemming from: (a) suspensions or blocks for scholastic deficiencies (including failure to make sufficient progress in the student’s academic program); and (b) appeals of disputes over final course grades or evaluation on examinations required by the department, intercollegiate faculty, or the graduate advisory committee

a. Informal Resolution Procedures. To be eligible for a hearing before the TAMU Graduate Appeals Panel, a student shall first complete each of the following informal resolution procedures.

1). A conference must be held with the respondent (faculty or administrator who made the decision) and the student, following the procedures outlined in TAMU Rule 59.
2). If the student does not receive a satisfactory outcome at the conclusion of the respondent conference, the student may seek review of the decision by the department head (or designee) of the department offering the course, following the procedures outlined in TAMU Rule 59.

b. If the student does not receive a satisfactory outcome at the conclusion of the department review, the student may seek review by the College. The Dean has relegated this review to the GEC, who will make the final College decision.

1). Students dismissed may appeal to the GEC Due Process Committee, which can uphold the dismissal, require the student to repeat the year, or reinstate the student as a regular student, or as a student on academic probation. This appeal must be filed in the Office of the Associate Dean for Research and Graduate Studies within five (5) business days after notification of dismissal. Failure to submit an appeal within the time specified will render the original decision final and conclusive. If an appeal is filed, the GEC Due Process Committee will schedule a hearing of the appeal.

2). The voting members of the GEC Due Process Committee will be all the regular members of the GEC, minus the Program Director of the student making the appeal, with the addition of three graduate students. All members, except the Associate Dean for Student Affairs, who will be a non-voting member, will have equal authority during the hearing and when voting.

3). At the beginning of the fall semester every academic year, each Program Director will submit the name of one student who is entering their final program year and who has agreed to serve on the GEC Due Process Committee, if needed. If a hearing is needed, this group of students will form a pool of which three will be randomly selected by the Associate Dean for Research and Graduate Studies. The students that are selected can’t be from the same program as the student making the appeal and should choose not to serve if they have a conflict of interest. As noted above, all members will have equal authority during the hearing and when voting.

4). For the hearing, the GEC Due Process Committee will select a Chair from its faculty members. The Associate Dean for Research and Graduate Studies will not attend the hearing unless asked to do so by the Chair of the hearing, to answer specific questions. The Chair of the GEC Due Process Committee, during the hearing, has the sole discretion to determine what relevant facts and information will be heard and discussed during the hearing and deliberations. The hearing will be scheduled within ten (10) business days following receipt of the student’s notification of intent to appeal. The Office of the Associate Dean for Research and Graduate Studies will notify the student, in writing, of the time and date of the scheduled hearing. If a student chooses not to attend the scheduled hearing, the session may proceed and a decision may be made in his or her absence. The student will be informed, in writing, of the GEC Due Process Committee’s decision within five (5) business days of the hearing.

5). The student may appeal the decision of the GEC to the TAMU Graduate Appeals Panel, as outlined in TAMU Rule 59.

4. Exhausting Appeals

Students dismissed under the conditions outlined above may remain enrolled at the College until they have exhausted all appeals described above. Note: If dismissal is the result of concerns pertaining to patient treatment or clinical patient care, privileges of the student can be suspended temporarily by the Program Director and indefinitely by the Program Director after consultation with the Associate Dean for Clinical Affairs or designee. The student’s actions may result in written notification, up to and including immediate suspension of the student from the College (or clinic), pending final disposition of the case. If a suspension occurs, the Program Director will immediately notify the Associate Dean for Research and Graduate Studies and the Associate Dean for Student Affairs, in writing.
E. Readmission

Students dismissed from the College may be readmitted only by applying for admission, following normal admissions procedures, and being accepted for readmission.

F. Addendum to TAMU Student Rule 10 Grading

Section 10.3 - The College, due to the lockstep curriculum, does not recognize a solely student initiated “Q-drop”.

Section 10.4.1 - Unless specially designated in the graduate catalog, courses may not be taken on an S or U basis.

Section 10.4.3 - In addition to maintaining a 3.000 overall grade point average on their degree plan, clinical specialty programs may also require a cumulative GPA of 3.000 in their clinical program courses (see individual program requirements). If a program chooses to have a clinical programmatic cumulative GPA of 3.000, students must be given written notice at the beginning of the program which courses are considered “programmatic.” If a program chooses to do this, they must maintain the programmatic GPA and report deficiencies to the Associate Dean for Research and Graduate Studies.

If a student’s degree plan GPA or their programmatic GPA (if required) drops below 3.000, then minimum 3.000 GPA requirement(s) must be re-attained by the end of the next semester.

Section 10.5 - Some courses may be longer than a traditional semester and thus the “I” will be given at the end of these courses.

Section 10.7.1 and 10.7.2 - The College has a lockstep curriculum and thus grade changes must be initiated within three (3) weeks from the call for grades by the registrar.

Section 10.13.1 - Unless specially designated in the graduate catalog, courses may not be taken on an S or U basis.

Section 10.13.2 - Graduate students may not take undergraduate courses.

Section 10.18 - This section also applies to clinical graduate students seeking only certificates.

G. Addendum to TAMU 12 Scholastic Deficiency/Probation

Section 12.3 and 12.5 - This section also applies to clinical graduate students seeking only certificates.

Section 12.3.1 - See addition above to Section 10.4.3.

Section 12.3.2 - Every student is required to maintain minimum levels of academic accomplishment, comprised of clinical proficiency, professional standards, and cognitive and non-cognitive performance, in order to retain his/her right to attend. Absolute discretion is permitted to the faculty to assess student performance and level of scholarship, as long as the assessment is not arbitrary or capricious.

The review process for the above uses the GEC.

Section 12.5 and 12.5.3 - The review process includes the GEC, who makes the final recommendation to the Associate Provost for Graduate and Professional Studies.

Section 12.5.3 - A student allowed to repeat a failed course who fails the required course a second time will be dismissed. In certain clinical courses, remediation may not be possible and thus the ability to repeat a course is left to the discretion of the Program Director and approval of the GEC.

Section 12.7.2, 12.7.3 and 12.7.4 - Final decisions on probation are made by GEC.
H. Addendum to TAMU Rule 48 Grade Disputes

Section 48.2 - The College has a lockstep curriculum and thus grade changes must be initiated within three weeks from the call for grades by the registrar.

I. Addendum to TAMU Rule 59 Graduate Appeals Panel

Section 59.4.3 - The Dean has designated the College’s GEC to make the College review.
As related to the Texas A&M College of Dentistry (the College), the student’s responsibilities may be classified in five broad areas, which are as follows: 1. Academic performance; 2. Academic integrity; 3. Professional conduct; 4. Conduct associated with the College, but not directly related to academic or professional training of the student; and 5. Off-campus conduct, which may reflect adversely on the image and reputation of the College and Texas A&M University (TAMU).

Different guidelines exist for the assurance of due process, based upon whether the student difficulties are academic or disciplinary. Academic penalties result from failure to attain a required level of scholarship and performance and disciplinary penalties arise from violation of prescribed code of ethics and professional conduct. Academic performance (see TAMU Student Rules 10, 12, 48, 53 and 59 and any other pertinent rule) is addressed in a separate document entitled, “Academic Due Process for Graduate Students.”

The students of the College will be held to the highest standards of personal and professional honor and integrity - both on and off campus. Personal and professional integrity and honor are not just concepts; they are the cornerstone of our profession. It is with this understanding that students are entrusted with the duty of holding each other accountable for their behavior, and when inappropriate behavior is witnessed, to refer the matter to the proper authority, including the Associate Dean for Research and Graduate Studies. The purpose of this document is to clarify unacceptable behaviors, and explain the processing and disposition of any allegations. Given the integral nature of ethical and professional conduct in our prescribed competencies of our curricula, student behavior must be reviewed and assessed by faculty with direct responsibility for their training and their student colleagues.

Professional conduct, proper patient management, and ethical behavior are essential to maintain the dignity and credibility of the dental professions. An important responsibility for the protection of the profession rests in the dental school. Therefore, the College abides by the following Code of Ethics to be embraced by the student body:

- Behave honorably and with integrity at all times.
- Neither permit nor accept that which is not just.
- Refrain from lying, cheating, stealing or intentionally misleading or deceiving anyone as to the known facts.
- Refrain from other forms of unethical or unprofessional conduct.

Examples of unethical conduct are:

**Lying/Falsification:** To deliberately make an untrue written or oral statement or to deliberately create a false impression through words or actions.

**Cheating:** To mislead intentionally or defraud, or to endeavor to mislead or defraud another. To use unauthorized assistance from any source - either from individuals or from information resources in submitted work or examinations designed to represent one’s own effort.

**Collusion:** To agree to or to cooperate for an unethical or deceitful purpose.

Additionally, any student who engages in conduct that violates the Texas A&M University System Policies and Regulations, TAMU Rules, College procedures, any TAMU administrative directive or federal, state, or local laws, shall be subject to discipline. Any student in violation of the law either on or off campus may be subject to disciplinary action up to and including dismissal, notwithstanding any action taken by civil authorities because of the violation.

A student’s personal responsibility for his or her actions is paramount; however, we also recognize that the College shares in the provision of an environment that fosters a climate of integrity. To this end, academic testing, practical training, practical
and clinical examinations and clinical patient care, to the extent possible, will be monitored in a way that encourages integrity and discourages unethical behavior.

It is the students’ responsibility to conduct themselves in a manner refraining from unethical behaviors and intervening when they are witness to or suspect unethical actions in their classmates. Failure to report these behaviors is as destructive to the climate of integrity as engaging in them.

I. ACADEMIC INTEGRITY

A. Background

Academic integrity matters are handled in accordance with TAMU Rules 20 and 52, and any unique addendum approved by the College Graduate Education Council (GEC) under a “Memorandum of Understanding between TAMU Aggie Honor System Office and Texas A&M University College of Dentistry”.

B. Aggie Honor System

1. The foundation of the Aggie Honor System is “An Aggie does not lie, cheat or steal or tolerate those who do.”

2. Procedures for handling suspected violations of the Aggie Honor System, under the TAMU Rules 20 and 52, include:
   a. Functions of the Aggie Honor System Office
   b. Honor System Rules
   c. Reporting and Adjudication
   d. Sanctions
   e. Appeals
   f. General Information

2. Organization and Procedures
   a. Aggie Honor System Office
   b. Honor System Advisory Council
   c. Honor Council
   d. Adjudication Process
   e. Communications and Training
   f. Academic Integrity Development Program

II. Student Conduct

A. Background

Student conduct, including professional standards, are handled in accordance with TAMU Rules 23-31 inclusive, 47, 51, 58, and any unique addendum approved by the GEC under a “Memorandum of Understanding between TAMU Offices of the Dean of Student Life (ODSL) and Texas A&M University College of Dentistry”. The College reserves the right to enlist the aid of ODSL staff in administering TAMU Student Rules related to the Student Code of Conduct.
B. Code of Conduct Rules, Procedures and Appeals

The Student Code of Conduct, procedures and appeals are addressed in the TAMU Rules under the following headings.

1. Basic Rules and Procedures Governing Student Life (Rule 23)
2. Student Conduct Code (Rule 24)
   
   The following addendum has been approved by the GEC and added to this Rule. “A student will not treat patients, either outside regularly-scheduled clinic periods or without appropriate faculty supervision. The student will safeguard the confidentiality of patient records, including encryption of the records, if they are stored on an electronic device. Failure to do so may result in revoking of clinical privileges while the matter is investigated and acted on by the Associate Dean for Clinical Affairs and the GEC. In addition, action taken by the College could include a variety of sanctions, up to and including expulsion.”

   A student will safeguard the confidentiality of human subject data, including encryption of the data if it is stored on an electronic device. Failure to do so may result in review and administration of appropriate discipline by the Institutional Review Committee and possibly by the GEC.

3. Student Conduct Code Procedures (System) (Rule 25)
4. Student Conduct Proceedings (Rule 26)
5. Sanctions (Rule 27)
6. Student Conduct Files and Records (Rule 28)
7. Departure from Campus Following Suspension or Dismissal and Request for Reinstatement (Rule 29)
8. Dangerous or Disruptive Behavior Caused by Manifestations of a Serious Psychological Problem (Rule 30)
9. Racial and Ethnic Harassment (Rule 31)
10. Sexual Harassment (Rule 47)
11. Student Conduct Separation and Appeal (Rule 51)
12. University Disciplinary Appeals Panel (Rule 58)
Student Discipline (Academic Integrity) and
Professional Standards
Jurisdiction and Process Identification

MEMORANDUM OF UNDERSTANDING
between
TAMU Aggie Honor System Office (AHSO)
and
The Texas A&M University College of Dentistry (TAMUCD)

Last modified 6/7/2017
Valid indefinitely

PURPOSE: This Memorandum of Understanding (MOU) between the TAMU Aggie Honor System Office (AHSO) and the Texas A&M University College of Dentistry (TAMUCD) is intended to specify that the primary responsibility for the handling of student academic conduct (Aggie Code of Honor) and professional standards cases involving those students (graduate and undergraduate) enrolled in one or more classes at the TAMUCD rests with the TAMUCD. The Aggie Code of Honor process and the Professional Standards process will be separate; the TAMU Student Rules will govern the processes, applications, and outcomes related to student academic dishonesty. Specifically implicated by this MOU is Student Rules 20 and 52.

Safety in the Classroom, Laboratory, or Clinic: Nothing in this MOU shall preclude a faculty member or staff member from exercising his/her judgment to stop any activity that endangers or threatens to endanger the health or well-being of any person on the premises of the TAMUCD or a clinical affiliate.

TAMU Student Conduct Code Applicability: Effective June 9, 2014 the TAMU Aggie Code of Honor, associated processes, process rules and guidelines and appeals are in effect for students enrolled in at least one class at the TAMUCD. Specifically implicated by this MOU is Student Rule 20.

Special Concerns: All decisions regarding investigations, adjudication and appeals will be sensitive to the special nature of the cohort driven, lock-step curricula of specific academic programs of the TAMUCD. This may require special attention to the pacing, timing, and sequencing of investigations, adjudications and appeals while still protecting the due process rights of students and the integrity of the process.

I. RESOLUTION AUTHORITY
A. Determination of how cases are identified, to which process (Aggie Code of Honor, Student Conduct Code and/or Professional Standards) they are routed and the investigation and adjudication of same will be determined by the TAMUCD in accordance with TAMU Student Rules and this MOU.
II. PROCESS IDENTIFICATION AND JURISDICTION

A. The TAMU Student Rules and the associated processes identified therein (specifically implicated by this MOU is Student Rule 20) will be utilized to respond to allegations of rules violations. Additionally, the Professional Standards mechanism for any academic program will also be responsive as determined by the TAMUCD Associate Dean for Student Affairs (ADSA) where undergraduates or professional students are involved, or the Associate Dean for Research and Graduate Studies (ADRGS) in the cases of graduate students.

B. One investigation shall serve to inform both of the processes (TAMU Aggie Code of Honor, and the Professional Standards mechanism for any academic program). Investigations may, from time to time, need to be re-convened to investigate additional information brought to light that could have a material impact on the outcome of a case.

C. Any behavior by an individual student or by a group of students enrolled for one or more classes at TAMUCD that risks violating, or allegedly violates, the TAMU Aggie Code of Honor will be adjudicated at TAMUCD according to TAMU Student Rules and may also be subsequently referred to the Professional Standards mechanism for a particular academic program at TAMUCD.

D. All alleged violations of the Professional Standards of any academic program at the TAMUCD will be referred to the appropriate Professional Standards mechanism at the TAMUCD.

E. When a student is co-enrolled at TAMUCD and TAMU College Station, the location of the behavior will dictate jurisdiction: If the behavior occurs in College Station, the TAMU Aggie Honor System Office will adjudicate; otherwise, TAMUCD will adjudicate.

F. AHSO will resolve all other Aggie Code of Honor cases (where a student is not enrolled in the TAMUCD) independently.

III. PROCESS SEGMENTATION AND STAFFING

A. Each stage of the response process shall be conducted independently of other parts of the process. No decision maker in one part of the process shall be involved in another part of the process for the same fact pattern. The Aggie Code of Honor Process should be independent of the Professional Standards Mechanism. Additionally, for each fact pattern, faculty and/or staff who serve as investigators, charging authorities, hearing panelists, and appeal panelists cannot serve in more than one role.

B. The number of investigators and appeal panelists assigned shall be determined by the TAMUCD ADSA or ADRGS, as appropriate, based on students, faculty and staff employment and staffing patterns; it should be consistent throughout the academic year, but may fluctuate from year to year.
IV. AUTONOMOUS ACTION BY A FACULTY MEMBER

When a student is accused of violating the Aggie Code of Honor and does not have a previous violation of the Aggie Code of Honor on-file, that faculty member will consult and work with the ADSA or ADRGS. In this situation, the faculty member conducts their own investigation, identifies any violations that may have occurred, and must consult with the ADSA or ADRGS before applying an appropriate sanction as outlined in the Aggie Code of Honor and Student Rule 20. Students will still have the ability to appeal that decision as outlined in Section VII below. Students with previous Aggie Honor Code violations on-file with the TAMUCD will have their case referred directly to TAMUCD members of the Honor Council.

V. INVESTIGATIONS

Incidents such as those identified in Section II above under the jurisdiction of the TAMUCD may require an investigation prior to charges being issued. Such investigations should be conducted expeditiously.

A. The TAMUCD ADSA or ADRGS or her/his designee will have the sole authority to appoint investigators from a pool comprised of various students, faculty and/or staff members from across the TAMUCD that are trained by AHSO staff to conduct investigations into student behavior. An investigator cannot serve in another capacity in a case involving the same fact pattern for which they served as an investigator.

B. The TAMUCD ADSA or ADRGS will receive the final investigative report for adjudication in the Aggie Code of Honor process. The sole criterion used for a decision to act on the results of this report is whether there is any student behavior contained in the report that risks violating the student rules. The ADSA or ADRGS will determine if any individual student charges are appropriate and issue a charge letter to the Chair of the Student Code of Honor hearing panel.

C. No conduct or professional standards processes can proceed until an investigation is complete.

D. Nothing in this MOU shall preclude the collecting of information to write an incident report prior to the start of an investigation or to respond to behavior that is inappropriate. In either case, care should be taken to ensure that unauthorized investigation takes place and to ensure that no investigation is initiated prior to an official authorization of same.

VI CODE OF HONOR HEARINGS

A. In all Aggie Code of Honor Hearings, the TAMUCD ADSA or ADRGS or designee will provide trained and objective, students, faculty and/or staff members to serve as panelists to adjudicate of the case. AHSO will provide training and will be available to consult as needed. An investigator appointed per Section III is not eligible to serve on a panel hearing in a case for which they conducted an investigation. The Aggie Code of Honor Hearing Panel Members are the final authority for determining conduct conference results and university sanctions.
B. Charge letters, investigation templates and letters, sanction letters and all other pertinent forms and templates will be provided to TAMUCD by the AHSO and may be used (with appropriate modifications) by the TAMUCD faculty and/or staff administering the conduct process. TAMUCD may also develop their own forms and templates.

C. The TAMUCD ADSA or ADRGS or designee will utilize at least two TAMUCD Aggie Code of Honor Hearing Panelists when adjudicating a case which may involve separation from the university in accordance with the TAMU Student Rules and this MOU. Aggie Code of Honor Hearing Panels should include at least one faculty member and one student that meets the criteria outlined in part A of this section.

D. In all Professional Standards Cases the Professional Standards Mechanism will proceed according to the particular academic program protocol. If a student is charged in the same fact pattern with a violation of the Aggie Code of Honor, the Aggie Honor Council Hearing and sanctions must be determined and communicated to the student before the Professional Standards Mechanism is initiated.

E. For all TAMUCD students found responsible for a violation of the Aggie Code of Honor, the following will always be listed as a sanction: "... and any additional sanctions assigned/required by the appropriate professional standards mechanism."

VII. APPEALS OF CODE OF HONOR HEARINGS DECISIONS

A. Appeals of Aggie Code of Honor sanctions that involve separation from the University are heard by the appropriate body as defined in Student Rule 20. When sanctions result from Aggie Code of Honor Hearing Panel, at least one member of the Aggie Code of Honor Hearing Panel (part VI above) will participate in the appeal conference.

B. The TAMUCD ADSA or ADRGS or designee will utilize at least two appeal panelists for each case involving separation from the University, who will consider the case in accordance with the TAMU Student Rules and this MOU. This appeal panel may be utilized to hear either the Conduct Conference hearing outcome or the Professional Standards Mechanism outcome or both.

C. Appeals of sanctions from the Aggie Code of Honor Process may be heard by the TAMUCD ADSA or ADRGS or designee (for cases not involving separation from the University) or the Honor Council Separation Appeals Panel for TAMUCD (for cases involving separation from the University). One or more Honor Council Members may be asked to participate in an appeal hearing.

D. When the Honor System Separation Appeals Panel for TAMUCD appeals process determines a case should be remanded, all sanctions implemented through the original conduct conference shall be null. Any remanded case shall be adjudicated following the same guidelines as outlined in the TAMU Student Rules. When a case is remanded, it may be reheard by the original panel or a new panel, at the student's selection.
VIII. RECORDS

A. Student conduct files will be maintained in accordance with the procedures outlined in the Student Rules. Student conduct records should be shared with TAMU AHSO to be maintained in their database in addition to records that will also be maintained by TAMUCD. All conduct files related to professional standards will be maintained by the TAMUCD.

IX. ANNUAL REVIEW

A. This document shall be reviewed, and refined as needed, annually in the month of May by all signatories below. This MOU is valid indefinitely unless modified or terminated through the process of annual review.

X. ANNUAL AUDIT

A. Annually in the May-June time period, the AHSO will review all Aggie Code of Honor cases from the previous year to check for adherence to process, appropriate protection of student rights, adherence to federal and state statutes and any and all other pertinent issues.

TEXAS A&M UNIVERSITY: College of Dentistry:

Dr. Paul Dechow
Associate Dean Academic Affairs, TAMUCD

Dr. Larry Bellinger
Associate Dean for Research and Graduate Studies, TAMUCD

Dr. Jack Long
Associate Dean for Student Affairs, TAMUCD

Dr. Lawrence Wolinsky
Dean, TAMUCD

Mr. Timothy C. Powers
Director, Aggie Honor System Office
Point of Contact (AHSO)
Student Conduct and Professional Standards
Jurisdiction and Process Identification

MEMORANDUM OF UNDERSTANDING
between
TAMU Offices of the Dean of Student Life (ODSL)
and
The Texas A&M University College of Dentistry (TAMUCOD)

Last modified 5/30/2018
Next Scheduled Review: June 2019
Valid Until Next Completed Review

PURPOSE: This Memorandum of Understanding (MOU) between the Texas A&M University (TAMU) Offices of the Dean of Student Life (ODSL) and the Texas A&M University College of Dentistry (TAMUCOD) is intended to specify that the primary responsibility for the handling of student conduct cases and professional standards cases involving those students (graduate and undergraduate) enrolled in one or more classes at the TAMUCOD rests with the TAMUCOD. TAMUCOD reserves the right to enlist the aid of the ODSL staff in administering the TAMU Student Rules related to the Student Code of Conduct. The Student Conduct process and the Professional Standards process will be separate; the TAMU Student Rules will govern the processes, applications, and outcomes related to student conduct. Specifically implicated by this MOU are Student Rules 23-31 inclusive and 47, 51, and 58.

Reporting of Criminal Activity: TAMUCOD will take affirmative steps to insure that any criminal actions of students will be communicated by them to the local Police Authority so that appropriate action can be taken by local law enforcement units in the timeliest way.

Safety in the Classroom, Laboratory, or Clinic: Nothing in this MOU shall preclude a faculty member or staff member from exercising his/her judgment to stop any activity that endangers or threatens to endanger the health or well-being of any person on the premises of the TAMUCOD or a clinical affiliate.

TAMU Student Conduct Code Applicability: Effective June 9, 2014 the TAMU Student Conduct Code, associated processes, process rules and guidelines and appeals are in effect for students enrolled in at least one class at the TAMUCOD. Specifically implicated by this MOU are Student Rules 23-31 inclusive and 47, 51, and 58.

Special Concerns: All decisions regarding investigations, adjudication and appeals will be sensitive to the special nature of the cohort driven, lock-step curricula of specific academic programs of the TAMUCOD. This may require special attention to the pacing, timing, and sequencing of investigations, adjudications and appeals while still protecting the due process rights of students and the integrity of the process.
I. RESOLUTION AUTHORITY

A. Determination of how cases are identified, to which process (Student Conduct and/or Professional Standards) they are routed and the investigation and adjudication of same will be determined by the TAMUCOD in accordance with TAMU Student Rules and this MOU. TAMUCOD may enlist ODSL staff in certain cases.

II. PROCESS IDENTIFICATION AND JURISDICTION

A. The TAMU Student Rules and the associated processes identified therein (Specifically implicated by this MOU are Student Rules 23-31 inclusive and 47, 51, and 58.) will be utilized to respond to allegations of rules violations. Additionally, the Professional Standards review for any academic program will also be responsive as determined by the TAMUCOD.

B. One investigation shall serve to inform both of the processes (TAMU Student Conduct and the Professional Standards review for any academic program). Investigations may, from time to time, need to be re-convened to investigate additional information brought to light that could have a material impact on the outcome of a case.

C. Any behavior by an individual student or by a group of students enrolled for one or more classes at TAMUCOD that risks violating, or allegedly violates, the TAMU Student Rules will be adjudicated according to TAMU Student Rules and may also be subsequently referred to the Professional Standards mechanism for a particular academic program at TAMUCOD.

D. All alleged violations of the Professional Standards of any academic program at the TAMUCOD will be referred to the appropriate Professional Standards review at the TAMUCOD.

E. When a student is co-enrolled in at TAMUCOD and TAMU College Station, the location of the behavior will dictate jurisdiction: If the behavior occurs in College Station the TAMU conduct office will adjudicate, otherwise TAMUCOD will adjudicate.

F. ODSL will resolve all other conduct cases (where a student is not enrolled in the TAMUCOD) independently. Conduct cases involving interns, externs, fellows, scholars, and visiting students on rotations will be resolved by TAMUCOD.

III. PROCESS SEGMENTATION AND STAFFING

A. Each stage of the response process shall be conducted independently of other parts of the process. No decision maker in one part of the process shall be involved in another part of the process for the same fact pattern. The Student Conduct Process should be independent of the Professional Standards Review. Additionally, for each fact pattern, faculty and/or staff who serve as investigators, charging authorities, hearing panelists, and appeal panelists cannot serve in more than one role.
B. The number of investigators and appeal panelists assigned shall be determined by the TAMUCOD Associate Dean for Student Affairs and Student Diversity (ADSASD), in regard to undergraduate or professional students or Associate Dean for Research and Graduate Studies (ADGRS), as it pertains to graduate students, based on faculty and staff employment and staffing patterns and should be consistent throughout the academic year but may fluctuate from year to year. Either the ADSASD or the ADGRS may choose to enlist members of the ODSL staff in cases that fall outside the experience or expertise of the available TAMUCOD faculty or staff.

IV. INVESTIGATIONS

Incidents such as those identified in Section II above under the jurisdiction of the TAMUCOD, may require an investigation prior to charges being issued. Such investigations should be conducted expeditiously.

A. The TAMUCOD ADSASD or ADGRS or their designee will have the sole authority to appoint investigators from a pool comprised of various faculty and/or staff members from across the TAMUCOD that are trained by ODSL staff to conduct investigations into student behavior. An investigator cannot serve as a Student Conduct Administrator or as an appeal panel member in a case involving the same fact pattern for which they served as an investigator.

B. The TAMUCOD ADSASD or ADGRS will receive the final investigative report for adjudication in the Student Conduct process. The sole criterion used for a decision to act on the results of this report is whether there is any student behavior contained in the report that risks violating the student rules. The ADSASD or ADGRS will determine if any individual student charges are appropriate and issue a charge letter to the Chair of the student conduct panel.

C. No conduct or professional standards processes can proceed until an investigation is complete except actions taken in response to insure the safety of individuals on TAMUCOD campus or clinical affiliates.

D. Nothing in this MOU shall preclude the collecting of information to write an incident report prior to the start of an investigation or to respond to behavior that is inappropriate. In either case, care should be taken to insure that no unauthorized investigation takes place and to insure that an investigation does not get initiated prior to an official authorization of same.

V. CONDUCT CONFERENCES

A. In all Conduct Conferences, the TAMUCOD ADSASD or ADGRS or designee will provide trained, objective, faculty and/or staff members to serve as Student Conduct Administrators to adjudicate of the case. ODSL will provide training and will be available to consult as needed. The investigator from the TAMUCOD appointed per
Section III is not eligible to serve on a panel hearing in a case for which they conducted an investigation. The Student Conduct Administrators are the final authority for determining conduct conference results and university sanctions.

B. Charge letters, investigation templates and letters, sanction letters and all other pertinent forms and templates will be provided to TAMUCOD by the ODSL and should be used (with appropriate modifications) by the TAMUCOD faculty and/or staff administering the conduct process.

C. The TAMUCOD ADSASD or ADRGS or designee will utilize at least three Student Conduct Administrators when adjudicating a case that may involve separation from the university in accordance with the TAMU Student Rules and this MOU. Cases which do not involve separation from the University as a potential sanction can be heard by one Student Conduct Administrator.

D. In all Professional Standards Cases the Professional Standards review will proceed according to the particular academic program protocol. If a student is charged in the same fact pattern with a violation of the Student Rules, the Conduct Conference and sanctions must be determined and communicated to the student before the Professional Standards Mechanism is initiated.

E. For all TAMUCOD students found responsible for a violation of the Student Conduct Code, the following will always be listed as a sanction: "... and any additional sanctions assigned/required by the appropriate professional standards mechanism."

VI. APPEALS OF CONDUCT CONFERENCE DECISIONS

A. Appeals of student conduct conference sanctions that involve separation from the University are heard by the appropriate body as defined in the Student Rules. When sanctions result from a student conduct conference, at least one Student Conduct Administrator will participate in the appeal conference.

B. The TAMUCOD ADSASD or ADRGS or designee will utilize at least three appeal panelists for each case involving separation from the University, who will consider the case in accordance with the TAMU Student Rules and this MOU. This appeal panel may be utilized to hear either the Conduct Conference hearing outcome or the Professional Standards Mechanism outcome or both.

C. Appeals of sanctions from the University Conduct Process will be heard by the TAMUCOD ADSASD or ADRGS or designee (for cases not involving separation from the University) or the University Disciplinary Appeals Panel for TAMUCOD (for cases involving separation from the University). One or more conduct officers may be asked to participate in an appeal hearing.

D. When the University Disciplinary Appeals Panel for TAMUCOD appeals process determines a case should be remanded, all sanctions implemented through the original conduct conference, shall be null. Any remanded case shall be adjudicated following the same guidelines as outlined in the TAMU Student Rules.
VII. RECORDS

A. Student conduct files will be maintained in accordance with the procedures outlined in the Student Rules. Student conduct records should be shared with TAMU Student Conduct Office to be maintained in their data base in addition to records that will also be maintained by TAMUCOD. All conduct files related to professional standards will be maintained by the TAMUCOD.

VIII. CLERY REPORTING AND TITLE IX REPORTING

A. It shall be the responsibility of TAMUCOD to appropriately report behavior which may fall under the requirements of the Clery Act or Title IX.

B. TAMUCOD will take responsibility for the implementation of TAMU System Policy 06.01.01 Civil Rights Compliance on its premises. TAMUCOD may choose to enlist members of the ODSL staff in cases that fall outside the experience of expertise of the available TAMUCOD faculty or staff.

IX. CAMPUS CARRY

A. TAMUCOD will take responsibility for the implementation of University Rule 34.06.02.M1 Carrying Concealed Handguns on Campus on its premises. Signs posted prohibiting the carry of a concealed handgun shall comply with 30.06 of the Texas State Penal Code. The ADSASD or designee shall maintain a list of all dates, times, and locations at which the carry of concealed handguns was prohibited based on section 6.C.1.e of University Rule 34.06.02.M1.

X. ANNUAL AUDIT

A. Annually in the May-June time period, the ODSL will review all conduct cases from the previous year to check for adherence to process, appropriate protection of student rights, adherence to federal and state statutes and any and all other pertinent issues.

XI. ANNUAL REVIEW

A. This document shall be reviewed, and refined as needed, annually in the month of June by all signatories following.
Dr. Anne Reber  
Dean of Student Life  
Offices of the Dean of Student Life

Dr. Amy Fairchild  
Associate Vice President, Faculty and  
Academic Affairs – Texas A&M Health  
Science Center

Dr. Kristen Harrell  
Associate Director  
Offices of the Dean of Student Life

Dr. Lawrence Wolinsky  
Dean  
College of Dentistry

Dr. Larry Bellinger  
Associate Dean, Research and  
Graduate Studies – College of Dentistry

Dr. Ernestine Lacy  
Associate Dean, Office of Student Affairs  
and Student Diversity – College of Dentistry
<table>
<thead>
<tr>
<th>Summary Of Research</th>
<th>No or Limited Proficiency (0-1 Points)</th>
<th>Some Proficiency (2 Points)</th>
<th>Proficient (3 Points)</th>
<th>Highly Proficient (4 Points)</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fails to demonstrate knowledge of their research project, area of specialization, or experimental design.</td>
<td>Demonstrates a basic understanding of their project and area of specialization. Needs guidance to design experiments.</td>
<td>Successfully summarizes an in-depth knowledge of their research project and area of specialization. Able to develop comprehensive experiments independently.</td>
<td>Displays an in-depth knowledge of their research, as well as tangent areas of specialization. Strong skill set for developing and executing experiments that produce significant results.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication Skills</th>
<th>No or Limited Proficiency (0-1 Points)</th>
<th>Some Proficiency (2 Points)</th>
<th>Proficient (3 Points)</th>
<th>Highly Proficient (4 Points)</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fails to summarize outcomes or explain conclusions. Communicates ineffectively.</td>
<td>Adequately communicates outcomes and results, but omits key pieces of information and lacks clarity.</td>
<td>Successfully summarizes outcomes, highlights experimental strengths, and clearly communicates results.</td>
<td>Not only communicates outcomes effectively, but also identifies and elaborates on more abstract results of their research in relation to their field.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Progress</th>
<th>No or Limited Proficiency (0-1 Points)</th>
<th>Some Proficiency (2 Points)</th>
<th>Proficient (3 Points)</th>
<th>Highly Proficient (4 Points)</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fails to make any progress on research and/or coursework.</td>
<td>Some progress on research and/or coursework, but less than would be expected for this stage in their education.</td>
<td>Sufficient progress on research and/or coursework for this stage in their education.</td>
<td>Exemplary progress on research and coursework, beyond what would be typically expected for this stage in their education.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literature Review</th>
<th>No or Limited Proficiency (0-1 Points)</th>
<th>Some Proficiency (2 Points)</th>
<th>Proficient (3 Points)</th>
<th>Highly Proficient (4 Points)</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fails to complete a comprehensive literature review.</td>
<td>Identifies some unanswered questions based on a literature review, but does not successfully illustrate their importance in the field.</td>
<td>Successfully identifies and illustrates the importance of unanswered questions based on a comprehensive literature review.</td>
<td>Not only identifies and evaluates unanswered questions, but also identifies more abstract and inter-related questions and theories based on a rigorous literature review.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Future Plans</th>
<th>No or Limited Proficiency (0-1 Points)</th>
<th>Some Proficiency (2 Points)</th>
<th>Proficient (3 Points)</th>
<th>Highly Proficient (4 Points)</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fails to set realistic goals for their research and omits obvious experiments that will be needed.</td>
<td>Sets adequate, though less than ambitious, goals for their research and gives a basic overview of a number of necessary experiments.</td>
<td>Develops realistic goals for their research and details each of the necessary experiments that will be performed.</td>
<td>Develops ambitious, but realistic goals for their research, with clarity and detail. Experiments and methods are fully outlined and discussed.</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Compliance</th>
<th>No or Limited Proficiency (0-1 Points)</th>
<th>Some Proficiency (2 Points)</th>
<th>Proficient (3 Points)</th>
<th>Highly Proficient (4 Points)</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has not met relevant safety and/or compliance training requirements for their project. Student has been removed from the lab for safety and/or compliance violations.</td>
<td></td>
<td></td>
<td>Has met all relevant safety and/or compliance training requirements for their project. Has not been removed from the lab for safety and/or compliance violations.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
Preliminary Written Exam Evaluation*

☑ PhD in Oral Biology

Student Name: ___________________________ UIN: ___________________________

Proposal Title: ___________________________

<table>
<thead>
<tr>
<th>No or Limited Proficiency</th>
<th>Some Proficiency</th>
<th>Proficient</th>
<th>Highly Proficient</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>(0-1 Points)</td>
<td>(2 Points)</td>
<td>(3 Points)</td>
<td>(4 Points)</td>
<td></td>
</tr>
<tr>
<td>Knowledge of Fundamental Concepts and/or Area of Specialization</td>
<td>Fails to display general knowledge of fundamental concepts.</td>
<td>Demonstrates basic, general knowledge of fundamental concepts.</td>
<td>Demonstrates an in-depth understanding of fundamental concepts and displays an inclusive knowledge of their field of study.</td>
<td>Exemplifies an in-depth and abstract knowledge of fundamental concepts, their primary field of specialization, and implications to closely related fields of study.</td>
</tr>
<tr>
<td>Response to Questions</td>
<td>Fails to respond to questions. Responses are weak and show little to no understanding of their research.</td>
<td>Responses show a basic understanding of research methods and findings.</td>
<td>Responses display an in-depth comprehension of the entire research method, including their hypothesis, experimental design, and significance of findings.</td>
<td>Responses relate the hypothesis, methods, results, and significance of findings to more abstract areas of that student’s area of specialization and display the potential for future innovation.</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>Fails to summarize outcomes or explain conclusions. Communicates ineffectively.</td>
<td>Adequately communicates outcomes and results, but omits key pieces of information and lacks clarity.</td>
<td>Successfully summarizes outcomes, highlights experimental strengths, and clearly communicates results.</td>
<td>Not only communicates outcomes effectively, but also identifies and elaborates on more abstract results of their research in relation to their field.</td>
</tr>
</tbody>
</table>

RATING TOTAL:

Comments:

We certify that the candidate □ has □ has not fulfilled the requirements for this aspect of their preliminary written examination.

☐ The student was successful in completing their preliminary written exam.
☐ The student was unsuccessful in completing their preliminary written exam.

If the exam was not passed, the committee, with no more than one member dissenting, □ does □ does not recommend that this student be given one re-examination, after adequate time has been given, to permit the student to address the inadequacies emerging from this examination.

Committee Chair

Print Name ___________________________ Signature ___________________________ Department ___________________________ Date ___________________________

Co-Chair or Member

Print Name ___________________________ Signature ___________________________ Department ___________________________ Date ___________________________

Member

Print Name ___________________________ Signature ___________________________ Department ___________________________ Date ___________________________

Member

Print Name ___________________________ Signature ___________________________ Department ___________________________ Date ___________________________

Program Director

Print Name ___________________________ Signature ___________________________ Department ___________________________ Date ___________________________

Associate Dean

Print Name ___________________________ Signature ___________________________ Department ___________________________ Date ___________________________

* This form is completed in addition to all Office of Graduate and Professional Studies (OGAPS) forms and the original must be submitted to the Office of Research and Graduate Studies upon completion. Keep a copy for yourself and give a copy to your department to add to your student file.
Preliminary Oral Exam Evaluation of Thesis / Dissertation Proposal*

☐ MS in Oral Biology  ☐ PhD in Oral Biology

Date: _________________________________  UIN: _________________________________

Student Name: _________________________________  Proposal Title: _________________________________

<table>
<thead>
<tr>
<th>Knowledge of Fundamental Concepts and/or Area of Specialization</th>
<th>No or Limited Proficiency (0-1 Points)</th>
<th>Some Proficiency (2 Points)</th>
<th>Proficient (3 Points)</th>
<th>Highly Proficient (4 Points)</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fails to display general knowledge of fundamental concepts.</td>
<td>Demonstrates basic, general knowledge of fundamental concepts.</td>
<td>Demonstrates an in-depth understanding of fundamental concepts and displays an inclusive knowledge of their field of study.</td>
<td>Exemplifies an in-depth and abstract knowledge of fundamental concepts, their primary field of specialization, and implications to closely related fields of study.</td>
<td></td>
</tr>
</tbody>
</table>

| Response to Questions | Fails to respond to questions. Responses are weak and show little to no understanding of their research. | Responses show a basic understanding of research methods and findings. | Responses display an in-depth comprehension of the entire research method, including their hypothesis, experimental design, and significance of findings. | Responses relate the hypothesis, methods, results, and significance of findings to more abstract areas of that student’s area of specialization and display the potential for future innovation. |        |

| Communication Skills | Fails to summarize outcomes or explain conclusions. Communicates ineffectively. | Adequately communicates outcomes and results, but omits key pieces of information and lacks clarity. | Successfully summarizes outcomes, Highlights experimental strengths, and clearly communicates results. | Not only communicates outcomes effectively, but also identifies and elaborates on more abstract results of their research in relation to their field. |        |

RATING TOTAL: _________________________________

Comments:

We certify that the candidate ☐ has ☐ has not fulfilled the requirements for this aspect of their preliminary oral examination.

Record of vote for pass or fail (votes are to be tallied, e.g., 3 pass, 1 fail). A "pass" vote by all members of the thesis/dissertation committee, with at most one “fail”, is required to fulfill the requirements of this preliminary oral examination.

_____ Number of pass votes    _____ Number of fail votes

☐ The student was successful in completing their preliminary oral exam.
☐ The student was unsuccessful in completing their preliminary oral exam.

If the exam was not passed, the committee, with no more than one member dissenting, ☐ does ☐ does not recommend that this student be given one re-examination, after adequate time has been given, to permit the student to address the inadequacies emerging from this examination.

Committee Chair  _________________________________  Signature  _________________________________  Department  _________________________________  Date  _________________________________

Associate Dean  _________________________________  Signature  _________________________________  Department  _________________________________  Date  _________________________________

* This form is completed in addition to all Office of Graduate and Professional Studies (OGAPS) forms and the original must be submitted to the Office of Research and Graduate Studies upon completion. Keep a copy for yourself and give a copy to your department to add to your student file.
Final Oral Defense Evaluation*

☐ MS in Oral Biology  ☐ PhD in Oral Biology

Date: ____________________________  UIN: ____________________________

Student Name: ____________________________  Proposal Title: ____________________________

<table>
<thead>
<tr>
<th>Knowledge of Fundamental Concepts and/or Area of Specialization</th>
<th>No or Limited Proficiency (0-1 Points)</th>
<th>Some Proficiency (2 Points)</th>
<th>Proficient (3 Points)</th>
<th>Highly Proficient (4 Points)</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fails to display general knowledge of fundamental concepts.</td>
<td>Demonstrates basic, general knowledge of fundamental concepts.</td>
<td>Demonstrates an in-depth understanding of fundamental concepts and displays an inclusive knowledge of their field of study.</td>
<td>Exemplifies an in-depth and abstract knowledge of fundamental concepts, their primary field of specialization, and implications to closely related fields of study.</td>
<td></td>
</tr>
</tbody>
</table>

| Research Analysis and Interpretation | Fails to understand or illustrate significance of their work. Cannot defend their hypothesis. | Displays an emerging understanding of the scientific significance of their work with a basic argument of the importance of their hypothesis. | Fully understands the scientific significance of their work and demonstrates a compelling argument for their hypothesis. | Models the scientific significance of their work and effectively argues the more abstract effects of their hypothesis. |        |

| Communication Skills | Fails to summarize outcomes or explain conclusions. Communicates ineffectively. | Adequately communicates outcomes and results, but omits key pieces of information and lacks clarity. | Successfully summarizes outcomes, Highlights experimental strengths, and clearly communicates results. | Not only communicates outcomes effectively, but also identifies and elaborates on more abstract results of their research in relation to their field. |        |

| Response to Questions | Fails to respond to questions. Responses are weak and show little to no understanding of their research. | Responses show a basic understanding of research methods and findings. | Responses display an in-depth comprehension of the entire research method, including their hypothesis, experimental design, and significance of findings. | Responses relate the hypothesis, methods, results, and significance of findings to more abstract areas of that student’s area of specialization and display the potential for future innovation. |        |

**RATING TOTAL:**

Comments:

We have examined the candidate’s areas of specialization and, so far as can be determined from such examination, consider that the candidate ☐ has ☐ has not fulfilled this part of the requirements of the degree.

Record of vote for pass or fail (votes are to be tallied, e.g., 3 pass, 1 fail). A “pass” vote by all members of the thesis/dissertation committee, with at most one “fail”, is required to fulfill the requirements of this final oral examination.

______ Number of pass votes  _______ Number of fail votes

The student ☐ was ☐ was not successful in completing their final oral exam.

Committee Chair

Associated Dean

Larry L. Bellinger

Associate Dean

Print Name__________________________ Signature__________________________ Department ____________________________ Date ________________

Print Name__________________________ Signature__________________________ Department ____________________________ Date ________________

* This form is completed in addition to all Office of Graduate and Professional Studies (OGAPS) forms and the original must be submitted to the Office of Research and Graduate Studies upon completion. Keep a copy for yourself and give a copy to your department to add to your student file.
Texas A&M College of Dentistry

DEPARTMENT OF BIOMEDICAL SCIENCES
Dallas, Texas

Several positions in the tenure and non-tenure tracks at the rank of assistant professor, instructional assistant professor, instructional associate professor, instructional professor, assistant professor or associate professor are open in the Department of Biomedical Sciences at Texas A&M University College of Dentistry, Dallas, Texas. We are seeking individuals who can contribute to the departmental teaching and research missions in a highly team-oriented environment. The primary teaching area should be pharmacology with a secondary interest in either biochemistry, immunology, microbiology, or physiology. Individuals who can teach in multiple disciplines will be given priority. A PhD, MD, DDS/DMD, PharmD or an equivalent doctoral degree is required for these positions.

The primary missions of the Department of Biomedical Sciences are (i) to provide a basic biomedical science education to dental undergraduate and postgraduate students as well as predoctoral PhD, DDS/PhD trainees, and postdoctoral fellows; and (ii) to develop and maintain outstanding biomedical research programs. Applicants with outstanding records or potential for realizing outstanding achievement in research, training/mentoring, and a national professional presence will be prioritized. Suitable areas of research include, but are not limited to: developmental biology and genetics of the craniofacial complex, microbial pathogenesis and immunology, salivary gland biology, and regenerative craniofacial and dental medicine.

Applicants should submit their curriculum vitae along with a succinct statement of career goals for teaching and research. The cover letter should clearly state the academic rank the applicant is seeking and provide contact information for four references. The committee will begin reviewing applications immediately and the search will continue until the positions are filled. Additional information about the Department of Biomedical Sciences, Texas A&M University Health Science Center is available online at https://www.tamhsc.edu/

Please direct application materials via email (mpalma@tamhsc.edu) to the attention of:

Search Committee Chair
c/o Ms. Marge Palma, Senior Administrative Coordinator II
Department of Biomedical Sciences
Texas A&M College of Dentistry
3302 Gaston Ave, Dallas, Texas 75246

The Texas A&M University is an Equal Employment Opportunity /Affirmative Action Employer.
The Department of Biomedical Sciences at Texas A&M University College of Dentistry is seeking an outstanding candidate for a full-time Gross Anatomist. The position will be non-tenure track at the Instructional Assistant Professor level. A primary responsibility will be team-teaching human gross anatomy to dental students and graduate students. Candidates must have either a PhD in anatomy or biological anthropology, or significant coursework/training in anatomical sciences, or a DDS/MD degree. We seek enthusiastic candidates with a broad based knowledge in the biomedical sciences and its application to improved patient care. Interest or experience in teaching evidence based practice will be viewed favorably. Applicants are expected to have a demonstrated commitment to achieving excellence in teaching, scholarship and service. Current research strengths in the department include craniofacial biology, mineralized tissues, bioengineering, pain and inflammation. Innovation and scholarship in teaching and learning –educational research – is also highly valued within the department. Collaboration in at least one of these areas will be expected. Over the longer term, the development of an independent research program is expected.

Applicants should submit their curriculum vitae along with a succinct statement of career goals for teaching and research and provide contact information for three references.

Additional information about the Department of Biomedical Sciences, Texas A&M University Health Science Center is available online at https://www.tamhsc.edu

The Texas A&M System is an Equal Opportunity/Affirmative Action/Veterans/Disability Employer committed to diversity.
Assistant Professor/Associate Professor  
Texas A&M University College of Dentistry  

Direct Link: https://www.AcademicKeys.com/r?job=108403  
Downloaded On: Jun. 27, 2018 11:57 am  

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Assistant Professor/Associate Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Department of Biomedical Sciences</td>
</tr>
</tbody>
</table>
| Institution                | Texas A&M University College of Dentistry  
                              | Dallas, Texas                         |
| Date Posted                | Jun. 25, 2018                          |
| Application Deadline       | Open until filled                      |
| Position Start Date        | Available immediately                  |
| Job Categories             | Associate Professor                    |
|                            | Assistant Professor                    |
| Academic Field(s)          | Health Sciences - General               |
|                            | Medical Microbiology                    |
| Apply By Email             |                                        |
| Job Description            |                                        |

Texas A&M University College of Dentistry  
DEPARTMENT OF BIOMEDICAL SCIENCES, Dallas, Texas  

A position in the tenure or non-tenure track at the rank of assistant professor, instructional assistant professor, instructional associate professor, or associate professor is open in the Department of Biomedical Sciences at Texas A&M University College of Dentistry, Dallas, Texas. All appointees are expected to be committed to teaching and research of the highest quality. In addition to publishing in leading journals, the successful candidate will be expected to teach undergraduate and graduate courses and supervise graduate students. The primary teaching area should be microbiology with a secondary interest in either immunology, infectious disease, biochemistry, or physiology. Individuals who can teach in multiple disciplines will be given priority. A PhD, MD, DDS/DMD or an equivalent doctoral degree with a focus in microbiology is required for this position. Individuals applying for the tenure-track must have a demonstrated track record of research and external funding with an expectation of sustained external funding.
The primary missions of the Department of Biomedical Sciences are (i) to provide a basic biomedical science education to dental undergraduate and postgraduate students as well as pre-doctoral PhD, DDS/PhD trainees, and postdoctoral fellows; and (ii) to develop and maintain outstanding biomedical research programs. Applicants with potential for realizing outstanding achievement in research, training/mentoring, and a potential for developing a national professional presence will be prioritized. Suitable areas of research include, but are not limited to: developmental biology and genetics of the craniofacial complex, microbial pathogenesis and immunology, salivary gland biology, and regenerative craniofacial and dental medicine.

Applicants should submit their curriculum vitae along with a succinct statement of career goals for teaching and research. The cover letter should clearly state the academic rank the applicant is seeking and provide contact information for four references. The committee will begin reviewing applications immediately and the search will continue until the position is filled. Additional information about the Texas A&M University Health Science Center is available online at https://www.tamhsc.edu/ and about the Department of Biomedical Sciences at https://dentistry.tamhsc.edu/bms/index.html. Salary will be commensurate with experience and responsibilities.

Queries can be directed to Ms. Marge Palma, Senior Administrative Coordinator II at mpalma@tamhsc.edu

If you currently ARE a Texas A&M System employee: Go to Internal Career Site - https://jobs.tamu.edu/internal-applicants/
If not go to the External Career Site
https://tamus wd1.myworkdayjobs.com/TAMU_External

EEO/AA Policy

The Texas A&M System is an Equal Opportunity/Affirmative Action/Veterans/Disability Employer Committed to Diversity

Contact Information

Please reference Academicleaks in your cover letter when applying for or inquiring about this job announcement.
January 17, 2019

ADDRESS

Dear Applicant,

We are pleased to inform you of your acceptance into the MS in Oral Biology at Texas A&M College of Dentistry. This acceptance is for the fall, 2019, semester, which begins August 12, 2019. Please notify me in writing to confirm your acceptance of this position as soon as possible, but no later than April 15, 2019. If you accept this position, please make arrangements to move to Dallas by early August so you can get settled before classes start. Dr. XX would like to invite you to join his laboratory for your research project [https://dentistry.tamhsc.edu/bms/facultystaffstudents/faculty/xx.html](https://dentistry.tamhsc.edu/bms/facultystaffstudents/faculty/xx.html)

Ms. Kim Luttman ([kluttman@bcd.tamhsc.edu](mailto:kluttman@bcd.tamhsc.edu)) can assist you with visa requirements. All immigration documents are issued by the main campus, in College Station. Before your I20 can be issued, you will need to provide information and documentation. It is recommended that you visit [http://iss.tamu.edu/Prospective-Students/You-are-admitted-Now-What](http://iss.tamu.edu/Prospective-Students/You-are-admitted-Now-What) and familiar yourself with these requirements. It is imperative that you also visit [http://iss.tamu.edu/Current-Students/Health-Insurance#0-StudentHealthInsuranceRequirement](http://iss.tamu.edu/Current-Students/Health-Insurance#0-StudentHealthInsuranceRequirement) and make yourself familiar with the rules regarding health insurance coverage policies. If you do not have your own coverage in place when classes start on August 12, you will be enrolled in the student coverage. This coverage is charged by the semester in your tuition bill.

Masters degree students are not supported by the school. The program takes a minimum 32 credit hours and a thesis that is based on one publication. All graduate students must maintain a grade point average of 3.0 to remain in the program. All international students must registered full-time at TAMCD (9 credit hours in the fall and spring semesters and 6 credit hours in the summer semester) to maintain their visa status.

We look forward to your future participation in our graduate programs and to a productive association with you over the next few years. If you have any further questions concerning the program, please contact Dr. Kathy Svoboda, Director of Graduate Programs in Biomedical Sciences.

Kathy K H Svoboda, PhD  
Regents Professor  
Biomedical Sciences

Larry L. Bellinger, PhD  
Regents Professor  
Research and Graduate Studies
January 17, 2019

ADDRESS

Dear Applicant,

We are pleased to inform you that the Oral Biology Graduate Program has accepted you for admission in the 2019 fall semester in the Biomedical Sciences Department at Texas A&M College of Dentistry (TAMCD). You will receive a graduate research assistantship for $25,000/year from the College of Dentistry for 12 months starting the first day of classes in the fall semester. Beyond that period, your stipend support will be provided by your major professor (mentor). Additionally, TAMCD will provide full tuition and fees support for one year. The expectation is that your mentor will provide tuition support, though this will depend on you maintaining adequate academic performance and the availability of funds.

This Graduate Assistant position includes health insurance after the first 90 days. You are responsible for your health insurance for the first 90 days and it is available through the school. It is imperative that you visit http://iss.tamu.edu/Current-Students/Health-Insurance#0-StudentHealthInsuranceRequirement and make yourself familiar with the rules regarding health insurance coverage policies. If you do not have your own coverage in place when classes start on August 12, you will be enrolled in the student coverage. This coverage is charged by the semester and is more expensive than what you can purchase through your teaching assistantship position. Should you not purchase outside coverage and be charged for the student insurance, Biomedical Sciences will not pay that fee.

This position is not eligible for overtime under the provisions of the Fair Labor Standards Act.

This offer of financial assistance is for one year from the Biomedical Sciences Department and then from your mentor’s funds. The assistantship is expected to continue until the end of your PhD program, which will last approximately 48 months. Dr. ___ would like to invite you to join his research group – go to this web site to see his research interests: http://bcd.tamhsc.edu/bms/facultystaffstudents/faculty/XXX.html.

To be eligible for the assistantship, you must be registered full-time at TAMCD (9 credit hours in the fall and spring semesters and 6 credit hours in the summer semester). The PhD program requires 96 credit hours (or 64 if you have a MS or DDS degree from a USA school). This acceptance is for the fall semester, 2019, that will start on August 12, 2019. Please make arrangements to move to Dallas by August 6 so you can participate in orientation events.
Please let us know your decision regarding accepting the offer as soon as possible, but no later than April 15, 2019. Should you need an extension of this date, please contact me immediately to make arrangements. Also, note that this offer is contingent upon successful completion of the criminal history record information search that will be completed before you are put on the payroll.

We look forward to your participation in our Oral Biology graduate program and to a productive association with you over the next few years. If you have questions concerning the program, please contact Dr. Kathy Svoboda, Director of the Oral Biology Graduate Program.

Sincerely,

Kathy Svoboda, Ph.D.
Regents Professor
Director, Oral Biology Graduate Program

Larry L. Bellinger, Ph.D.
Regents Professor
Associate Dean for Research and Graduate Studies
DEPARTMENT OF BIOMEDICAL SCIENCES

The Department of Biomedical Sciences is a major locus for basic science and translational research at the College of Dentistry. Departmental faculty interests range widely within a central research focus of craniofacial biology. These research interests include:

1. tissue engineering and regeneration;
2. the genetics of tooth development;
3. the developmental biology of craniofacial tissues;
4. the mechanics of bone;
5. the analysis of craniofacial growth in mutant and transgenic animal models; and
6. neurophysiological and endocrine mechanisms of orofacial pain.

In addition to many well-outfitted individual laboratories, the Department provides access to analytical tools such as confocal microscopy, laser capture microscopy, real-time PCR, and microCT.

Departmental faculty provide all basic science instruction to dental and dental hygiene students, to graduate students in clinical specialty certificate programs, and to graduate students pursuing an MS or PhD in Oral Biology (both basic science track and clinical track).

Faculty

Bellinger, Larry L, Regents Professor
Biomedical Sciences
PHD, University of California at Davis, 1974

Benson, M D, Associate Professor
Biomedical Sciences
PHD, University of Michigan, 2000

Berry, Charles W, Professor
Biomedical Sciences
PHD, Baylor University College of Dentistry, 1973

Dechow, Paul C, Regents Professor
Biomedical Sciences
PHD, University of Chicago, 1980

Feng, Jian Q, Professor
Biomedical Sciences
PHD, University of California at Santa Barbara, 1991

Groppe, Jay C, Associate Professor
Biomedical Sciences
PHD, University of California at Santa Barbara, 1991

Honeyman, Allen L, Associate Professor
Biomedical Sciences
PHD, University of Kansas, 1988

Kesterke, Matthew J, Instructional Assistant Professor
Biomedical Sciences
PHD, University of Pittsburgh, 2016

Kramer, Phillip R, Professor
Biomedical Sciences
PHD, Texas A&M University, 1996

Liu, Xiaohua, Associate Professor
Biomedical Sciences
PHD, Tsinghua University, China, 2002

Logan, Shaun M, Instructional Assistant Professor
Biomedical Sciences
PHD, University of North Texas Health Science Center, 2009

Lu, Yongbo, Assistant Professor
Biomedical Sciences
PHD, University of Missouri-Kansas City, 2007

Newman, Joseph T, Adjunct Associate Professor
Biomedical Sciences
PHD, University of Texas Medical School at San Antonio, 1973

Opperman, Lynne A, Regents Professor
Biomedical Sciences
PHD, University of the Witwatersrand, South Africa, 1985

Qin, Chunlin, Professor
Biomedical Sciences
PHD, Okayama University, 1998
DMD, Harbin Medical University, 1983

Reuben, Jayne S, Instructional Associate Professor
Biomedical Sciences
PHARMD, Florida A&M University, 2001

Ruest, Louisbruno, Associate Professor
Biomedical Sciences
PHD, McGill University, Montreal, Canada, 2002

Schneiderman, Emet D, Professor
Biomedical Sciences
PHD, University of Michigan - Ann Arbor, 1985

Svoboda, Kathy K, Professor
Biomedical Sciences
PHD, University of Nebraska Medical Center, 1982

Tao, Feng, Associate Professor
Biomedical Sciences
PHD, Fudan University, China, 2000
MD, Wannan Medical College, People’s Republic of China, 1986

Umorin, Mikhail P, Instructional Assistant Professor
Biomedical Sciences
PHD, Baylor University, 2006

Varanasi, Venu G, Assistant Professor
Biomedical Sciences
DEN, University of Florida Gainesville, 2004

Wang, Qian, Associate Professor
Biomedical Sciences
PHD, Chinese Academy of Sciences, 1998

Wang, Xiaofang, Assistant Professor
Biomedical Sciences
DDS, Fourth Military Medical University, China, 2003
Zhang, Hua, Instructional Assistant Professor
Biomedical Sciences
PHD, University of Missouri-Kansas City, 2010
MD, Qingdao Medical College, Qingdao, China, 1994
# MASTER OF SCIENCE IN ORAL BIOLOGY

The Master of Science (MS) curriculum is designed to develop new understanding through research and creativity. Students who are enrolled in a clinical specialty program will follow the Clinical MS Track in Oral Biology. Students not enrolled in a clinical specialty program will follow the Basic Science Track in Oral Biology. All MS students will complete a thesis, no matter which track they follow.

## Steps to Fulfill Master's Degree Requirements

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>When</th>
<th>Approved by</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Meet with departmental graduate advisor to plan course of study for first semester.</td>
<td>During first semester registration</td>
<td>Graduate advisor or chair of the intercollegiate faculty.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Establish advisory committee. Submit a degree plan.</td>
<td>Prior to the deadline imposed by the student's college and no later than 90 days prior to final oral or thesis defense.</td>
<td>Advisory committee, department head or chair of the intercollegiate faculty, and Office of Graduate and Professional Studies (OGAPS).</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>If thesis is required, submit thesis research proposal and research proposal approval form to the Office of Graduate and Professional Studies.</td>
<td>At least 20 working days prior to the submission of the Request for the Final Examination.</td>
<td>Advisory committee, department head or chair of the intercollegiate faculty, Research Compliance and Biosafety, and OGAPS.</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>Apply for degree, pay graduation fee.</td>
<td>During the first week of the final semester, see OGAPS calendar.</td>
<td></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Check to be sure degree program and advisory committee are up-to-date, and coursework is complete.</td>
<td>Well before submitting request to schedule final examination.</td>
<td></td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>Complete residence requirement.</td>
<td>If applicable, before or during final semester.</td>
<td>OGAPS.</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>Submit request to schedule final examination.</td>
<td>Must be received by OGAPS at least 10 working days before exam date. See OGAPS calendar for deadlines.</td>
<td>Advisory committee, department head or chair of the intercollegiate faculty, and OGAPS.</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>Successfully complete final examination.</td>
<td>The Report of the Final Examination Form should be submitted to OGAPS within 10 days following the exam.</td>
<td>Advisory committee and OGAPS.</td>
</tr>
<tr>
<td><strong>9</strong></td>
<td>If required, upload one approved final copy of thesis as a single PDF file to etd.tamu.edu and submit the fully signed thesis approval form to the Office of Graduate and Professional Studies.</td>
<td>See OGAPS calendar for deadlines.</td>
<td>Advisory committee, department head or chair of the intercollegiate faculty and OGAPS.</td>
</tr>
<tr>
<td><strong>10</strong></td>
<td>Graduation; arrange for cap and gown.</td>
<td>For more information, visit <a href="http://graduation.tamu.edu">http://graduation.tamu.edu</a> and contact the Office of Research and Graduate Studies on the College of Dentistry campus. August and December graduation ceremonies are held only in College Station. The College of Dentistry holds their annual graduation ceremony in May of each year. Anyone who receives their degree during the year is welcome to participate in the May ceremony.</td>
<td></td>
</tr>
</tbody>
</table>

1. The online Document Processing Submission System is located on the website https://ogsdpss.tamu.edu.
2. Complete the application for degree form via the student's Howdy portal.

## Program Requirements

### Program Requirements

- Student's Advisory Committee (p. 2)
- Degree Plan (p. 2)
- Credit Requirements (p. 2)
- Transfer of Credit (p. 2)
The student’s advisory committee for the master’s degree will consist of no fewer than three members of the graduate faculty, representative of the student’s fields of study and research. The chair or the co-chair of the advisory committee must be from the student’s major department (or intercollegiate faculty, if applicable), and at least one or more of the members must have an appointment to a department other than the student’s major department. The outside member for students in an interdisciplinary program must have an appointment to a department different from the chair of the student’s committee.

The chair, in consultation with the student, will select the remainder of the advisory committee. The student will interview each prospective committee member to determine whether he or she is willing to serve. Only graduate faculty members located on Texas A&M University campuses may serve as chair of a student’s advisory committee. Other graduate faculty members located off campus may serve as a member or co-chair (but not chair) with a member as the chair. The chair of the committee, who usually has immediate supervision of the student’s research and thesis, has the responsibility for calling required meetings of the committee and for calling meetings at any other time considered desirable.

If the chair of a student’s advisory committee voluntarily leaves the University and the student is near completion of the degree and wants the chair to continue to serve in this role, the student is responsible for securing a current member of the University Graduate Faculty, from the student’s academic program and located near the Texas A&M University campus site, to serve as the co-chair of the committee. The Department Head or Chair of Intercollegiate faculty may request in writing to the Associate Provost for Graduate and Professional Studies that a faculty member who is on an approved leave of absence or has voluntarily separated from the university, be allowed to continue to serve in the role of chair of a student’s advisory committee without a co-chair for us to one year. The students should be near completion of the degree. Extensions beyond the one year period can be granted with additional approval of the Dean.

If the chair of the student’s advisory committee is unavailable for an extended time in any academic period, the student may request, in writing, that the department head appoint an alternate advisory committee chair during the interim period.

The duties of the committee include responsibility for the proposed degree plan, the research proposal, the thesis and the final examination. In addition, the committee as a group and as individual members are responsible for advising the student on academic matters, and, in the case of academic deficiency, initiating recommendations to the Office of Graduate and Professional Studies.

The committee members’ approval on the degree plan indicate their willingness to accept the responsibility for guiding and directing the entire academic program of the student and for initiating all academic actions concerning the student. Although individual committee members may be replaced by petition for valid reasons, a committee cannot resign en masse.

### Degree Plan

The student’s advisory committee, in consultation with the student, will develop the proposed degree plan. The degree plan must be completed and filed with the Office of Graduate and Professional Studies prior to the deadline imposed by the student’s college or interdisciplinary degree program, if applicable, and no later than 90 days prior to the date of the final oral examination or thesis defense.

A student should submit the degree plan using the online Document Processing Submission System located on the website https://ogsdpss.tamu.edu.

A student submitting a proposed degree plan for a Master of Science degree should designate on the official degree plan the appropriate program option.

Additional coursework may be added to the approved degree plan by petition if it is deemed necessary by the advisory committee to correct deficiencies in the student’s academic preparation. No changes can be made to the degree plan once the student’s Request for Final Examination or Request for Final Examination Exemption is approved by the Office of Graduate and Professional Studies.

### Credit Requirement

A minimum of 32 semester credit hours of approved courses and research is required.

Ordinarily the student will devote the major portion of his or her time to work in one or two closely related fields. Other work will be in supporting fields of interest.

### Transfer of Credit

A student who has earned 12 hours of graduate credit in residence at Texas A&M University may be authorized to transfer courses in excess of the limits prescribed below upon the advice of the advisory committee and with the approval of the Office of Graduate and Professional Studies. Courses taken in residence at an accredited U.S. institution or approved international institution with a final grade of B or greater may be considered for transfer credit if, at the time the courses were completed, the courses would be accepted for credit toward a similar degree for a student in degree-seeking status at the host institution. Otherwise, the limitations stated in the following section apply. Coursework in which no formal grades are given or in which grades other than letter grades (A or B) are earned (for example, CR, P, S, U, H, etc.) is not accepted for transfer credit. Courses appearing on the degree plan with grades of D, F or U may not be absolved by transfer work. Credit for thesis research or the equivalent is not transferable. Credit for coursework submitted for transfer from any college or university must be shown in semester credit hours or equated to semester credit hours. An official transcript from the university at which the transfer coursework was taken must be sent directly to the Office of Admissions.

Courses used toward a degree at another institution may not be applied for graduate credit. If the course to be transferred was taken prior to the conferral of a degree at the transfer institution, a letter from the Registrar at that institution stating that the course was not applied for
credit toward the degree must be submitted to the Office of Graduate and Professional Studies.

Grades for courses completed at other institutions are not included in computing the GPA.

**Limitations on the Use of Transfer, Extension and Certain Other Courses**

Some departments may have more restrictive requirements for transfer work. If otherwise acceptable, certain courses may be used toward meeting credit-hour requirements for the master’s degree under the following limitations.

1. The maximum number of credit hours which may be considered for transfer credit is the greater of 12 hours or one-third (1/3) of the total hours of a degree plan. The following restrictions apply:
   - Graduate and/or upper-level undergraduate courses taken in residence at an accredited U.S. institution, or approved international institution with a final grade of B or greater will be considered for transfer credit if, at the time the courses were completed, the student was in degree-seeking status at Texas A&M University, or the student was in degree-seeking status at the institution at which the courses were taken; and if the courses would be accepted for credit toward a similar degree for a student in degree-seeking status at the host institution.
   - Courses previously used for another degree are not acceptable for degree plan credit.

2. The maximum number of credit hours taken in post-baccalaureate non-degree (G6) classification at Texas A&M University which may be considered for application to the degree plan is 12.

3. Not more than 12 hours may be used in any combination of the following categories:
   - Not more than 8 hours in the combination of 691 (research), 684 (Professional Internship) or 695 (Frontiers in Research) may be used.
   - Not more than 8 hours of 685 (Directed Studies) may be used.
   - Not more than 3 hours of 690 (Theory of Research) may be used.
   - Not more than 3 hours of 695 (Frontiers in Research) may be used.

4. A maximum of 2 hours of Seminar (681).
5. A maximum of 9 hours of advanced undergraduate courses (300- or 400-level).
6. For graduate courses of three weeks’ duration or less, taken at other institutions, up to 1 hour of credit may be obtained for each five-day week of coursework. Each week of coursework must include at least 15 contact hours.
7. Continuing education courses may not be used for graduate credit.
8. Extension courses are not acceptable for credit.

Exceptions will be permitted only in unusual cases and when petitioned by the student’s advisory committee and approved by the Office of Graduate and Professional Studies.

**Thesis Option**

An acceptable thesis is required for the Master of Science degree. The finished work must reflect a comprehensive understanding of the pertinent literature and express in clear English, the problem(s) for study, the method, significance and results of the student’s original research.

Guidelines for the preparation of the thesis are available in the Thesis Manual, which is available online at http://ogaps.tamu.edu.

After successful defense (or exemption) and approval by the student’s advisory committee and the head of the student’s major department (or chair of the intercollegiate faculty, if appropriate), the student must submit his/her thesis in electronic format as a single PDF file. The PDF file must be uploaded to the website, http://ogaps.tamu.edu. Additionally, a signed approval form must be brought or mailed to the Office of Graduate and Professional Studies. The PDF file and the signed approval form are required by the deadline.

Deadline dates for submitting the thesis are announced each semester or summer term in the “Office of Graduate and Professional Studies Calendar” (see Time Limit statement). These dates also can be accessed via the website http://ogaps.tamu.edu.

Before a student can be “cleared” by Thesis and Dissertation Services, a processing fee must be paid through Student Business Services. This processing fee is for the thesis/dissertation services provided. After commencement, dissertations are digitally stored and made available through the Texas A&M Libraries.

A thesis that is deemed unacceptable by the Office of Graduate and Professional Studies because of excessive corrections will be returned to the student’s department head (or chair of the intercollegiate faculty, if applicable). The manuscript must be resubmitted as a new document, and the entire review process must begin again. All original submittal deadlines must be met during the resubmittal process to graduate that semester.

**Thesis Proposal**

For the thesis option Master of Science degree, the student must prepare a thesis proposal for approval by the advisory committee and the head of the major department or chair of the interdisciplinary faculty, if applicable. This proposal must be submitted to the Office of Graduate and Professional Studies at least 20 working days prior to the submission of the request for the final examination.

Compliance issues must be addressed if a graduate student is performing research involving human subjects, animals, infectious biohazards and recombinant DNA. A student involved in these types of research should check with the Office of Research Compliance and Biosafety at (979) 458-1467 to address questions about all research compliance responsibilities. Additional information can also be obtained on the website http://rcb.tamu.edu.

**Final Examination/Thesis Defense**

A student must pass a final examination by dates announced each semester or summer term in the Office of Graduate and Professional Studies Calendar. To be eligible to take the final examination, a student’s GPR must be at least 3.000 for courses on the degree plan and for all courses completed at Texas A&M which are eligible to be applied to a graduate degree, and there must be no unabsolved grades of D, F or U for any course listed on the degree plan. To absolve a deficient grade, the student must repeat the course at Texas A&M University and achieve a grade of C or better. All coursework on the degree plan must have been completed with the exception of those hours for which the student is registered. For thesis-option students, an approved thesis proposal must be on file in the Office of Graduate and Professional Studies according to
published deadlines prior to the final examination or submission of the request for exemption from the final examination.

A request to hold and announce the final examination must be submitted to the Office of Graduate and Professional Studies a minimum of 10 working days in advance of the scheduled date for the examination. The Office of Graduate and Professional Studies must be notified in writing of any cancellations. A student may be given only one opportunity to repeat the final examination for the master’s degree and that must be within a time period that does not extend beyond the end of the next regular semester (summer terms are excluded).

For thesis option students, the final examination covers the thesis and all work taken on the degree plan and at the option of the committee may be written or oral or both. The final examination may not be administered before the thesis is available to all members of the student’s advisory committee in substantially final form, and all members have had adequate time to review the document. The examination is conducted by the student’s advisory committee as finally constituted. A thesis option student must be registered in the University in the semester or summer term in which the final examination is taken. Persons other than members of the graduate faculty may, with mutual consent of the candidate and the major professor, attend final examinations for advanced degrees. Upon completion of the questioning of the candidate, all visitors must excuse themselves from the proceedings. A positive vote by all members of the graduate committee with at most one dissension is required to pass a student on his or her exam. A department, or interdisciplinary degree program, may have a stricter requirement provided there is consistency within all degree programs within a department or interdisciplinary degree program.

The Report of the Final Examination Form must be submitted with original signatures of only the committee members approved by the Office of Graduate and Professional Studies. If an approved committee member substitution (1 only) has been made, his/her signature must also be submitted to the Office of Graduate and Professional Studies. If necessary, multiple copies of the form may be submitted with different committee member original signatures. If an approved committee member substitution (1 only) has been made, his/her signature must be included on the form submitted to the Office of Graduate and Professional Studies.

A thesis option candidate may petition to be exempt from his/her final examination provided his/her degree plan GPR is 3.500 or greater and he/she has the approval of the advisory committee, the head of the student’s major department, or intercollegiate chair, if appropriate, and the Office of Graduate and Professional Studies. It is required that the petition for exemption be submitted the same semester the student intends to submit the thesis.

### Additional Requirements

**Additional Requirements**

- Residence (p. 4)
- Continuous Registration (p. 4)
- Time Limit (p. 4)
- Foreign Languages (p. 4)
- Application for Degree (p. 4)

### Residence

In partial fulfillment of the residence requirement for the degree of Master of Science, the student must complete 9 resident credit hours during one regular semester or one 10-week summer semester in resident study at Texas A&M University. Upon recommendation of the student’s advisory committee, department head or Chair of the Interdisciplinary Program, if appropriate, and with approval of the Office of Graduate and Professional Studies, a student may be granted exemption from this requirement. Such a petition, however, must be approved prior to the student’s registration for the final 9 credit hours of required coursework.

Students who are employed full-time while completing their degree may fulfill total residence requirements by completion of less-than-full time course loads each semester. In order to be considered for this, the student is required to submit a Petition for Waivers and Exceptions along with verification of his/her employment to the Office of Graduate and Professional Studies.

See Residence Requirements ([http://catalog.tamu.edu/graduate/academic-expectations-general-degree-requirements/degree-requirements](http://catalog.tamu.edu/graduate/academic-expectations-general-degree-requirements/degree-requirements)).

### Continuous Registration

A student in the thesis option of the Master of Science program who has completed all coursework on his/her degree plan other than 5V98, 5V99, and 691 (research) is required to be in continuous registration until all requirements for the degree have been completed. See Continuous Registration Requirements ([http://catalog.tamu.edu/graduate/academic-expectations-general-degree-requirements/registration-academic-status](http://catalog.tamu.edu/graduate/academic-expectations-general-degree-requirements/registration-academic-status)).

### Time Limit

All degree requirements must be completed within a period of seven consecutive years for the degree to be granted. A course will be considered valid until seven years after the end of the semester in which it is taken. Graduate credit for coursework which is more than seven calendar years old at the time of the final examination (oral or written) may not be used to satisfy degree requirements.

A student who has chosen the thesis option must have the final corrected version of the thesis cleared by the Office of Graduate and Professional Studies no later than one year after the final examination, or approval of a petition for exemption from the final exam, or within the seven-year time limit, whichever occurs first. Failure to do so will result in the degree not being awarded.

### Foreign Languages

No specific language requirement exists for the Master of Science degree.

### Application for Degree

For information on applying for your degree, please visit the Graduation ([http://catalog.tamu.edu/graduate/academic-expectations-general-degree-requirements/degree-requirements/#graduation](http://catalog.tamu.edu/graduate/academic-expectations-general-degree-requirements/degree-requirements/#graduation)) section.
DOCTOR OF PHILOSOPHY IN ORAL BIOLOGY

Work leading to the degree of Doctor of Philosophy (PhD) is designed to give the candidate a thorough and comprehensive knowledge of his or her professional field and training in methods of research. The final basis for granting the degree shall be the candidate’s grasp of the subject matter of a broad field of study and a demonstrated ability to do independent research. In addition, the candidate must have acquired the ability to express thoughts clearly and forcefully in both oral and written languages. The degree is not granted solely for the completion of coursework, residence and technical requirements, although these must be met.

For a student who has completed a master’s degree, a DDS/DMD, DVM or MD at a U.S. institution, a minimum of 64 hours is required on the degree plan for the degree of Doctor of Philosophy. For a student who has completed a baccalaureate degree but not a master’s degree or a U.S. DDS/DMD, DVM or MD, a minimum of 96 hours is required on the degree plan for the degree of Doctor of Philosophy.

Steps to Fulfill Doctoral Degree Requirements

<table>
<thead>
<tr>
<th>Step</th>
<th>Instruction</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Meet with departmental/intercollegiate graduate advisor to plan course of study for first semester.</td>
<td>When: Before first semester registration. Approved by: Graduate advisor.</td>
</tr>
<tr>
<td>2</td>
<td>Establish advisory committee. Submit a degree plan.</td>
<td>When: Prior to the deadline imposed by the student’s college or intercollegiate programs, and no later than 90 days prior to preliminary examination. Approved by: Advisory committee, department head or intercollegiate faculty chair, and Office of Graduate and Professional Studies (OGAPS).</td>
</tr>
<tr>
<td>3</td>
<td>Complete course work detailed on the approved degree plan.</td>
<td>Before preliminary exam.</td>
</tr>
<tr>
<td>4</td>
<td>Complete the preliminary examination.</td>
<td>When: See steps for completing the preliminary examination. The student should complete the Preliminary Examination no later than the end of the semester following the completion of the formal coursework on the degree plan. Approved by: Advisory committee, department head or chair of the intercollegiate faculty, and OGAPS.</td>
</tr>
<tr>
<td>5</td>
<td>Submit research proposal for dissertation or record of study and the research proposal approval form to the Office of Graduate and Professional Studies.</td>
<td>When: At least 20 working days prior to the submission of the Request for the Final Examination. Approved by: Advisory committee, department head or intercollegiate faculty chair, Research Compliance and Biosafety, and OGAPS.</td>
</tr>
<tr>
<td>6</td>
<td>Complete residence requirement.</td>
<td>When: Before submitting request to schedule final examination. Approved by: OGAPS</td>
</tr>
<tr>
<td>7</td>
<td>Apply for degree; pay graduation fee.</td>
<td>When: During the first week of the final semester; see OGAPS calendar for deadlines.</td>
</tr>
<tr>
<td>8</td>
<td>Submit request for permission to hold and announce final examination.</td>
<td>When: Must be received by OGAPS at least 10 working days before requested exam date. See OGAPS calendar for deadlines. Approved by: Advisory committee, department head or intercollegiate faculty chair, and OGAPS.</td>
</tr>
<tr>
<td>9</td>
<td>Successfully complete final examination.</td>
<td>When: The Report of the Final Examination Form should be submitted to OGAPS within 10 days following the exam. Approved by: Advisory committee and OGAPS</td>
</tr>
</tbody>
</table>
10 Upload one approved final copy of the dissertation or record of study as a single pdf file to etd.tamu.edu and submit the fully signed dissertation/record of study approval form to the Office of Graduate and Professional Studies. When: See OGAPS calendar for deadlines. Approved by: Advisory committee, department head or intercollegiate faculty chair, and Office of Graduate and Professional Studies.

11 Graduate; arrange for cap and gown. For more information, visit http://graduation.tamu.edu.

Note: Once formal coursework is complete, you must be continuously registered until all degree requirements have been met. This includes submission and clearance of the dissertation or record of study. See Continuous Registration Requirements (http://catalog.tamu.edu/graduate/academic-expectations-general-degree-requirements/registration-academic-status).

Program Requirements

Program Requirements

- Student’s Advisory Committee (p. 2)
- Degree Plan (p. 2)
- Transfer of Credit (p. 3)
- Research Proposal (p. 3)
- Examinations (p. 3)
  - Preliminary Examination (p. 3)
  - Preliminary Examination Format (p. 3)
  - Preliminary Examination Scheduling (p. 4)
  - Report of Preliminary Examination (p. 4)
- Retake of Failed Preliminary Examination (p. 4)
- Final Examination (p. 4)
- Report of Final Examination (p. 5)
- Dissertation (p. 5)

Student’s Advisory Committee

After receiving admission to graduate studies and enrolling, the student will consult with the head of his or her major or administrative department (or chair of the intercollegiate faculty) concerning appointment of the chair of the advisory committee. The student’s advisory committee will consist of no fewer than four members of the graduate faculty representative of the student’s several fields of study and research, where the chair or co-chair must be from the student’s department (or intercollegiate faculty, if applicable), and at least one or more of the members must have an appointment to a department other than the student’s major department. The outside member for a student in an interdisciplinary degree program must be from a department different from the chair of the student’s committee.

The chair, in consultation with the student, will select the remainder of the advisory committee. Only graduate faculty members located on Texas A&M University campuses may serve as chair of a student’s advisory committee. Other Texas A&M University graduate faculty members located off-campus may serve as a member or co-chair (but not chair), with a member as the chair.

If the chair of a student’s advisory committee voluntarily leaves the University and the student is near completion of the degree and wants the chair to continue to serve in this role, the student is responsible for securing a current member of the University Graduate Faculty, from the student’s academic program and located near the Texas A&M University campus site, to serve as the co-chair of the committee. The Department Head or Chair of Intercollegiate faculty may request in writing to the Associate Provost for Graduate and Professional Studies that a faculty member who is on an approved leave of absence or has voluntarily separated from the university, be allowed to continue to serve in the role of chair of a student’s advisory committee without a co-chair for up to one year. The students should be near completion of the degree. Extensions beyond the one year period can be granted with additional approval of the Dean.

The committee members’ signatures on the degree plan indicate their willingness to accept the responsibility for guiding and directing the entire academic program of the student and for initiating all academic actions concerning the student. Although individual committee members may be replaced by petition for valid reasons, a committee cannot resign en masse. The chair of the committee, who usually has immediate supervision of the student’s research and dissertation or record of study, has the responsibility for calling all meetings of the committee. The duties of the committee include responsibility for the proposed degree plan, the research proposal, the preliminary examination, the dissertation or record of study and the final examination. In addition, the committee, as a group and as individual members, is responsible for counseling the student on academic matters, and, in the case of academic deficiency, initiating recommendations to the Office of Graduate and Professional Studies.

Degree Plan

The student’s advisory committee will evaluate the student’s previous education and degree objectives. The committee, in consultation with the student, will develop a proposed degree plan and outline a research problem which, when completed, as indicated by the dissertation (or its equivalent for the degree of Doctor of Education or the degree of Doctor of Engineering), will constitute the basic requirements for the degree. The degree plan must be filed with the Office of Graduate and Professional Studies prior to the deadline imposed by the student’s college and no later than 90 days prior to the preliminary examination.

This proposed degree plan should be submitted through the online Document Processing Submission System located on the website http://ogsdpss.tamu.edu. A minimum of 64 hours is required on the degree plan for the Doctor of Philosophy for a student who has completed a master’s degree. A student who has completed a DDS/DMD, DVM or a MD at a U.S. institution is also required to complete a minimum of 64 hours. A student who has completed a baccalaureate degree but not a master’s degree will be required to complete a 96-hour degree plan. Completion of a DDS/ DMD, DVM or MD degree at a foreign institution requires completion of a minimum of 96 hours for the Doctor of Philosophy. A field of study may be primarily in one department or in a combination of departments. A degree plan must carry a reasonable amount of 691 (research).

Additional coursework may be added by petition to the approved degree plan by the student’s advisory committee if it is deemed necessary to correct deficiencies in the student’s academic preparation. No changes can be made to the degree plan once the student’s Request for Final
Examination is approved by the Office of Graduate and Professional Studies.

Approval to enroll in any professional course (900-level) should be obtained from the head of the department (or Chair of the intercollegiate faculty, if applicable) in which the course will be offered before including such a course on a degree plan.

No credit may be obtained by correspondence study, by extension or for any course of fewer than three weeks duration.

Transfer of Credit
Courses for which transfer credits are sought must have been completed with a grade of B or greater and must be approved by the student’s advisory committee and the Office of Graduate and Professional Studies. These courses must not have been used previously for another degree. Except for officially approved cooperative doctoral programs, credit for thesis or dissertation research or the equivalent is not transferable. Credit for "internship" coursework in any form is not transferable. Courses taken in residence at an accredited U.S. institution or approved international institution with a final grade of B or greater will be considered for transfer credit if, at the time the courses were completed, the courses would be accepted for credit toward a similar degree for a student in degree-seeking status at the host institution. Credit for coursework taken by extension is not transferable. Coursework in which no formal grades are given or in which grades other than letter grades (A or B) are earned (for example, CR, P, S, U, H, etc.) is not accepted for transfer credit. Credit for coursework submitted for transfer from any college or university must be shown in semester credit hours, or equated to semester credit hours.

Courses used toward a degree at another institution may not be applied for graduate credit. If the course to be transferred was taken prior to the conferment of a degree at the transfer institution, a letter from the registrar at that institution stating that the course was not applied for credit toward the degree must be submitted to the Office of Graduate and Professional Studies.

Grades for courses completed at other institutions are not included in computing the GPR. An official transcript from the university at which transfer courses are taken must be sent directly to the Office of Admissions.

Research Proposal
The general field of research to be used for the dissertation should be agreed on by the student and the advisory committee at their first meeting, as a basis for selecting the proper courses to support the proposed research.

As soon thereafter as the research project can be outlined in reasonable detail, the dissertation research proposal should be completed. The research proposal should be approved at a meeting of the student’s advisory committee, at which time the feasibility of the proposed research and the adequacy of available facilities should be reviewed. The approved proposal, signed by all members of the student’s advisory committee, the head of the student’s major department (or chair of the intercollegiate faculty, if applicable), must be submitted to the Office of Graduate and Professional Studies at least 20 working days prior to the submission of the Request for the Final Examination.

Compliance issues must be addressed if a graduate student is performing research involving human subjects, animals, infectious biohazards and recombinant DNA. A student involved in these types of research should check with the Office of Research Compliance and Biosafety at (979) 458-1467 to address questions about all research compliance responsibilities. Additional information can also be obtained on the website http://rcb.tamu.edu.

Examinations
Preliminary Examination for Doctoral Students
The student’s major department (or chair of the interdisciplinary degree program faculty, if applicable) and his or her advisory committee may require qualifying, cumulative or other types of examinations at any time deemed desirable. These examinations are entirely at the discretion of the department and the student’s advisory committee.

The preliminary examination is required. The preliminary examination for a doctoral student shall be given no earlier than a date at which the student is within 6 credit hours of completion of the formal coursework on the degree plan (i.e., all coursework on the degree plan except 681, 684, 690, 691, 692, 693, 695, 697, 791, or other graduate courses specifically designated as S/U in the course catalog). The student should complete the Preliminary Examination no later than the end of the semester following the completion of the formal coursework on the degree plan.

Preliminary Examination Format
The objective of preliminary examination is to evaluate whether the student has demonstrated the following qualifications:

a. a mastery of the subject matter of all fields in the program;
b. an adequate knowledge of the literature in these fields and an ability to carry out bibliographical research;
c. an understanding of the research problem and the appropriate methodological approaches.

The format of the preliminary examination shall be determined by the student’s department (or interdisciplinary degree program, if applicable) and advisory committee, and communicated to the student in advance of the examination. The exam may consist of a written component, oral component, or combination of written and oral components.

The preliminary exam may be administered by the advisory committee or a departmental committee; herein referred to as the examination committee.

Regardless of exam format, a student will receive an overall preliminary exam result of pass or fail. The department (or interdisciplinary degree program, if applicable) will determine how the overall pass or fail result is determined based on the exam structure and internal department procedures. If the exam is administered by the advisory committee, each advisory committee member will provide a pass or fail evaluation decision.

Only one advisory committee substitution is allowed to provide an evaluation decision for a student’s preliminary exam, and it cannot be the committee chair.

If a student is required to take, as a part of the preliminary examination, a written component administered by a department or interdisciplinary degree program faculty must:
a. offer the examination at least once every six months. The departmental or interdisciplinary degree program examination should be announced at least 30 days prior to the scheduled examination date.

b. assume the responsibility for marking the examination satisfactory or unsatisfactory, or otherwise graded, and in the case of unsatisfactory, stating specifically the reasons for such a mark.

c. forward the marked examination to the chair of the student’s advisory committee within one week after the examination.

**Preliminary Examination Scheduling**

Prior to commencing any component of the preliminary examination, a departmental representative or the advisory committee chair will review the eligibility criteria with the student, using the Preliminary Examination Checklist to ensure the student is eligible for the preliminary examination. The following list of eligibility requirements applies.

- Student is registered at Texas A&M University for a minimum of one semester credit hour in the long semester or summer term during which any component of the preliminary examination is held. If the entire examination is held between semesters, then the student must be registered for the term immediately preceding the examination.

- An approved degree plan is on file with the Office of Graduate and Professional Studies prior to commencing the first component of the examination.

- Student’s cumulative GPR is at least 3.000.

- Student’s degree plan GPR is at least 3.000.

- All English language proficiency requirements are satisfied.

- At the end of the semester in which at least the first component of the exam is given, there are no more than 6 hours of coursework remaining on the degree plan (except 681, 684, 690, 691, 692, 693, 695, 697, 791, or other graduate courses specifically designated as S/U in the course catalog). The head of the student’s department (or Chair of the Interdisciplinary Degree Program, if applicable) has the authority to approve a waiver of this criterion.

**Report of Preliminary Examination**

Credit for the preliminary examination is not transferable in cases where a student changes degree programs after passing a preliminary exam. If a written component precedes an oral component of the preliminary exam, the chair of the student’s examination committee is responsible for making all written examinations available to all members of the committee. A positive evaluation of the preliminary exam by all members of a student’s examination committee with at most one dissension is required to pass a student on his or her preliminary exam.

The student’s department will promptly report the results of the Preliminary Examination to the Office of Graduate and Professional Studies via the Report of Doctoral Preliminary Examination form. The Preliminary Examination checklist form must also be submitted. These forms should be submitted to the Office of Graduate and Professional Studies within 10 working days of completion of the preliminary examination.

The Report of the Preliminary Examination form must be submitted with original signatures of the approved examination committee members.

If an approved examination committee member substitution (one only) has been made, that signature must also be included, in place of the committee member, on the form submitted to the Office of Graduate and Professional Studies. The original signature of the department head is also required on the form.

After passing the required preliminary examination for the doctoral degree, the student must complete the final examination for the degree within four calendar years. Otherwise, the student will be required to repeat the preliminary examination.

**Retake of Failed Preliminary Examination**

Upon approval of the student’s examination committee, with no more than one member dissenting, and approval of the Office of Graduate and Professional Studies, a student who has failed the preliminary examination may be given one re-examination. Adequate time must be given to permit the student to address the inadequacies emerging from the first preliminary examination. The examination committee must agree upon and communicate in writing to the student, an adequate time-frame from the first examination (normally six months) to retest, as well as a detailed explanation of the inadequacies emerging from the examination. The student and the committee should jointly negotiate a mutually acceptable date for this retest. When providing feedback on inadequacies, the committee should clearly document expected improvements that the student must be able to exhibit in order to retake the exam. The examination committee will document and communicate the time-frame and feedback within 10 working days of the exam that was not passed.

**Final Examination for Doctoral Students**

The candidate for the doctoral degree must pass a final examination by deadline dates announced in the “Office of Graduate and Professional Studies Calendar” each semester. The doctoral student is allowed only one opportunity to take the final examination.

No unabsolved grades of D, F, or U for any course can be listed on the degree plan. The student must be registered for any remaining hours of 681, 684, 690, 691, 692, 791 or other graduate courses specifically designated as S/U in the course catalog during the semester of the final exam. No student may be given a final examination until they have been admitted to candidacy and their current official cumulative and degree plan GPAs are 3.00 or better.

To be admitted to candidacy for a doctoral degree, a student must have:

1. completed all formal coursework on the degree plan with the exception of any remaining 681, 684, 690 and 691, 692 (Professional Study), or 791 hours,
2. a 3.0 Graduate GPA and a Degree Plan GPA of at least 3.0 with no grade lower than C in any course on the degree plan,
3. passed the preliminary examination,
4. submitted an approved dissertation proposal,
5. met the residence requirements.

The request to hold and announce the final examination must be submitted to the Office of Graduate and Professional Studies a minimum of 10 working days in advance of the scheduled date. Any changes to the degree plan must be approved by the Office of Graduate and Professional Studies prior to the submission of the request for final examination.
The student’s advisory committee will conduct this examination. The final examination is not to be administered until the dissertation or record of study is available in substantially final form to the student’s advisory committee, and all concerned have had adequate time to review the document. Whereas the final examination may cover the broad field of the candidate’s training, it is presumed that the major portion of the time will be devoted to the dissertation and closely allied topics. Persons other than members of the graduate faculty may, with mutual consent of the candidate and the chair of the advisory committee, be invited to attend a final examination for an advanced degree. A positive vote by all members of the graduate committee with at most one dissension is required to pass a student on his or her exam. A department can have a stricter requirement provided there is consistency within all degree programs within a department. Upon completion of the questioning of the candidate, all visitors must excuse themselves from the proceedings.

**Report of Final Examination**

The student’s department will promptly report the results of the Final Examination to the Office of Graduate and Professional Studies via the Report of Doctoral Final Examination form. These forms should be submitted to the Office of Graduate and Professional Studies within 10 working days of completion of the final examination. The Office of Graduate and Professional Studies must be notified in writing of any cancellations.

A positive evaluation of the final exam by all members of a student’s advisory committee with at most one dissension is required to pass a student on his or her final exam. The Report of the Final Examination Form must be submitted with original signatures of only the committee members approved by the Office of Graduate and Professional Studies. If necessary, multiple copies of the form may be submitted with different committee member original signatures. If an approved committee member substitution (1 only) has been made, his/her signature must be included on the form submitted to the Office of Graduate and Professional Studies.

**Dissertation**

The ability to perform independent research must be demonstrated by the dissertation, which must be the original work of the candidate. Whereas acceptance of the dissertation is based primarily on its scholarly merit, it must also exhibit creditable literary workmanship. The format of the dissertation must be acceptable to the Office of Graduate and Professional Studies. Guidelines for the preparation of the dissertation are available in the Thesis Manual, which is available online at [http://ogaps.tamu.edu](http://ogaps.tamu.edu).

After successful defense and approval by the student’s advisory committee and the head of the student’s major department (or chair of the intercollegiate faculty, if applicable), a student must submit his/her dissertation in electronic format as a single PDF file. The PDF file must be uploaded to the website, [http://ogaps.tamu.edu](http://ogaps.tamu.edu). Additionally, a signed paper approval form with original signatures must be received by the Office of Graduate and Professional Studies. Both the PDF file and the signed approval form are required by the deadline.

Deadline dates for submitting are announced each semester or summer term in the Office of Graduate and Professional Studies Calendar (see Time Limit statement). These dates also can be accessed via the website [http://ogaps.tamu.edu](http://ogaps.tamu.edu).

Each student who submits a document for review is assessed a one-time thesis/dissertation processing fee through Student Business Services. This processing fee is for the thesis/dissertation services provided. After commencement, dissertations are digitally stored and made available through the Texas A&M Libraries.

A dissertation that is deemed unacceptable by the Office of Graduate and Professional Studies because of excessive corrections will be returned to the student’s department head or chair of the intercollegiate faculty. The manuscript must be resubmitted as a new document, and the entire review process must begin anew. All original submittal deadlines must be met during the resubmittal process in order to graduate.

**Additional Requirements**

**Additional Requirements**

- Residence (p. 5)
- Time Limit (p. 5)
- Continuous Registration (p. 6)
- Admission to Candidacy (p. 6)
- Languages (p. 6)
- 99-Hour Cap on Doctoral Degree (p. 6)
- Application for Degree (p. 6)

**Residence**

A student who enters the doctoral degree program with a baccalaureate degree must spend one academic year plus one semester in resident study at Texas A&M University. A student who holds master’s degree when he/she enters doctoral degree program must spend one academic year in resident study. One academic year may include two adjacent regular semesters or one regular semester and one adjacent 10-week summer semester. The third semester is not required to be adjacent to the one year. Enrollment for each semester must be a minimum of 9 credit hours each to satisfy the residence requirement.

To satisfy the residence requirement, the student must complete a minimum of 9 credit hours per semester or 10-week summer semester in resident study at Texas A&M University for the required period. A student who enters a doctoral degree program with a baccalaureate degree may fulfill residence requirements in excess of one academic year (18 credit hours) by registration during summer sessions or by completion of a less-than-full course load (in this context a full course load is considered 9 credit hours per semester).

Students who are employed full-time while completing their degree may fulfill total residence requirements by completion of less-than-full time course loads each semester. In order to be considered for this, the student is required to submit a Petition for Waivers and Exceptions along with verification of his/her employment to the Office of Graduate and Professional Studies. An employee should submit verification of his/her employment at the time he/she submits the degree plan. See Registration. ([http://catalog.tamu.edu/graduate/academic-expectations-general-degree-requirements/registration-academic-status](http://catalog.tamu.edu/graduate/academic-expectations-general-degree-requirements/registration-academic-status))

See Residence Requirements ([http://catalog.tamu.edu/graduate/academic-expectations-general-degree-requirements/degree-requirements](http://catalog.tamu.edu/graduate/academic-expectations-general-degree-requirements/degree-requirements)).

**Time Limit**

All requirements for doctoral degrees must be completed within a period of ten consecutive calendar years for the degree to be granted. A course will be considered valid until 10 years after the end of the semester in
which it is taken. Graduate credit for coursework more than ten calendar years old at the time of the final oral examination may not be used to satisfy degree requirements.

After passing the required preliminary oral and written examinations for a doctoral degree, the student must complete the final examination within four calendar years. Otherwise, the student will be required to repeat the preliminary examination.

A final corrected version of the dissertation or record of study in electronic format as a single PDF file must be cleared by the Office of Graduate and Professional Studies no later than one year after the final examination or within the 10-year time limit, whichever occurs first. Failure to do so will result in the degree not being awarded.

Continuous Registration
A student in a program leading to a Doctor of Philosophy who has completed all coursework on his/her degree plan other than 691, 5V98 or 5V99 (research) are required to be in continuous registration until all requirements for the degree have been completed. See Continuous Registration Requirements (http://catalog.tamu.edu/graduate/academic-expectations-general-degree-requirements/registration-academic-status).

Admission to Candidacy
To be admitted to candidacy for a doctoral degree, a student must have:

1. completed all formal coursework on the degree plan with the exception of any remaining 681, 684, 690 and 691, 5V98 and 5V99, or 791.
2. a 3.0 Graduate GPA and a Degree Plan GPA of at least 3.0 with no grade lower than C in any course on the degree plan,
3. passed the preliminary examination (written and oral portions),
4. submitted an approved dissertation proposal,
5. met the residence requirements. The final examination will not be authorized for any doctoral student who has not been admitted to candidacy.

Languages
A student is required to possess a competent command of English. For English language proficiency requirements, see the Admissions section of this catalog. The doctoral (PhD) foreign language requirement at Texas A&M University is a departmental option, to be administered and monitored by the individual departments of academic instruction.

99-Hour Cap on Doctoral Degrees
In Texas, public colleges and universities are funded by the state according to the number of students enrolled. In accordance with legislation passed by the Texas Legislature, the number of hours for which state universities may receive subvention funding at the doctoral rate for any individual is limited to 99 hours. Texas A&M University and other universities will not receive subvention for hours in excess of the limit.

Institutions of higher education are allowed to charge the equivalent of nonresident tuition to a resident doctoral student who has enrolled in 100 or more semester credit hours of doctoral coursework.

A doctoral student at Texas A&M has seven years to complete his/her degree before being charged out-of-state tuition. A doctoral student who, after seven years of study, has accumulated 100 or more doctoral hours will be charged tuition at a rate equivalent to out-of-state tuition. Please note that the tuition increases will apply to Texas residents as well as students from other states and countries who currently are charged tuition at the resident rate. This includes those doctoral students who hold GAT, GANT, and GAR appointments of 20 or more hours and recipients of competitive fellowships who receive more than $1,000 per semester. Doctoral students who, after seven years of study, have not accumulated 100 hours are eligible to pay in-state tuition if otherwise eligible.

For count purposes, a year is counted as three semesters, normally fall, spring and summer. Using this system, a student is allowed 21 semesters as a G8 student to complete the doctoral degree before being penalized with the higher tuition rate. Any semester in which a G8 student is enrolled for a doctoral level course is counted.

The following majors are exempt from the 99-Hour Cap on Doctoral Degrees:

- Biomedical Sciences
- Biochemistry
- Microbiology
- Genetics
- Toxicology
- Nutrition Sciences
- Community Clinical Psychology
- School Psychology
- Veterinary Pathology
- Clinical Psychology
- Counseling Psychology
- Medical Sciences
- Health Services Research
- Health Promotion and Community Health Sciences
- Epidemiology and Environmental Health
- Oral Biology

The hour limit for these majors is 130 doctoral hours

Application for Degree
For information on applying for your degree, please visit the Graduation (http://catalog.tamu.edu/graduate/academic-expectations-general-degree-requirements/degree-requirements/#graduation) section.
DEGREE REQUIREMENTS

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Residence Requirement

A major purpose of the residence requirements for graduate degrees is to ensure that the student has an opportunity to benefit from the advantages of a university environment. These advantages include accessibility of library, laboratory and other physical facilities, and also the opportunity to participate in seminars and a variety of cultural activities. Equally important to the graduate student are the advantages of becoming acquainted with the faculty and other students on a personal and a professional basis.

A student “in residence” is expected to devote most of his or her time and energy to graduate studies under the direction of the student’s advisory committee chair and the advisory committee. Another major purpose of the residence requirements for graduate degrees is to ensure that the faculty have the opportunity to properly evaluate the student and his or her development, to guide and direct his or her studies, and to determine competency.

The minimum time required to qualify for an advanced degree varies with the ability and preparation of the student. A student may find it necessary to extend his/her studies beyond the minimum requirements. For specific minimum residence requirements, a student should check the additional requirements for the degree which he/she is pursuing.

Degree Plan

A graduate student must file a degree plan which includes those courses to be applied toward a particular degree and formally establishes the advisory committee. Courses previously used for another degree are not acceptable for degree plan credit.

Lower division undergraduate coursework (100- and 200-level) may not be used for credit toward a graduate degree. Coursework applied to a previous degree may not be used toward a graduate degree. Coursework may not be used to satisfy requirements for more than one degree.

Additional coursework may be added to the approved degree plan by the student’s advisory committee if such additional coursework is needed to correct deficiencies in the student’s academic preparation. Specific details and requirements for each degree program may be obtained from the student’s academic department or the specific degree program requirements provided in the catalog. No changes can be made to the degree plan once the student’s Request for Final Examination or Request for Final Examination Exemption is approved by the Office of Graduate and Professional Studies.

Changes in the approved degree plan may be made by petition to the Office of Graduate and Professional Studies. A student should submit the degree plan and petitions using the online Document Processing Submission System located on the website at https://ogdspss.tamu.edu.

Courses listed on the degree plan are subject to degree program time limits. Please refer to the Time Limits section in each degree program section in which the student is presently enrolled.

Petitions

Graduate students may use petitions to
1. request a change of major, degree or department;
2. request changes to the coursework or committee membership as established by the degree plan;
3. request a leave of absence;
4. request extensions to time limits; or
5. request exceptions to published rules.

Each petition will be considered on its own merit by the Associate Provost for Graduate and Professional Studies. The student should make such requests by submitting either a Major, Degree, or Department petition (MDD) or a Long Form petition using the online Document Processing Submission System located on the website at https://ogdspss.tamu.edu.

The petition will be routed for the required approval by the members of the student’s advisory committee, if appointed, and the department head, or his or her designee (or chair of the intercollegiate faculty, if appropriate).

Limitations on the Use of Transfer, Extension and Certain Other Courses, Master’s Degree

Some departments may have more restrictive requirements for transfer work. If otherwise acceptable, certain courses may be used toward meeting credit-hour requirements for the master’s degree under the following limitations.

1. The maximum number of credit hours which may be considered for transfer credit is the greater of 12 hours or one-third (1/3) of the total hours of a degree plan. The following restrictions apply:
   - Graduate and/or upper-level undergraduate courses taken in residence at an accredited U.S. institution, or approved international institution with a final grade of B or greater will be considered for transfer credit if, at the time the courses were completed, the student was in degree-seeking status at Texas A&M, or the student was in degree-seeking status at the institution at which the courses were taken; and if the courses would be accepted for credit toward a similar degree for a student in degree-seeking status at the host institution.
   - Courses previously used for another degree are not acceptable for degree plan credit.
2. The maximum number of credit hours taken in post-baccalaureate non-degree (G6) classification at Texas A&M which may be considered for application to the degree plan is 12.

3. A zero credit 681, 684 and 685 course is only allowed for non-thesis options master’s students. Other courses, including 691 research hours, are not eligible for zero credit.

4. Not more than 12 hours may be used in any combination of the following categories:
   - Not more than 8 hours in the combination of 691 (research), 684 (Professional Internship) or SOPH 680 may be used.
   - Not more than 8 hours of 685 (Directed Studies) may be used.
   - Not more than 3 hours of 690 (Theory of Research) may be used.
   - Not more than 3 hours of 695 (Frontiers in Research) may be used.

5. A maximum of 2 hours of Seminar (681).

6. A maximum of 9 hours of advanced undergraduate courses (300- or 400-level).

7. For graduate courses of three weeks’ duration or less, taken at other institutions, up to 1 hour of credit may be obtained for each five-day week of coursework. Each week of coursework must include at least 15 contact hours.

8. Continuing education courses may not be used for graduate credit.

9. Extension courses are not acceptable for credit.

Exceptions will be permitted only in unusual cases and when petitioned by the student’s advisory committee and approved by the Office of Graduate and Professional Studies.

Transfer of Credit for Doctoral Degrees

Courses for which transfer credits are sought must have been completed with a grade of B or greater and must be approved by the student’s advisory committee and the Office of Graduate and Professional Studies. These courses must not have been used previously for another degree. Except for officially approved cooperative doctoral programs, credit for thesis or dissertation research or the equivalent is not transferable. Credit for “internship” coursework in any form is not transferable. Courses taken in residence at an accredited U.S. institution or approved international institution with a final grade of B or greater will be considered for transfer credit if, at the time the courses were completed, the courses would be accepted for credit toward a similar degree for a student in degree-seeking status at the host institution. Credit for coursework taken by extension is not transferable. Coursework in which no formal grades are given or in which grades other than letter grades (A or B) are earned (for example, CR, P, S, U, H, etc.) is not accepted for transfer credit. Credit for coursework submitted for transfer from any college or university must be shown in semester credit hours, or equated to semester credit hours.

Courses used toward a degree at another institution may not be applied for graduate credit. If the course to be transferred was taken prior to the conferral of a degree at the transfer institution, a letter from the registrar at that institution stating that the course was not applied for credit toward the degree must be submitted to the Office of Graduate and Professional Studies.

Grades for courses completed at other institutions are not included in computing the GPR. An official transcript from the university at which transfer courses are taken must be sent directly to the Office of Admissions.

Preliminary Examination For Doctoral Students

The student’s major department (or chair of the interdisciplinary degree program faculty, if applicable) and his or her advisory committee may require qualifying, cumulative or other types of examinations at any time deemed desirable. These examinations are entirely at the discretion of the department and the student’s advisory committee.

The preliminary examination is required. The preliminary examination for a doctoral student shall be given no earlier than a date at which the student is within 6 credit hours of completion of the formal coursework on the degree plan (i.e., all coursework on the degree plan except 681, 684, 690, 691, 692, 693, 695, 697, 791, or other graduate courses specifically designated as S/U in the course catalog). The student should complete the Preliminary Examination no later than the end of the semester following the completion of the formal coursework on the degree plan.

Preliminary Examination Format

The objective of preliminary examination is to evaluate whether the student has demonstrated the following qualifications:

a. a mastery of the subject matter of all fields in the program;
b. an adequate knowledge of the literature in these fields and an ability to carry out bibliographical research;
c. an understanding of the research problem and the appropriate methodological approaches.

The format of the preliminary examination shall be determined by the student’s department (or interdisciplinary degree program, if applicable) and advisory committee, and communicated to the student in advance of the examination. The exam may consist of a written component, oral component, or combination of written and oral components.

The preliminary exam may be administered by the advisory committee or a departmental committee; herein referred to as the examination committee.

Regardless of exam format, a student will receive an overall preliminary exam result of pass or fail. The department (or interdisciplinary degree program, if applicable) will determine how the overall pass or fail result is determined based on the exam structure and internal department procedures. If the exam is administered by the advisory committee, each advisory committee member will provide a pass or fail evaluation decision.

Only one advisory committee substitution is allowed to provide an evaluation decision for a student’s preliminary exam, and it cannot be the committee chair.

If a student is required to take, as a part of the preliminary examination, a written component administered by a department or interdisciplinary
degree program, the department or interdisciplinary degree program faculty must:

a. offer the examination at least once every six months. The departmental or interdisciplinary degree program examination should be announced at least 30 days prior to the scheduled examination date.

b. assume the responsibility for marking the examination satisfactory or unsatisfactory, or otherwise graded, and in the case of unsatisfactory, stating specifically the reasons for such a mark.

c. forward the marked examination to the chair of the student's advisory committee within one week after the examination.

Preliminary Examination Scheduling
Prior to commencing any component of the preliminary examination, a departmental representative or the advisory committee chair will review the eligibility criteria with the student, using the Preliminary Examination Checklist to ensure the student is eligible for the preliminary examination. The following list of eligibility requirements applies.

- Student is registered at Texas A&M for a minimum of one semester credit hour in the long semester or summer term during which any component of the preliminary examination is held. If the entire examination is held between semesters, then the student must be registered for the term immediately preceding the examination.
- An approved degree plan is on file with the Office of Graduate and Professional Studies prior to commencing the first component of the examination.
- Student’s cumulative GPR is at least 3.000.
- Student’s degree plan GPR is at least 3.000.
- All English language proficiency requirements are satisfied.
- At the end of the semester in which at least the first component of the exam is given, there are no more than 6 hours of coursework remaining on the degree plan (except 681, 684, 690, 691, 692, 693, 695, 697, 791, or other graduate courses specifically designated as S/U in the course catalog). The head of the student’s department (or Chair of the Interdisciplinary Degree Program, if applicable) has the authority to approve a waiver of this criterion.

Report of Preliminary Examination
Credit for the preliminary examination is not transferable in cases where a student changes degree programs after passing a preliminary exam.

If a written component precedes an oral component of the preliminary exam, the chair of the student’s examination committee is responsible for making all written examinations available to all members of the committee. A positive evaluation of the preliminary exam by all members of a student’s examination committee with at most one dissension is required to pass a student on his or her preliminary exam.

The student’s department will promptly report the results of the Preliminary Examination to the Office of Graduate and Professional Studies via the Report of Doctoral Preliminary Examination form. The Preliminary Examination checklist form must also be submitted. These forms should be submitted to the Office of Graduate and Professional Studies within 10 working days of completion of the preliminary examination.

The Report of the Preliminary Examination form must be submitted with original signatures of the approved examination committee members. If an approved examination committee member substitution (one only) has been made, that signature must also be included, in place of the committee member, on the form submitted to the Office of Graduate and Professional Studies. The original signature of the department head is also required on the form.

After passing the required preliminary examination for the doctoral degree, the student must complete the final examination for the degree within four calendar years. Otherwise, the student will be required to repeat the preliminary examination.

Retake of Failed Preliminary Examination
Upon approval of the student’s examination committee, with no more than one member dissenting, and approval of the Office of Graduate and Professional Studies, a student who has failed the preliminary examination may be given one re-examination. Adequate time must be given to permit the student to address the inadequacies emerging from the first preliminary examination. The examination committee must agree upon and communicate in writing to the student, an adequate time-frame from the first examination (normally six months) to retest, as well as a detailed explanation of the inadequacies emerging from the examination. The student and the committee should jointly negotiate a mutually acceptable date for this retest. When providing feedback on inadequacies, the committee should clearly document expected improvements that the student must be able to exhibit in order to retake the exam. The examination committee will document and communicate the time-frame and feedback within 10 working days of the exam that was not passed.

Research Proposal
Thesis-option master’s degrees and all doctoral degrees require a research proposal. The proposal must be approved by the advisory committee and the head of the major department or chair of the intercollegiate faculty, if applicable. The proposal and proposal approval form must be submitted to the Office of Graduate and Professional Studies at least 20 working days prior to the submission of the request for the final examination. All research proposals are routed to the Office of Research Compliance and Biosafety for review and approval by the Office of Graduate and Professional Studies prior to final approval.

Compliance issues must be addressed if a graduate student is performing research involving human subjects, animals, infectious biohazards and recombinant DNA. A student involved in these types of research should check with the Office of Research Compliance and Biosafety at (979) 458-1467 to address questions about all research compliance responsibilities. Additional information can also be obtained on the website http://rcb.tamu.edu.

Admission to Candidacy
To be admitted to candidacy for a doctoral degree, a student must have:

1. completed all formal coursework on the degree plan with the exception of any remaining 681, 684, 690, 691, 692, 791, or other graduate courses specifically designated as S/U in the course catalog.
2. a 3.0 Graduate GPA and a Degree Plan GPA of at least 3.0 with no grade lower than C in any course on the degree plan,
3. passed the preliminary examination,
4. submitted an approved dissertation research proposal,
5. met the residence requirements.
The final examination will not be authorized for any doctoral student who has not been admitted to candidacy.

Final Examination for Doctoral Students

The candidate for the doctoral degree must pass a final examination by deadline dates announced in the "Office of Graduate and Professional Studies Calendar" each semester. The doctoral student is allowed only one opportunity to take the final examination.

No unabsolved grades of D, F, or U for any course can be listed on the degree plan. The student must be registered for any remaining hours of 681, 684, 690, 691, 692, 791 or other graduate courses specifically designated as S/U in the course catalog during the semester of the final exam. No student may be given a final examination until they have been admitted to candidacy and their current official cumulative and degree plan GPAs are 3.00 or better.

To be admitted to candidacy for a doctoral degree, a student must have:

1. completed all formal coursework on the degree plan with the exception of any remaining 681, 684, 690 and 691, 692 (Professional Study), 791 or other graduate courses specifically designated as S/U in the course catalog,
2. a 3.0 Graduate GPA and a Degree Plan GPA of at least 3.0 with no grade lower than C in any course on the degree plan,
3. passed the preliminary examination,
4. submitted an approved dissertation proposal,
5. met the residence requirements.

The request to hold and announce the final examination must be submitted to the Office of Graduate and Professional Studies a minimum of 10 working days in advance of the scheduled date. Any changes to the degree plan must be approved by the Office of Graduate and Professional Studies prior to the submission of the request for final examination.

The student’s advisory committee will conduct this examination. The final examination is not to be administered until the dissertation or record of study is available in substantially final form to the student’s advisory committee, and all concerned have had adequate time to review the document. Whereas the final examination may cover the broad field of the candidate’s training, it is presumed that the major portion of the time will be devoted to the dissertation and closely allied topics. Persons other than members of the graduate faculty may, with mutual consent of the candidate and the major professor, attend final examinations for advanced degrees. Upon completion of the questioning of the candidate, all visitors must excuse themselves from the proceedings. A student shall be given only one opportunity to repeat the final examination for the master’s degree and that must be within a time period that does not extend beyond the end of the next regular semester (summer terms are excluded). A department can have a stricter requirement provided there is consistency within all degree programs within a department.

A thesis option candidate may petition to be exempt from his/her final examination provided their degree plan GPA is 3.500 or greater and they have approval of the advisory committee, the head of the student’s department and the Office of Graduate and Professional Studies. It is recommended that the petition for exemption be submitted the same semester the student intends to submit the thesis.

For non-thesis option students, a final comprehensive examination may be required. The final exam cannot be held prior to the mid-point of the semester if questions on the exam are based on courses in which the student is currently enrolled. If a student has completed all required degree plan coursework, the student is not required to be registered for classes in the semester the final examination is administered (unless he/she holds an assistanship). For specific final examination requirements, a student should check the program requirements for the degree which he/she is pursuing.

A positive evaluation by all members of the graduate committee with at most one dissension is required to pass a student on his or her final exam. The Report of the Final Examination Form must be submitted with original signatures of only the committee members approved by the Office of Graduate and Professional Studies. If necessary, multiple copies of the form may be submitted with different committee member original signatures. If an approved committee member substitution (1 only) has been made, his/her signature must be included on the form submitted to the Office of Graduate and Professional Studies.

Final Examination for Masters Students

For thesis option students, the final examination covers the thesis and all work taken on the degree plan and at the option of the committee may be written or oral or both. The final examination may not be administered before the thesis is available to all members of the student’s advisory committee in substantially final form, and all members have had adequate time to review the document. The examination is conducted by the student’s advisory committee. A thesis option student must be registered in the University in the semester or summer term in which the final examination is taken. Persons other than members of the graduate faculty may, with mutual consent of the candidate and the major professor, attend final examinations for advanced degrees. Upon completion of the questioning of the candidate, all visitors must excuse themselves from the proceedings. A student shall be given only one opportunity to repeat the final examination for the master’s degree and that must be within a time period that does not extend beyond the end of the next regular semester (summer terms are excluded). A department can have a stricter requirement provided there is consistency within all degree programs within a department.

A thesis option candidate may petition to be exempt from his/her final examination provided their degree plan GPA is 3.500 or greater and they have approval of the advisory committee, the head of the student’s department and the Office of Graduate and Professional Studies. It is recommended that the petition for exemption be submitted the same semester the student intends to submit the thesis.

For non-thesis option students, a final comprehensive examination may be required. The final exam cannot be held prior to the mid-point of the semester if questions on the exam are based on courses in which the student is currently enrolled. If a student has completed all required degree plan coursework, the student is not required to be registered for classes in the semester the final examination is administered (unless he/she holds an assistanship). For specific final examination requirements, a student should check the program requirements for the degree which he/she is pursuing.

A positive evaluation by all members of the graduate committee with at most one dissension is required to pass a student on his or her exam. The Report of the Final Examination Form must be submitted with original signatures of only the committee members approved by the Office of Graduate and Professional Studies. If necessary, multiple copies of the form may be submitted with different committee member original signatures. If an approved committee member substitution (1 only) has been made, his/her signature must be included on the form submitted to the Office of Graduate and Professional Studies.

Report of Final Examination

The student’s department will promptly report the results of the Final Examination to the Office of Graduate and Professional Studies via the Report of Doctoral Final Examination form. These forms should be submitted to the Office of Graduate and Professional Studies within 10 working days of completion of the final examination. The Office of Graduate and Professional Studies must be notified in writing of any cancellations.

A positive evaluation of the final exam by all members of a student’s advisory committee with at most one dissension is required to pass a student on his or her final exam. The Report of the Final Examination Form must be submitted with original signatures of only the committee members approved by the Office of Graduate and Professional Studies. If necessary, multiple copies of the form may be submitted with different committee member original signatures. If an approved committee member substitution (1 only) has been made, his/her signature must be included on the form submitted to the Office of Graduate and Professional Studies.

Thesis, Dissertation and Record of Study

The Office of Graduate and Professional Studies is responsible for reviewing each thesis, dissertation, and record of study to ensure that the
format requirements of the University are met. Guidelines and electronic templates for the preparation of the manuscript are available in the Thesis and Dissertation Manual and online at http://ogaps.tamu.edu. All manuscripts must be submitted electronically.

Pre-Defense Publication of Thesis, Dissertation, or Record of Study Material
A graduate student may publish material that subsequently will be used as part of the thesis, dissertation, or record of study.

A student should be aware of the copyright agreement that is signed when a journal (hard copy or electronic) accepts an article for publication. At that time, the student generally assigns rights to the journal as publisher. If the student has not retained the right to use the material in the thesis, dissertation, or record of study, he/she must then obtain written permission from the copyright holder to include the material in the manuscript. If such permission is not obtained, or rights have not been retained, the copyrighted material cannot be included in the thesis, dissertation, or record of study.

Use of Classified and Proprietary Information in Thesis, Dissertation, or Record of Study
Committee chairs are cautioned against allowing a student to use classified or proprietary information in electronic theses, dissertations, and records of study (ETDs), because these documents become available to the public upon submission to the Office of Graduate and Professional Studies. The research conducted at Texas A&M, as a Texas public institution, is ultimately for the benefit of the public. All ETDs are available on the Internet via the Texas A&M libraries. In addition, dissertations are published electronically by ProQuest (UMI) and are available from that source. A temporary embargo, or delay in public release, is possible.

Graduation
A graduate degree is conferred at the close of each regular semester and 10-week summer semester. A candidate for an advanced degree who expects to complete his/her work at the end of a given semester must apply for graduation by submitting the electronic application for degree to the Office of the Registrar and by paying the required graduation fee to Student Business Services no later than the Friday of the first week of the fall or spring semester or the Friday of the first week of the second summer term. The electronic application can be accessed via the Howdy (https://howdy.tamu.edu) portal. A cancellation made after the application deadline will not result in a refund of the diploma fee. Graduate degree candidates who have completed all degree requirements will not be allowed to cancel their graduation application without approval from the Office of Graduate and Professional Studies. A student should check the website of the Office of the Registrar at http://graduation.tamu.edu to determine the date and time of his/her graduation ceremony.

Qatar Students
Formal application for degrees at Texas A&M at Qatar is a two-step process. An application must be submitted online by the deadline stated in the academic calendar and degree application. In addition, the supplemental application must be submitted by the deadline. Under unusual circumstances, an application for a degree may be accepted after the stated deadline. The student must apply via the Howdy portal.

All students must have settled all financial obligations to the university and Qatar Foundation prior to receiving a diploma.

Graduate and undergraduate students completing their degree in July or December will have the opportunity to participate in the commencement ceremony in May, following the completion of their degree. Students must participate in the commencement ceremony of their home campus.

Letter of Completion
The Office of Graduate and Professional Studies may issue a letter of completion for an individual student upon written request from the student. The letter of completion certifies that the student has completed all academic requirements for the degree and states the date the degree will be awarded. International students should contact International Student Services prior to requesting a letter of completion to determine how receiving it could affect the student’s visa status.

This letter may be requested anytime from the point the student has completed all requirements for the awarding of the degree and until five days prior to commencement. A student in a master’s thesis option or a doctoral program must have completed all degree requirements, including final clearance from Thesis and Dissertation Services, to be eligible to request this letter. For a student in master’s non-thesis option programs, requests for a letter will be accepted only if the student has completed all degree plan coursework and the final examination results, if applicable, have been approved by the Office of Graduate and Professional Studies.

Letter of Intent
Graduate students completing a graduate degree who wish to continue to enroll in pursuit of another graduate degree at Texas A&M should investigate the process of filing a letter of intent with the admitting department for the subsequent graduate degree. Letters of Intent are common when students are applying to pursue a subsequent degree within the same department and college, but may not be acceptable for students applying for a subsequent degree in a varying discipline from their current degree. A letter of intent which has been approved by the head of the department (or chair of the intercollegiate faculty) in which the student intends to study will be viewed by the Office of Graduate and Professional Studies as an admission to the program specified in the letter. A student must use the letter of intent form which is available on the website at http://ogaps.tamu.edu.

If a student wishes to enroll in a department where a letter of intent is not the accepted practice, the admitting department should consult with the Office of Graduate Admissions and The Office of Graduate and Professional Studies to pursue an alternate process for admission.

If a break in enrollment occurs for one academic year or longer following graduation, the student must apply for admission to the other graduate degree program through Graduate Admissions before enrolling in the other graduate degree program.

Professional Internship
In those programs in which a professional internship is used (see individual programs), a student will spend an appropriate period of time under the supervision of a practicing professional in industry, business, an educational institution or a government agency. The objectives of the internship are two-fold:

1. to enable the student to demonstrate the ability to apply technical training and knowledge by making an identifiable contribution in an
area of practical concern to the industry or organization in which the internship is served, and

2. to enable the student to function in a non-academic environment in a position in which he or she will become aware of the organizational approach to problems in addition to those traditional approaches with which the student is familiar.

These may include, but are in no way limited to, problems of management, labor relations, public relations, environmental protection, economics, etc.

Internship agreements should be negotiated between the appropriate organization or industry and the appropriate academic department. The organization of the internship, the internship supervisor and the nature of the internship will be determined by mutual consent of the student, the head of the student’s major department, the student’s advisory committee and the supervising organization prior to the commencement of the internship period. The internship experience should be at a level commensurate with the particular degree objective.

An internship report should be prepared by the student in accordance with guidelines established by the student’s major department, the student’s advisory committee or other appropriate body. The report should be submitted to the advisory committee and to any other organization which may be specified for specific programs. The internship report must be the original work of the student.

An internship, if utilized as part of a student’s degree requirements, should be undertaken near the end of the student’s educational program, after the student has had the opportunity to establish a solid theoretical base for the internship experience.

**99-Hour Cap On Doctoral Degree**

In Texas, public colleges and universities are funded by the state according to the number of students enrolled. In accordance with legislation passed by the Texas Legislature, the number of hours for which state universities may receive subvention funding at the doctoral rate for any individual is limited to 99 hours. Texas A&M and other universities will not receive subvention for hours in excess of the limit.

Institutions of higher education are allowed to charge the equivalent of nonresident tuition to a resident doctoral student who has enrolled in 100 or more semester credit hours of doctoral coursework.

A doctoral student at Texas A&M has seven years to complete his/her degree before being charged out-of-state tuition. A doctoral student who, after seven years of study, has accumulated 100 or more doctoral hours will be charged tuition at a rate equivalent to out-of-state tuition. Please note that the tuition increases will apply to Texas residents as well as students from other states and countries who currently are charged tuition at the resident rate. This includes those doctoral students who hold GAT, GANT, and GAR appointments of 20 or more hours and recipients of competitive fellowships who receive more than $1,000 per semester. Doctoral students who, after seven years of study, have not accumulated 100 hours are eligible to pay in-state tuition if otherwise eligible.

For count purposes, a year is counted as three semesters, normally fall, spring and summer. Using this system, a student is allowed 21 semesters as a G8 student to complete the doctoral degree before being penalized with the higher tuition rate. Any semester in which a G8 student is enrolled for a doctoral level course is counted.

The following majors are exempt from the 99-Hour Cap on Doctoral Degrees:

- Biomedical Sciences
- Biochemistry
- Microbiology
- Genetics
- Toxicology
- Nutrition Sciences
- Community Clinical Psychology
- School Psychology
- Veterinary Pathology
- Clinical Psychology
- Counseling Psychology
- Medical Sciences
- Health Services Research
- Health Promotion and Community Health Sciences
- Epidemiology and Environmental Health
- Oral Biology

The hour limit for these majors is 130 doctoral hours
ADMISSION

General Information

A formal application is required from a person seeking admission or readmission to graduate studies. Applicants should refer to the program website for information regarding how to submit an application. Some programs use a national application service and some use the state’s ApplyTexas application. Applicants may be considered for only one degree-seeking program at a time for a particular semester.

An application fee of $65 for U.S. citizens and permanent residents or $90 for international applicants is required to process an application for admission. The application fee is nonrefundable. Most national application services also charge a processing fee. The $65 fee required of U.S. citizens or permanent residents may be waived, but only in exceptional cases, for low-income applicants. In such cases, an applicant should include with the application for admission a letter from his/her financial aid officer or other knowledgeable officer verifying the need for a waiver. Waiver of the $90 international application fee is not available.

With the approval of the degree granting unit providing admission, admission to graduate studies normally remains valid for one year from the term of acceptance. Admission deferral requests must be made before the start of the term of the original application. An extension to the one-year time limit may be granted, if requested by the applicant in writing and approved by the degree granting unit.

Departments may have admission requirements in addition to those of the University. In such cases, higher departmental requirements supersede those of the University. While an application for admission may be considered with unofficial test scores and uploaded transcripts (by departmental discretion), official test scores and transcripts must be provided prior to enrollment. The official test scores and transcripts will be compared to any unofficial documents provided for admission. If discrepancies are identified, the admission may be rescinded. Admission may also be rescinded if we discover or receive notification of fraudulent admission credential(s).

Some national application services require a credential evaluation to accompany foreign transcripts. Texas A&M University reserves the right to determine degree equivalencies and our evaluation may differ from the credential evaluation.

The normal requirement for admission to graduate studies is a scholastic record which, over at least the last two years of full-time academic study in a degree program, gives evidence of the applicant's ability to do successful graduate level work. An applicant whose academic record is not satisfactory, or who is changing fields of study, may be required to take additional work in preparation for graduate study. Such work will normally be arranged in conference with the graduate advisor or the head of the student's major department. Before accepting a student for graduate study, a department may require that the student pass a comprehensive examination covering the basic undergraduate work in that field.

To allow time for processing, application documents should be filed at least six weeks prior to the opening of the semester. Admission to graduate studies cannot be completed until all the credentials requested in the application form have been received and evaluated.

In addition to the records sent to the Office of Admissions, an applicant should have in his/her possession a copy of his/her record for use in conferences with the graduate advisor or graduate faculty in his/her department. An applicant, otherwise qualified for admission to graduate studies, may not be approved in instances where the facilities and staff available in the particular field are not adequate to take care of the needs of the student.

International Admission Status

An applicant from another country seeking admission to graduate studies must meet the same requirements for admission as applicants from the United States. In addition, he or she must demonstrate the ability to read, write, speak and understand the English language. A prospective student whose native language is not English may take either the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the PTE Academic exam. All exams are offered at locations around the world. Applications for these exams together with additional information about these examinations may be found on their websites; TOEFL information may be obtained at http://www.ets.org/toefl, IELTS information from http://www.ielts.org/ and PTE Academic from http://pearsonpte.com/. Applicants from non-English speaking countries must present a TOEFL score of at least 550 paper-based, 80 Internet-based, an IELTS score of at least 6.0 overall band or a PTE Academic score of 53 to be admitted to graduate studies and receive the documents necessary to apply for a visa. An applicant may be exempt from the English Language Proficiency requirements by completing all credits of a baccalaureate degree or higher in the United States or scoring a 400 or 146 (on new scale) or higher on the Verbal section of the GRE. Some departments reserve the right to require a TOEFL/IELTS/ PTE Academic score even though it may be waived by one of the above criteria.

Additionally, applicants who are citizens of the following countries will be exempt from the English Language Proficiency requirement for admission and considered English Language Proficiency (ELP) Verified:

- American Samoa
- Anguilla
- Antigua and Barbuda
- Australia
- Bahamas
- Barbados
- Belize
- Bermuda
- British Virgin Islands
- Canada (except Quebec)
- Cayman Islands
- Dominica
- Federated States of Micronesia
- Gambia
- Ghana
- Gibraltar
- Grenada
- Guyana
- Ireland
- Jamaica
- Liberia
- New Zealand
- Nigeria
Post-baccalaureate Non-degree Status (G6)

Application for post-baccalaureate non-degree classification requires a completed application form (http://www.applytexas.org), a statement about the applicant’s need for the proposed coursework at Texas A&M University and his or her ability to successfully complete that coursework, the required application processing fee and a complete, official transcript showing completion of a baccalaureate degree. An applicant for post-baccalaureate non-degree classification must indicate a department of affiliation when he/she applies. Admission to post-baccalaureate non-degree classification requires departmental approval along with approval of the Office of Admissions. Admission to post-baccalaureate non-degree status (G6) normally remains valid for one year from the date of acceptance.

Enrollment of a post-baccalaureate non-degree student may be limited by college or departmental policies.

Post-baccalaureate non-degree classification is intended for a student with a baccalaureate degree from an institution of higher education wishing to take graduate level coursework without pursuing a degree.

If at a later date, a post-baccalaureate non-degree student decides to pursue a graduate degree, the student must understand that limitations may be placed on coursework taken while in G6 status. Specifically, a college or a department may decide whether or not to accept any G6 work toward the student’s graduate degree. A maximum of 12 credit hours taken in post-baccalaureate non-degree status may be used in a student’s degree plan with the approval of the student’s graduate advisory committee, the department head and the Office of Graduate and Professional Studies. Admission to post-baccalaureate non-degree status does not establish eligibility for admission to degree-seeking status.

A post-baccalaureate non-degree classification application is handled on a first come, first served basis. An application submitted within one month of registration may not be processed in time to begin that semester or term.

Enrollment of a G6 student in courses may be limited by college and departmental policies. Each post-baccalaureate non-degree student must be reviewed by his or her department of affiliation for continuation at the end of each semester.

A post-baccalaureate non-degree student must maintain at least a 3.000 GPR on all coursework attempted to remain eligible to register. University departments and colleges may have additional and higher requirements.

For a scholastically deficient post-baccalaureate non-degree student, the student’s home department shall determine eligibility for continued enrollment, and the department is responsible for placing a registration block on the student.

A post-baccalaureate non-degree status typically is not available to an international student.

Prospective Student Centers

Texas A&M University has several conveniently located Prospective Student Centers throughout the state, staffed with regional advisors ready to serve you. Please contact the center nearest you to learn more about admissions, financial aid, academic programs and student services. Visit the website admissions.tamu.edu/psc for more details.

Aggieland Prospective Student Center
Texas A&M University
109 John J. Koldus Building
1265 TAMU
College Station, TX 77843-1265
(979) 458-0950

Corpus Christi Regional Prospective Student Center
5350 South Staples, Suite 405
Corpus Christi, TX 78411
(361) 289-7905

Dallas/Fort Worth Regional Prospective Student Center
3900 Arlington Highlands Blvd., Suite 273
Arlington, TX 76018
(817) 375-0960

Houston Regional Prospective Student Center
1225 North Loop West, Suite 200
Houston, TX 77008
(713) 454-1990

Laredo Regional Prospective Student Center
6401 Arena Road, Suite 5A
Laredo, TX 78041
(956) 795-0412

Rio Grande Valley Regional Prospective Student Center
5277 North 23rd St.
McAllen, TX 78504
(956) 683-8647

San Antonio Regional Prospective Student Centers
40 NE Loop 410, Suite 605
San Antonio, TX 78216
(210) 212-7016

NOTE: Applicants from these countries will be considered ELP Verified, but must still follow the ELP Certification process to serve as Teaching Assistants.

Official TOEFL scores are reported directly by the Educational Testing Service to Texas A&M University using institution code 6003. The departmental code is not necessary.

IELTS scores should be sent electronically from the test center to:
Admissions Processing
Texas A&M University
P.O. Box 40002
College Station, TX 77842-4002

PTE Academic scores must be assigned to Texas A&M University electronically via the PTE score reporting website. To send your scores, log in to the Pearson portal and follow the steps online.

Enrollment of a G6 student in courses may be limited by college and departmental policies. Each post-baccalaureate non-degree student must be reviewed by his or her department of affiliation for continuation at the end of each semester.

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(210) 212-7016
Readmission to Graduate and Professional Studies

A readmit is a student who has previously enrolled in Graduate and Professional Studies at Texas A&M University.

1. A returning graduate student (G6, G7, G8) who has attended Texas A&M University within the past 12 months will not have to submit an application for readmission.

2. A returning graduate student (G6, G7, G8) who has not attended Texas A&M for a period of over one year must provide an application for readmission and will be sent to the respective department for approval to admit.

3. The department, college, or Office of Graduate and Professional Studies is responsible for placing academic or administrative blocks. The Office of Admissions will check for blocks before a student is readmitted.

Regular Admission Status

Admission to graduate programs at Texas A&M University is determined by individual degree programs. The overall admission criteria for the University are based on the entire record of the applicant and availability of departmental resources. The items considered include, but are not limited to the following:

- holding an accredited baccalaureate degree (of at least three years) from a college, institution or university of recognized standing, or its equivalent, qualifies an applicant for consideration for admission,

- an official score on a standardized test is required unless otherwise specified by the graduate program to which an applicant is applying. A program can request exceptions to the Office of Graduate and Professional Studies. The scores can only be evaluated in a manner which complies with Chapter 51, Subchapter W of the Texas Education Code, Admissions and Scholarship policies for Graduate and Professional Programs,

- transcripts, official transcript (with degree confirmation),

- letters of recommendation,

- professional and/or academic experience and performance,

- promise of ability to pursue advanced study and research satisfactorily,

- adequate preparation to enter graduate school in the specific discipline or field of study,

- Statement of Purpose essay.

In addition to the above University admission requirements, some colleges, departments, and programs require indicators of success, such as a portfolio or personal interview. Each applicant should check the specific program admission requirements and deadlines for completing an application file.

During 2018–2019, the GRE and GMAT will be given at various centers throughout the United States and in other countries, including Texas A&M University. The GRE is also offered by computer at Texas A&M University which allows more rapid score reporting. To determine the most convenient locations to take either the GRE or GMAT, prospective applicants should contact the Educational Testing Service, Princeton, NJ, or the Graduate Admission Council. All applicants to Mays Business School (MBA, EMBA, MS, MRE, PhD) should refer to the website http://mays.tamu.edu and use the Mays online application system. Applicants to programs in the Health Science Center should refer to the website http://www.tamhsc.edu/prospective/contacts.html and use the designated application systems.

Applicants who do not possess a degree considered to be equivalent to a U.S. bachelor’s degree or higher will be denied admission.

Se habla español
ACADEMIC EXPECTATIONS

Expectations for Graduate and Professional Study

The major goals of graduate education at Texas A&M are to instill in each student an understanding of and a capacity for scholarship, independent judgment, academic rigor and intellectual honesty. Faculty and graduate students have a shared obligation to work together to foster these goals through relationships that advance freedom of inquiry, demonstrate individual and professional integrity, and encourage common respect.

Graduate student progress is guided and evaluated by an advisor and a graduate committee. These individuals give direction and support for the appropriate developmental and learning goals of a graduate student. The advisor and the graduate committee also have the obligation of evaluating a graduate student’s academic performance. The graduate student, the advisor and the graduate committee constitute the basic core of graduate education. The quality, scope and extent of interaction in this group determines the significance of the graduate experience.

High quality graduate education requires professional and ethical conduct of the participants. Faculty and graduate students have mutual responsibilities in ensuring academic standards and quality graduate programs. Excellence in graduate education is achieved when faculty and students are inspired, have the academic and professional backgrounds essential to function at the highest level, and are genuine in their mutual desire to see one another succeed. Any action that negatively affects this interaction—from either faculty member or student—destroys the whole relationship. Mutual respect is critical to the successful process.

The requirements set forth in this catalog are defined as minimum University requirements. Departments, Colleges, and Interdisciplinary Degree Programs may opt to establish higher standards and/or additional requirements.

Student Responsibility

Each student has a responsibility to:

1. Know specific degree requirements as established by the University or the student’s department, college, or interdisciplinary degree program.
2. Enroll in the appropriate coursework to complete the degree plan.
3. Maintain the appropriate standards to continue in graduate studies.
4. Know steps and deadlines related to graduation.
5. Be acquainted with the Texas A&M University Student Rules (refer to the website http://student-rules.tamu.edu).

Information about general degree requirements is available in this catalog. Specific degree requirements and procedural guidelines are available from the departmental graduate advisor(s).

Scholastic Requirements

Unless otherwise stated, students in graduate degree programs and post-baccalaureate non-degree students (G6 classification) must maintain a 3.000 cumulative GPR (computed as specified in Student Rules Section 10.4.3). Degree-seeking students also must maintain a GPR of at least 3.000 on all courses listed on the degree plan. Departments and colleges may establish higher GPR requirements for their students in graduate degree programs and for post-baccalaureate non-degree students (G6 classification).

A graduate student will not receive graduate degree credit for undergraduate courses taken on a satisfactory/unsatisfactory (S/U) basis. A graduate student may not receive grades other than satisfactory (S) or unsatisfactory (U) in graduate courses bearing the numbers 681, 684, 690, 691, 692, 693, 695 and 791 (except for ALEC 695, BUAD 693, AGEC 695, GEOG 695 and IBUS 692). These officially designated S/U courses may be listed on the degree plan, along with other courses approved and noted as S/U in the graduate catalog. Graduate courses not on the degree plan may be taken on an S/U basis. Only grades of A, B, C and S are acceptable for graduate credit. For graduate students, grades of D, F or Unsatisfactory (U) for courses on the degree plan must be absolved by repeating the courses at Texas A&M and achieving grades of C or above or Satisfactory (S).

A course in which the final grade is C may be repeated for a higher grade. If the second grade is higher, the original grade will be excluded from the GPA calculation for the degree plan and cumulative GPA, but remain on the student’s permanent record. The most recent grade will be used in computing the cumulative and degree plan GPAs.

A student repeating a course in which a grade of B or better has been earned will not receive grade points for the repeated course, unless the catalog states the course may be repeated for credit.

The cumulative GPR (please refer to Student Rule 10.4.3) for a graduate student is computed by using all graded graduate (600- and 700-level) and advanced undergraduate (300- and 400-level) coursework completed at Texas A&M and eligible to be applied toward a graduate degree. Those involving grades of W-drop (W), Satisfactory (S), Unsatisfactory (U) and Q-drop (Q) shall be excluded.

Any eligible coursework not applied toward a prior graduate degree, and not exceeding time limits, will be included in the student’s GPR for the subsequent degree program.

If either of a student’s cumulative GPR or the GPR for courses listed on the degree plan falls below the minimum of 3.000, he or she will be considered to be scholastically deficient. If the minimum GPR is not attained in a reasonable length of time, the student may be dismissed from graduate studies. The procedures for dismissal are explained in the Texas A&M University Student rules (refer to the website http://student-rules.tamu.edu).

For a scholastically deficient post-baccalaureate non-degree student (G6 classification), the student’s home department shall determine eligibility, and the department is responsible for notifying the Office of Graduate and Professional Studies if a registration block is to be placed on the student.

Departments or colleges may adopt specific guidelines pertaining to scholastic deficiency or dismissal.

New Graduate Student Orientation

http://ogaps.tamu.edu/

Coordinated by the Office of Graduate and Professional Studies, the New Graduate Student Orientation provides an overview of graduate education and services at Texas A&M University – including information on financial aid, procedures and processes, campus safety, writing services and additional campus services. New graduate and professional students will get the opportunity to meet campus leaders, administrators, and
fellow graduate students. Experienced graduate students will be present to answer questions and provide insight about thriving in graduate school, balancing school, work and personal life, and making the most of living in the local communities. Designed to get new graduate and professional students off to a good start in their experiences, students will also have the opportunity to mingle and explore resource booths and meet representatives of campus services and organizations who serve the graduate and professional community.

For additional information about New Graduate Student Orientation, please contact the Office of Graduate and Professional Studies at ogaps@tamu.edu.
REGISTRATION AND ACADEMIC STATUS

General Information
Registration requirements for a graduate student holding an assistantship and/or fellowship are discussed in the section on Financial Assistance (http://catalog.tamu.edu/graduate/tuition-fees-financial-information/financial-assistance).

Full-Time Status
A graduate student (domestic or international) is considered full-time if he or she is registered for a minimum of:

- 9 semester credit hours during a fall or spring semester
- 6 semester credit hours during a summer semester

A Q grade or W grade does not count toward the certification of enrollment status.

Colleges and departments may impose additional semester credit hour requirements for a student holding an assistantship or fellowship which exceeds the minimum stated above.

Special considerations relate to “full time status” for an international student. Please refer to the information on this subject in the “Course Load Requirements for International (Non-Immigrant) Students with F1 or J1 Status” section.

A student who has financial assistance should consult Scholarships & Financial Aid (http://catalog.tamu.edu/graduate/tuition-fees-financial-information), call (979) 845-3236 or visit http://financialaid.tamu.edu for enrollment requirements.

Maximum Schedule
Fall/Spring: A graduate student may register for a maximum of 15 hours. The college dean’s office can approve/register a student for up to 18 hours. A request to register for more than 18 hours should be submitted to the Office of Graduate and Professional Studies on the Petition for Waivers or Exceptions to University Requirements and must include the course/section number and the semester of registration. If approved, maximum allowable hours will be updated accordingly by the Office of Graduate and Professional Studies, and the academic department will register the student for the additional hours.

5-week summer session: A graduate student may register for a maximum of 6 hours. The college dean’s office can approve/register a student for up to 9 hours. A request to register for more than 9 hours should be submitted to the Office of Graduate and Professional Studies on the Petition for Waivers or Exceptions to University Requirements and must include the course/section number and the semester of registration. If approved, maximum allowable hours will be updated accordingly by the Office of Graduate and Professional Studies, and the academic department will register the student for the additional hours.

10-week summer session: A graduate student may register for a maximum of 10 hours. The college dean’s office can approve/register a student for up to 15 hours. A request to register for more than 15 hours should be submitted to the Office of Graduate and Professional Studies on the Petition for Waivers or Exceptions to University Requirements and must include the course/section number and the semester of registration. If approved, maximum allowable hours will be updated accordingly by the Office of Graduate and Professional Studies, and the academic department will register the student for the additional hours.

Continuous Registration Requirements
A student in a graduate degree program requiring a thesis, dissertation, internship or record of study, who has completed all coursework on his/her degree plans other than 691 (Research), 684 (Internship) or 692 (Professional Study) is required to be in continuous registration until all requirements for the degree have been completed. If a student is registered only for zero credit 681, 684 or 685 course, this registration does not satisfy the continuous registration requirement for students in graduate degree program requiring thesis, dissertation, internship or record of study. Other courses, including 691 research hours, are not eligible for zero credit. The continuous registration requirement may be satisfied by registering either In Absentia or In Residence.

To qualify for In Absentia registration, a student must not have access to or use facilities or properties belonging to or under the jurisdiction of The Texas A&M University System at any time during the semester or summer term for which he or she is enrolled. A student who qualifies for In Absentia registration is required to register each subsequent fall and spring semester for a minimum of one and maximum of four credit hours of 691, 684, 685 or 692. Departments and colleges may have additional or higher requirements.

A student who is subject to In Residence registration (i.e., on campus) is required to register each subsequent fall and spring semester and each 10-week summer semester for at least one credit hour. University departments and colleges may have additional or higher requirements. Unless a student plans to take examinations, or use University resources including any interaction with their graduate committee, registration during the summer will not be required to fulfill the continuous registration requirement. However, colleges, departments or intercollegiate faculty may have additional or higher requirements.

An international student may have additional registration requirements depending on his/her visa status. He/she should consult with the International Student Services advisor to obtain current information on these requirements.

A student who does not comply with the continuous registration requirement will be blocked from registration. He/she will be allowed to register again after receiving a favorable recommendation from a departmental review committee (not the student’s advisory committee), the endorsement of the department head, or Chair of the Intercollegiate Faculty and the approval of the Office of Graduate and Professional Studies. If a break in enrollment occurs for one academic year or longer, the student must apply for readmission to the graduate degree program through Graduate Admissions.

In Absentia
A student may register In Absentia if enrolled in a course which is offered on an individual basis and conducted away from the College Station campus and System campuses or facilities such as Agricultural Research and Extension Centers, Research Stations or other properties under the jurisdiction of The Texas A&M University System. Such courses may include, but are not limited to internships, directed studies, practicums, etc. To qualify for In Absentia registration, the student must not have access to or use of facilities of The Texas A&M University System at any time during the semester or summer term for which he or she is enrolled. The definition of “facilities” includes human resources and services
such as those provided by graduate advisory committee members responding to drafts of theses, dissertations or records of study material, etc. A student holding a fellowship or assistantship may not register in Absentia. An international student may require work authorization or other authorizations when registered in Absentia and should complete an "In Absentia Letter" to start this process. Sample letters are available online or at the International Student Services Office. A student going outside the U.S. and registering in Absentia should complete online emergency notification information so university assistance is available during crisis situations. More details about this are available on the Study Abroad Programs website http://studyabroad.tamu.edu.

**Leave of Absence**

Under unusual circumstances, a student may petition for a leave of absence. A petition for leave of absence is initiated by the student through the Document Processing Submission System (https://ogsdps.tamu.edu) (DPSS). The entire advisory committee, if formed, and head of the department or Chair of the Intercollegiate Faculty, if appropriate, must approve the petition and route it to the Office of Graduate and Professional Studies. If the Associate Provost for Graduate and Professional Studies approves the petition, the registration requirement will be set aside during the period of leave. Leave will be granted only under conditions that require the suspension of all activities associated with pursuing the degree. For certain types of approved leave, such as medical, the time period for the completion of the degree will stop with the leave and begin when the student returns to the program. Other types of leave may not stop the time limit for the degree. A student should refer to the sections on Time Limits for master's and doctoral programs. A leave of absence is granted for one year. In a case of extenuating circumstances, the leave of absence can be extended by the student's committee and the Associate Provost for Graduate and Professional Studies. A student who returns to the University after an approved leave of absence will not be required to submit an application for readmission to the Office of Graduate Admission. An international student should visit with an International Student Services advisor to find out how a Leave of Absence may impact his/her stay in or his/her re-entry into the U.S.

**Limitations for Texas A&M Faculty and Staff on Graduate Committee Faculty**

The following limitations were set by the Graduate Council of Texas A&M University concerning advanced degrees for members of the faculty and staff of the university.

1. A member of the faculty above the rank of assistant professor normally will not be granted the doctoral degree at this institution. He/she may, however, enroll for graduate work.
2. A member of the graduate committee faculty may not serve on the graduate committee faculty of an academic program in which the member is pursuing a graduate degree or certificate.
3. Any exceptions, individual or program, to the above regulations must have the written approval of the appropriate department head, college dean, the Associate Provost for Graduate and Professional Studies, and the Provost and Executive Vice President before the person applies for admission to graduate studies.

**Undergraduates Registering for Graduate Courses**

A senior undergraduate student with a grade point average of at least 3.000 is eligible to enroll in a graduate course and reserve it for graduate credit by filing a "Petition for Undergraduate Student to Enroll in Graduate Courses or Reserve Undergraduate Courses for Graduate Credit" obtained from the Registrar’s website at http://registrar.tamu.edu/Registrar/media/REGI_Forms/UGpetition.pdf. The petition must be approved by the course instructor, the student’s major department head, the dean of the college offering the course and the dean of the student's undergraduate college.

An academically superior undergraduate student with a grade point average of at least 3.250 is eligible to apply graduate credit hours toward his/her undergraduate degree program by filing a "Petition for Undergraduate Student to Enroll in Graduate Courses or Reserve Undergraduate Courses for Graduate Credit" obtained from the Registrar’s website at http://registrar.tamu.edu/Registrar/media/REGI_Forms/UGpetition.pdf. The petition must be approved by the course instructor, the student’s major department head, the dean of the college offering the course and the dean of the student's undergraduate college. Graduate credit hours used to meet the requirements for a baccalaureate degree may not be used to meet the requirements for a graduate degree.

A senior undergraduate student with a grade point average of at least 3.000 is eligible to reserve an undergraduate course for graduate credit by filing a "Petition for Undergraduate Student to Enroll in Graduate Courses or Reserve Undergraduate Courses for Graduate Credit" obtained from the Registrar’s website at http://registrar.tamu.edu/Registrar/media/REGI_Forms/UGpetition.pdf. The petition must be approved by the student’s major department head and the dean of the student’s undergraduate college. Graduate credit hours used to meet the requirements for a baccalaureate degree may not be used to meet the requirements for a graduate degree.

**VA Benefits**

In order to receive full Veterans Administration (VA) benefits, students must be enrolled in the minimum amount of courses counting toward their program of study to be considered full-time by the Department of Veterans Affairs. This number may differ between degrees and during the summer term. For hour requirements for your degree, please contact veterans@tamu.edu.

**Course Load Requirements for International Students with F1 or J1 Status**

A student with F1 or J1 visa status is required to be enrolled full-time in fall and spring semesters. Summer semester is traditionally a vacation period unless it is the student’s first or last semester and the student is then required to enroll full-time. In order for the student to be enrolled less than full-time, the student must receive written authorization from International Student Services. If the student does not receive the written authorization prior to being enrolled less than full-time, then the student may be out of legal status with the Department of Homeland Security or the Department of State. Loss of legal immigration status is very serious and will result in a student being ineligible to be employed and may result in a student having to leave the United States. The student is responsible to uphold U.S. federal government and University regulations.
The U.S. government allows a student to register less than full time in certain circumstances. These reasons may be found in the "Reduced Course Load" form available on the International Student Services website. Also, in certain situations, the Registrar may be able to authorize that a student has full-time enrollment status, even though the student is enrolled for fewer than the normally required number of hours.

For immigration purposes, co-enrollment at another institution may count toward full-time enrollment. The student may need ISS approval in order to co-enroll.

Federal regulations only allow F1 students to count three hours of distance learning courses toward their full-time enrollment status.

## Classification

Each student has a classification which indicates the type of degree program in which the student is enrolled, and reflects the student’s progress within that program at the professional level. The classifications follow:

<table>
<thead>
<tr>
<th>Code</th>
<th>Classification Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>G6</td>
<td>Postbaccalaureate Non-degree</td>
</tr>
<tr>
<td></td>
<td>Postbaccalaureate non-degree classification is intended for a student with a baccalaureate degree from an institution of higher education. If at a later date, a postbaccalaureate non-degree student decides to pursue a graduate degree, the student must understand that limitations may be placed on coursework taken while in G6 status. Specifically, the student must understand that a college or a department may decide whether or not to accept any G6 work toward the student’s graduate degree; however, with the approval of the student’s graduate advisory committee, the department head, or Chair of the Interdisciplinary Program and the Office of Graduate and Professional Studies, a maximum of 12 credit hours taken in postbaccalaureate non-degree status may be used on a student’s degree plan. Admission to postbaccalaureate non-degree status does not establish eligibility for admission to degree-seeking status. A postbaccalaureate non-degree student is not eligible to register for 691 Research hours. An application for a postbaccalaureate non-degree classification is handled on a first come, first served basis. An application submitted within one month of registration may not be processed in time to begin that semester or term.</td>
</tr>
<tr>
<td>G7</td>
<td>Graduate, Master’s</td>
</tr>
<tr>
<td></td>
<td>G7 classification denotes admission to a masters level program of study or admission to a doctoral program of a student who has not yet completed a master’s degree or 30 hours of eligible coursework taken at Texas A&amp;M.</td>
</tr>
<tr>
<td>G8</td>
<td>Graduate, Doctoral</td>
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<tr>
<td></td>
<td>G8 classification denotes admission to a doctoral level program of study.</td>
</tr>
<tr>
<td>G9</td>
<td>Graduate, Master’s/Doctoral Admitted</td>
</tr>
<tr>
<td></td>
<td>G9 classification denotes admission to graduate study but signifies documents must be completed before a student is allowed to file a degree plan. When the required documents have been received, the student’s classification will be changed. Approval of the Associate Provost for Graduate and Professional Studies is required to change a student from G9 classification to the appropriate classification (i.e., G7 or G8).</td>
</tr>
<tr>
<td>D1</td>
<td>Dentistry, First Year</td>
</tr>
<tr>
<td>D2</td>
<td>Dentistry, Second Year</td>
</tr>
<tr>
<td>D3</td>
<td>Dentistry, Third Year</td>
</tr>
<tr>
<td>D4</td>
<td>Dentistry, Fourth Year</td>
</tr>
</tbody>
</table>

Enrollment of a G6 student in courses may be limited by college and departmental policies. Each postbaccalaureate non-degree student must be reviewed by his or her department of affiliation for continuation at the end of each semester.

A postbaccalaureate non-degree student must maintain at least a 3.000 GPR on all coursework attempted to remain eligible to register. University departments and colleges may have additional and higher requirements.

For the scholastically deficient postbaccalaureate non-degree student (G6 classification), the student’s home department shall determine eligibility, and it is the department’s responsibility to place a registration block on these students. Postbaccalaureate non-degree status normally is not available to an international student.
<table>
<thead>
<tr>
<th>Code</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>D6</td>
<td>Dentistry, Postprofessional Certificate</td>
</tr>
<tr>
<td>L0</td>
<td>Law, Non-degree</td>
</tr>
<tr>
<td>L1</td>
<td>Law, First Year</td>
</tr>
<tr>
<td>L2</td>
<td>Law, Second Year</td>
</tr>
<tr>
<td>L3</td>
<td>Law, Third Year</td>
</tr>
<tr>
<td>M1</td>
<td>Medical, First Year</td>
</tr>
<tr>
<td>M2</td>
<td>Medical, Second Year</td>
</tr>
<tr>
<td>M3</td>
<td>Medical, Third Year</td>
</tr>
<tr>
<td>M4</td>
<td>Medical, Fourth Year</td>
</tr>
<tr>
<td>P1</td>
<td>Pharmacy, First Year</td>
</tr>
<tr>
<td>P2</td>
<td>Pharmacy, Second Year</td>
</tr>
<tr>
<td>P3</td>
<td>Pharmacy, Third Year</td>
</tr>
<tr>
<td>P4</td>
<td>Pharmacy, Fourth Year</td>
</tr>
<tr>
<td>V1</td>
<td>Veterinary, First Year</td>
</tr>
<tr>
<td>V2</td>
<td>Veterinary, Second Year</td>
</tr>
<tr>
<td>V3</td>
<td>Veterinary, Third Year</td>
</tr>
<tr>
<td>V4</td>
<td>Veterinary, Fourth Year</td>
</tr>
</tbody>
</table>

**Semester Credit Hour**

A lecture course which meets one hour per week for 15 weeks is worth 1 semester credit hour. Thus, a course worth 3 semester credit hours, meets three hours per week. Credit hours for laboratory courses are determined to be some fraction of the number of hours spent in class.

For further information, visit Texas A&M University Rule — Definition of a Credit Hour — 11.03.99.M1 (http://rules.tamu.edu/PDFs/11.03.99.M1.pdf), which complies with The Texas Higher Education Coordinating Board definition of minimum course lengths as part of the Texas Administrative Code, “Minimum Length of Courses and Limitation on the Amount of Credit that a Student May Earn in a Given Time Period”. For more information, please see the Texas Administrative Code online (http://texasreg.sos.state.tx.us/public/readtac Sext.TacPage?sl=T&app=9&dir=N&p_rloc=162966&p_tloc=&p_ploc=1&p_pg=2&p_tac=&ti=19&pt=1&ch=4&r=5).
OBIO - ORAL BIOLOGY

OBIO 601 Cellular and Molecular Biology
Credits 2 to 3. 2 to 3 Lecture Hours.
Intermediary metabolism of protein, protein synthesis, nucleic acid metabolism and biochemical endocrinology; offered fall semester.
Prerequisite: none.

OBIO 602 General Histology
Credits 3. 3 Lab Hours.
General histology and microscopic anatomy of the four basic tissues. Laboratory study of electron micrographs and prepared slides is employed; offered fall semester.

OBIO 603 Gross Anatomy
Credits 4. 4 Lab Hours.
Conceptual and functional basis for understanding macroscopic structure of the human body utilizing laboratory dissection of human cadavers; regional anatomy of the back, thorax, upper limb and head is emphasized; offered fall semester.

OBIO 604 Neuroscience
Credits 2. 1 Lecture Hour. 1 Lab Hour.
Lectures and laboratory sessions on gross and microscopic anatomy of the human central and peripheral nervous system; neurophysiology of the central nervous system, peripheral nerves, special sense, autonomies and clinical mediation; offered spring semester.

OBIO 605 Mammalian Physiology
Credits 4 to 5. 4 to 5 Lab Hours.
Basic physiology principles of cells, muscle, nerve, blood, heart, circulation, respiration, digestion, excretion and central nervous system in maintaining homeostasis; classical laboratory experiments are used to demonstrate these principles; offered spring semester.

OBIO 606 Oral Histology
Credits 3. 3 Lecture Hours.
Origin and development of the dental tissues and their related structures; current publications and research reports are used to provide the opportunity to investigate some phase of active interest to them and their anticipated future interest in practice; offered spring semester.

OBIO 607 Microbiology
Credits 3. 3 Lecture Hours.
Introduction to basic microbiology with emphasis on oral and medical microbes, taxonomy and microbial physiology; taught in conjunction with dental curriculum; additional readings and discussions for graduate students; offered fall and spring semesters.

OBIO 608 Introduction to Evidence-Based Dentistry and Clinical Research
Credits 3. 3 Lecture Hours.
A year-long course for graduate students consisting of lecture sessions, small group discussions, and seminars; progress grade will be given at the end of the first semester followed by a final grade of record at the end of the year; provide dental scientists and dentists-in-training with the knowledge and tools to take advantage of constantly increasing knowledge in clinical, material, and basic biomedical sciences; taught in conjunction with dental curriculum; additional readings and discussions for graduate students; not available for distance learning.

OBIO 610 Responsible Conduct in Biomedical Research
Credit 1. 1 Lecture Hour.
A survey of topics required for research; utilizes outside reading assignments, online modules, class presentation and discussion of cases associated with topic; offered spring semester of odd years.

OBIO 611 Research Design and Methodology
Credits 2. 2 Lecture Hours.
An introduction to the research process; sufficient background in research design and methodology is provided to enable students to critically evaluate literature and assist in the formulation of research projects; includes discussion of rules and regulations for human and animal research; offered fall semester.

OBIO 612 Seminar: Current Issues in Science
Credit 1. 1 Other Hour.
Guest lectures, workshop lectures and discussions include topics of current interest to program faculty and students and of general interest in the biomedical sciences; offered fall and spring semesters.

OBIO 621 Applied Biostatistics
Credits 2. 2 Lecture Hours.
Overview of applied biostatistics with an emphasis on oral health research; training includes computer-based instruction in data analysis using SPSS; offered spring semester.

OBIO 622 Advanced Biostatistics
Credits 2. 2 Lecture Hours.
Advanced biostatistical methods, including multivariate and longitudinal analysis, computer simulations, and applications in craniofacial biology.
Prerequisites: OBIO 621 or equivalent.

OBIO 623 Advanced Biostatistics
Credits 3. 3 Lecture Hours.
Intermediary metabolism of protein, protein synthesis, nucleic acid metabolism and biochemical endocrinology; offered fall semester.

OBIO 631 Advanced Craniofacial Development and Craniofacial Anomalies
Credits 1 to 10. 1 to 10 Lecture Hours.
Detailed investigation of the basic processes and mechanisms of postnatal growth and adaptation of the craniofacial region; emphasis on the areas of controversy surrounding current understanding of the factors influencing postnatal craniofacial growth and form; adaptive capabilities of growth and form; adaptive capabilities of craniofacial tissues; effect of altered function on craniofacial growth and form; influence of treatment on craniofacial growth and form; theories of craniofacial growth; offered fall semester.

OBIO 632 Physical Growth and Maturation
Credits 0.5 to 2. 0.5 to 2 Lecture Hours.
Pattern and mechanisms of postnatal growth and maturation; offered spring semester.

OBIO 633 Microscopy
Credits 2. 2 Lecture Hours.
Principles and methods of scanning electron microscopy; technical instruction includes tissue preparation and equipment maintenance; usage of scanning electron, light, fluorescent and confocal microscopes and computer imaging techniques; offered spring semester.

OBIO 634 Nanobiomaterials and Regenerative Medicine
Credit 1. 1 Lecture Hour.
State-of-the-art knowledge of nanobiomaterials and regenerative medicine; topics include nanobiomaterials design, syntheses and preparation, nanobiotechnology for scaffold fabrication, surface functionality of nanobiomaterials, nanobiomaterials for drug and gene delivery, stem cell and nanobiomaterials, and the applications of nanobiomaterials for various tissue regeneration (bone, cartilage, tooth, et. al.).
OBIO 640 Cellular and Molecular Biology of Oral Craniofacial Tissues I
Credits 1 to 10. 1 to 10 Lecture Hours.
A general survey intended to provide background information concerning the methods and theory of modern cellular/molecular biology; lays the groundwork for more advanced study, aids those interested in incorporating cellular/molecular approaches into their research work, and enables one to read, understand and evaluate current scientific literature; offered spring semester.
Prerequisite: OBIO 601 or equivalent.

OBIO 641 Cellular and Molecular Biology of Oral Craniofacial Tissues II
Credits 1 to 10. 1 to 10 Lecture Hours.
Processes of epithelial-mesenchymal interaction as related to odontogenesis, amelogenesis, dentinogenesis, collagen formation, intracellular and extracellular calcium homeostasis, plaque and calculus, and wound healing; offered spring semester.

OBIO 642 Techniques in Cell and Molecular Biology
Credit 1. 1 Lecture Hour.
Principal methods of cellular/molecular investigation of proteins and nucleic acids including immunocy to chemistry, western blotting, northern/southern blotting, radioimmunoassay, in situ hybridization, polymerase chain reaction, intracellular recording, and fluorescence confocal microscopy; offered summer semester.
Prerequisite: OBIO 640 or equivalent.

OBIO 643 Advanced Biology of Mineralized Tissues
Credits 2. 2 Lecture Hours.
Overview of the advanced biology of mineralized tissues and their roles in oral health and disease; basic molecular biology of teeth and the skeleton including bone, cartilage, and other aspects of systemic biology; offered fall semester.

OBIO 644 Evolutionary and Functional Morphology
Credit 1. 1 Lecture Hour.
Comparative anatomy and evolution of craniofacial structure with emphasis on current techniques of electrophysiology, kinesiology, and musculoskeletal biomechanics of orofacial function; offered fall semester.

OBIO 645 Seminar: Current Issues in Bone and Mineralized Tissue Biology
Credit 1. 1 Other Hour.
Topics of current importance in bone and mineralized tissue biology; offered fall and spring semesters.

OBIO 651 Sensory Neurobiology and Pain
Credit 1. 1 Lecture Hour.
An overview of the various sensory systems is explored with the primary emphasis on the processing of pain and temperature information from the craniofacial complex; offered summer semester of odd years.

OBIO 652 Advanced Neuroscience
Credit 1. 1 Lecture Hour.
Advanced concepts of neuroscience are presented with an in-depth coverage of membrane and system function.
Prerequisite: OBIO 604 or equivalent.

OBIO 660 Teaching Skills for Health Professions Educators
Credit 1. 1 Other Hour.
Provides an overview of teaching principles and methods; geared toward the special needs of the health profession educator; materials are presented; active involvement in exercises concerned with all aspects of the teaching/learning process; seminar and workshop format.

OBIO 661 Teaching Practicum in Applied Biostatistics
Credits 1 to 4. 1 to 4 Other Hours.
Advanced practicum designed to engage all aspects of teaching applied biostatistics; learn how to present biostatistics that health professions graduate students can master; includes applying statistical concepts and methods to one’s own research and to that published in the professional literature; learn about the creation and evaluation of fair assessments of student performance including tests, projects, grading, etc; not available for distance learning.
Prerequisite: OBIO 621.

OBIO 662 Teaching Practicum in Gross Anatomy
Credits 3. 3 Lab Hours.
Assist with laboratory dissection of human cadavers; lead class study groups and prepare pro-sections for the D1 class; regional anatomy of the back, thorax, upper limb and head is emphasized; taught in conjunction with dental curriculum; additional readings and exercises are designed to instruct graduate students in how to teach the subject.

OBIO 670 Clinical Pharmacology
Credit 1.5. 1.5 Other Hour.
Selection and evaluation of dentally-related drugs and review of current literature; seminar format; limited to clinical specialty students; offered fall semester.

OBIO 671 Applied Medical Physiology
Credits 2. 1 Lecture Hour. 1 Lab Hour.
Basic physiology of the cardiovascular, respiratory and renal systems; each area is expanded to include physiology problems seen clinically as they relate to the dental intern; offered summer semester.
Prerequisite: OBIO 605 or equivalent.

OBIO 672 Head and Neck Anatomy
Credits 1 to 1.5. 1 to 1.5 Lab Hours.
Special emphasis on surgical anatomy and distribution of nerves and vasculature of particular interest in the field of dentistry; offered summer semester.

OBIO 673 Oral Microbiology
Credits 2 to 3. 2 to 3 Lecture Hours.
The environment of the mouth is described and its relation to the endogenous and exogenous oral microbiota; relationship between disease and bacterial species; discussion of species differences; molecular mechanisms of bacterial pathogenesis; host response to oral microbes; offered spring semester.
Prerequisites: OBIO 607 or equivalent.

OBIO 674 Immunology
Credits 1 to 2. 1 to 2 Lecture Hours.
Update on the principles of immunology with an emphasis on oral aspects and related diseases; offered fall semester.

OBIO 675 Current Topics in Biomedical Sciences I
Credits 0 to 10. 0 to 10 Other Hours.
Reading and discussion of current literature pertinent to topic of seminar; presentation of papers on selected topics is required; may be used for multiple courses in any one semester; offered fall, spring and summer semesters.

OBIO 676 Current Topics in Biomedical Sciences II
Credits 0 to 10. 0 to 10 Other Hours.
Reading and discussion of current literature pertinent to topic of seminar; presentation of papers on selected topics is required; may be used for multiple courses in any one semester; offered fall, spring and summer semesters.
OBIO 677 Directed Readings I  
Credits 0 to 10. 0 to 10 Other Hours.  
Individualized courses for single students involve in-depth study of specific topics in the biomedical sciences.

OBIO 678 Directed Readings II  
Credits 0 to 10. 0 to 10 Other Hours.  
Individualized courses for single students involve in-depth study of specific topics in the biomedical sciences.

OBIO 679 Directed Readings III  
Credits 0 to 10. 0 to 10 Other Hours.  
Individualized courses for single students involve in-depth study of specific topics in the biomedical sciences.

OBIO 680 Current Topics in Biomedical Sciences I  
Credits 0 to 10. 0 to 10 Other Hours.  
Reading and discussion of current literature pertinent to topic of seminar. Presentation of papers on selected topics is required for all students. May be used for multiple courses in any one semester. Offered fall, spring and summer semesters.

OBIO 681 Current Topics in Biomedical Sciences II  
Credits 0 to 10. 0 to 10 Other Hours.  
Reading and discussion of current literature pertinent to topic of seminar. Presentation of papers on selected topics is required for all students. May be used for multiple courses in any one semester. Offered fall, spring and summer semesters.

OBIO 684 Directed Readings I  
Credits 0 to 10. 0 to 10 Other Hours.  
Individualized courses for single students involve in-depth study of specific topics in the biomedical sciences.

OBIO 685 Directed Readings II  
Credits 0 to 10. 0 to 10 Other Hours.  
Individualized courses for single students involve in-depth study of specific topics in the biomedical sciences.

OBIO 686 Directed Readings III  
Credits 0 to 10. 0 to 10 Other Hours.  
Individualized courses for single students involve in-depth study of specific topics in the biomedical sciences.

OBIO 687 Research and Special Problems I  
Credits 0 to 10. 0 to 10 Other Hours.  
Concentrated investigation in any area of biomedical sciences; may be used for individualized laboratory rotations or research.

OBIO 688 Research and Special Problems II  
Credits 0 to 10. 0 to 10 Other Hours.  
Concentrated investigation in any area of biomedical sciences; may be used for individualized laboratory rotations or research.

OBIO 689 Special Topics In...  
Credits 0 to 4. 0 to 4 Other Hours.  
Selected topics in an identified area of oral biology. May be repeated for credit.

OBIO 691 Research  
Credits 0 to 10. 0 to 10 Other Hours.  
Original research on a problem related to oral biology as partial fulfillment of the degree requirements; search literature, establish a research problem, prepare a research proposal, have it approved by thesis committee, conduct necessary experimental and control procedures to test the established hypothesis, analyze the data and write thesis.
# Student Publications

Names in **red** are students who graduated between September 1, 2012 and August 31, 2017.
Names in **purple** are students who graduated between September 1, 2017 and August 2018.
Names in **green** are current students.

*Type* = Publication Type: A = Abstract; JA = Journal Article; M = Manuscript; P = Poster

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Type*</th>
<th>Title of Publication</th>
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<tbody>
<tr>
<td>Varanasi V <strong>Azimaie</strong> T Cebe T Ma C Liu XAswath P</td>
<td>A</td>
<td>3D robotic assisted implantation of gelatin-nano-silicate scaffolds for critical sized bone defect osteogenesis and vascularization. (Abstract Reference#116) Society for Biomaterials 2017 Annual Meeting &amp; Exposition April 4-8 2017 Minneapolis MN.</td>
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<tr>
<td>Dechow PC Wang Q <strong>Smith</strong> LP</td>
<td>A</td>
<td>A biomedical synthesis of the zygoma: bone elastic properties morphology and function and reconstructive medicine. FASEB J April 2015 29:212.1.</td>
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<tr>
<td>Dechow PC Wang Q <strong>Smith</strong> LP</td>
<td>A</td>
<td>A biomedical synthesis of the zygoma: bone elastic properties morphology and function and reconstructive medicine. FASEB J April 2015 29:212.1.</td>
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<tr>
<td><strong>Stinson</strong> C Bellinger LL Kramer PR</td>
<td>A</td>
<td>A model for herpes zoster opthalmicus.</td>
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<tr>
<td><strong>Stinson</strong> C Rao M Razvi Z Kinchington P Yee M Deng M Bellinger LL Kramer PR</td>
<td>A</td>
<td>A Model for Herpes Zoster. AADR 2016 Los Angeles CA.</td>
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<tr>
<td><strong>Stinson</strong> C Roa M Razvi Z Kinchington P Ye M Bellinger LL Kramer PR</td>
<td>A</td>
<td>A model for post-herpetic zoster. AADR On-line Abstract I.D. #2406202 March 16-18 2016 Los Angeles CA.</td>
</tr>
<tr>
<td>Varanasi VG <strong>Azimaie</strong> T Ilyas A</td>
<td>A</td>
<td>Additive In-Situ 3D Printing of Gelatin-nanosilicate scaffolds for Rapid Bone Defect Healing to the organizers Invited Talk Symposium Surface Properties of Biomaterials Material Science and Technology Salt Lake City Utah (2016).</td>
</tr>
<tr>
<td>Strand JN <strong>Rao</strong> M Peng Y Bellinger LL Kramer PR</td>
<td>A</td>
<td>Behavioral and local field potential changes in the thalamus and anterior cingulate cortex of behaving rats experiencing post herpetic neuralgia.</td>
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</table>
| Svoboda K **Ibrahim** I **Serrano** M Ruest LB | A | Biglycan and decorin may be the ‘glue’ that aids palate fusion. (poster and invited talk) American Society for
<table>
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<tr>
<th>Author(s)</th>
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<tr>
<td>Nguyen C Ren Y Muir A Wang J Qin C Greenspan D</td>
<td>A</td>
<td>Bmp1/Tll1 Double Mutant Mice Develop a Severe Periodontitis Like Phenotype J Dent Res 94 (Spec Iss A): Abstract #1297.</td>
</tr>
<tr>
<td>Ruest LB Fritz KR Jansen EP</td>
<td>A</td>
<td>Cdc42 Activation by Endothelin Regulates Neural Crest Cell Migration in the Cardiac Outflow Tract. EB ABSTRACT accepted for poster presentation.</td>
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<tr>
<td>Ren Y Jing Xin Zhou Jingya Wang Junjun Jing Feng J</td>
<td>A</td>
<td>Chondrogenesis is an essential physiological phase of endochondrogenesis but not separated from osteogenesis J Bone Miner Res 30 (Suppl 1); 1150</td>
</tr>
<tr>
<td>Zou X Zhao Z Shu H Tao F</td>
<td>A</td>
<td>Chronic alcohol consumption enhances plantar incision-induced activation of microglia in the spinal cord. J Pain; 17:S43.</td>
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<td>Stice E Omopariola T Mitchell GK Taylor RW</td>
<td>A</td>
<td>Collagen XII in Fibromodulin-null Mice AADR</td>
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<tr>
<td>Noureldin AA Abufarwa M Campbell PM Buschang P</td>
<td>A</td>
<td>Comparative study of two chemical models used for the induction of white spot lesions. J Dent Res 94 (Special Issue A) #3920.</td>
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<td>Hui Y Ren Y Jing Y Bonewald L Wang J Qin W Feng J</td>
<td>A</td>
<td>Direct roles of osteocyte in bone mineralization and weightless-caused bone loss: beyond mechanosensors J Bone Miner Res 30(Suppl 1); MO0235.</td>
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<tr>
<td>Jing Y Ren Y Yuan B Borrelli J Xiao Y Liu Y Liu C Bai D Feng J</td>
<td>A</td>
<td>Direct Transformation of Chondrocytes to Bone and Vessel Cells in Patients with Osteoarthritis (OA). J Bone Miner Res 29 (Suppl 1); S2.</td>
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<td>Author(s)</td>
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<td><strong>Serrano</strong> M Nawshad A <strong>Ibrahim</strong> I Dyke J Svoboda K Benson M</td>
<td>A</td>
<td>Ephrin reverse signaling induces mouse palatal fusion and epithelial to mesenchymal transition in cultured medial edge epithelia. The FASEB Journal; 27:963.2.</td>
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<tr>
<td><strong>Serrano</strong> M Hills P Pourmand I Varghese A Svoboda K Benson M</td>
<td>A</td>
<td>Ephrin reverse signaling induces mouse palatal fusion without TGFβ3 signaling (921.4). The FASEB Journal 28(1 Supplement).</td>
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<td><strong>Serrano</strong> M Svoboda K Liu J Nawshad A Benson MD</td>
<td>A</td>
<td>Ephrin reverse signaling mediates palatal fusion and epithelial to mesenchymal transition independently of TGFb3. J Bone Miner Res 29 (Suppl 1).</td>
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<tr>
<td>Countryman K <strong>Serrano</strong> M Svoboda K</td>
<td>A</td>
<td>Ephrin reverse signaling rescued palatal growth at early stages J. Dent Research.</td>
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<td>Svoboda K <em>Ibrahim</em> I Serrano MJ Ruest LB</td>
<td>A</td>
<td>First Contact of Secondary Palatal Shelves Involves Biglycan and Decorin. The 8th International EMT Meeting (TEMTIA) December (Houston).</td>
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<tr>
<td>Wojciechowski S <em>Arora</em> A Liu X</td>
<td>A</td>
<td>Fluorescent biodegradable polymers as injectable cell carriers. J Dent Res 92: (Spec Iss A) #S530.</td>
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<tr>
<td>Dad N Eng G <em>Serrano</em> M Svoboda K Wilson T Valderrama P</td>
<td>A</td>
<td>Inflammatory cell quantitation in archival peri-implant biopsies using immunohistochemistry was inconsistent. Presented at the American Academy of Implant Dentistry in Orlando FL.</td>
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<td>Clendennen L Bellinger LL Johnson C Peng Y Strand J Kramer PR</td>
<td>A</td>
<td>Inhibition of thalamic neuronal activity in a rat increased the local field potential and the nociceptive response AADR 2015 Boston MA.</td>
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<td>Mathur S Mitchell GK Kesterke M Taylor RW</td>
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<td>MicroCT Analysis Of Collagen Type XXIV’s Role In Craniofacial Development AADR</td>
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<td>Umorin M Stinson C Bellinger LL Kramer PR</td>
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<td>Nociception related gene expression in the lateral thalamic region during the estrous cycle Neuroscience 2015 Chicago IL.</td>
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<td>Ren Y Lin S Han X Yuan B Jing Y Liu Y Drezner M Dechow P Liu M Feng J</td>
<td>A</td>
<td>Osteocytes are key to the formation and maintenance of mineralized bone. J Bone Miner Res; 28 (Suppl 1) SA0288.</td>
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<td>Wang Q Kondru V Kesterke M Feng Q</td>
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<td>Osteons and Osteocytes in Belanger’s Tree Shrews (Tupaia belangeri) - A Comparative Study. 2017. The FASEB Journal 31 (1 Supplement) p578.</td>
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<tr>
<td>Ren Y Yuan B Liu Y Drezner M Feng J</td>
<td>A</td>
<td>Pathologically Altered Osteocytes (Ocys) are Responsible for Osteoporosis J Bone Miner Res 29 (Suppl 1); S314.</td>
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<tr>
<td>Ren Y Han X Liu M Cao Z Liu Y Qin C Ke H Feng J</td>
<td>A</td>
<td>Periodontal ligament cells directly contribute to alveolar bone formation in vivo. J Dent Res; 92 (Spec Iss A) #172704.</td>
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<td>Garzon I Arora A D’Souza R Liu X</td>
<td>A</td>
<td>Poly(L-lactic acid) nano-structured microspheres for dental tissue engineering (Abstract #0103), 3rd Tissue Engineering and Regenerative Medicine International Society (TERMIS) World Congress, September 5-8, 2012, Vienna, Austria.</td>
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<td>Sachar A Strom A Serrano M Miguel S Liu X Svoboda K</td>
<td>A</td>
<td>Primary osteoblasts colonize and mineralize 3D nanofibrous gelatin scaffolds in 14 days (Abstract #917.2), 2012 Experimental Biology.</td>
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<td><strong>Stinson C Rao M Yee MB</strong> Kinchington PR Bellinger LL Kramer PR</td>
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<td>Reduced estradiol results in a greater orofacial sensitivity resulting from varicella zoster infection in both male and female rats. 95th General Session &amp; Exhibition of the IADR San Francisco CA 2017.</td>
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<tr>
<td>Tang Y Liu S Tatum D <strong>Shu H Bai Q Tao F</strong></td>
<td>A</td>
<td>Role of AMPA receptor phosphorylation in nitroglycerin-induced migraine headache. J Pain; 18: S11.</td>
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<tr>
<td>Liu S Guo Y <strong>Shu H Yang X Tao F</strong></td>
<td>A</td>
<td>Role of AMPA receptor regulation in alcohol withdrawal-induced prolongation of incisional pain. J Pain; 17:S45.</td>
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<tr>
<td><strong>Rao M Stinson C Yee MB Kinchington PR Bellinger LL Kramer PR</strong></td>
<td>A</td>
<td>Testosterone and the nociceptive response resulting from varicella zoster infection of the whisker pad.95th General Session &amp; Exhibition of the IADR San Francisco CA 2017.</td>
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<tr>
<td>Azimaie T Kramer P Varanasi VG</td>
<td>A</td>
<td>The effect of nanosilicate on osteogenic properties of gelatin based hydrogel for in-situ 3D printing application. AADR 2016 Los Angeles CA.</td>
</tr>
<tr>
<td>Jani P Gibson M Liu Y Wang X Feng J Lu Y Qin C</td>
<td>A</td>
<td>Transgenic expression of DSPP improved osteogenesis of DMP1 knockout mice. J Dent Res 92 (Spec Iss A); #1328.</td>
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<tr>
<td>Umorin M Stinson C Deng M Rao M Yee M M Bellinger</td>
<td>A</td>
<td>Vesicular Gamma-aminobutyric Acid transporter (VGAT) expression in the ventral posterior thalamus can modulate hypersensitivity following varicella zoster virus (VZV)</td>
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<tr>
<td>LL Kinchington PR Kramer PR</td>
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<td>infection of rat whisker pad Society for Neuroscience Meeting San Diego CA.</td>
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<td>Benson M <strong>Serrano</strong> M</td>
<td>M</td>
<td>Ephrin regulation of palate development. Front Physiol; 3:1.</td>
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<tr>
<td><strong>Gibson</strong> M <strong>Jani</strong> P Liu Y Wang X Lu Y Feng J Qin C</td>
<td>M</td>
<td>Failure to process dentin sialophosphoprotein (DSPP) into fragments leads to periodontal defects in mice. Eur J Oral Sci; 121:545-550.</td>
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<tr>
<td>Zhang H, Jani P, Liang T, Lu Y, Qin C</td>
<td>M</td>
<td>Inactivation of bone morphogenetic protein 1 (Bmp1) and tolloid-like 1 (Tll1) in cells expressing type I collagen leads to dental and periodontal defects in mice. J Mol Histol; 48(2):83-98.</td>
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<td>Swidi AJ Taylor RW Tadlock LP Buschang PH</td>
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<td>Recent advances in orthodontic dental retention methods: a review article</td>
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<tr>
<td>Ren Y Han X Ho SP Harris SE Cao Z Economides AN Qin C Ke H Liu M Feng JQ</td>
<td>M</td>
<td>Removal of SOST or blocking its product sclerostin rescues defects in the periodontitis mouse model. FASEB J; 29:2702-2711.</td>
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<tr>
<td>Ren Y Han X Jing Y Yuan B Ke H Liu M</td>
<td>M</td>
<td>Sclerostin antibody (Scl-Ab) improves osteomalacia phenotype in dentin matrix protein 1(Dmp1) knockout mice with little impact on serum levels of phosphorus and FGF23. Matrix Biol. May-Jul;52-54:151-61 2016; PMID: 26721590 PMCID: PMC4875883.</td>
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<td><strong>Stinson</strong> C Deng M Yee MB Bellinger LL Kinchington PR Kramer PR</td>
<td>M</td>
<td>Sex differences underlying orofacial varicella zoster associated pain in rats BMC Neurology. 17(1):95.</td>
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<tr>
<td>Velten M <strong>Lin</strong> S Liu Y Yuan B Feng JQ Aswath PB</td>
<td>M</td>
<td>The in vivo role of DMP-1 and serum phosphate on bone mineral composition Bone 81 602–613.</td>
</tr>
<tr>
<td>Liang T Meng T Wang S Qin C Lu Y</td>
<td>M</td>
<td>The LPV motif is essential for the efficient export of secretory DMP1 from the endoplasmic reticulum. J Cell Physiol; 231:1468-1475.</td>
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<td>Carrillo R</td>
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<td>Ibrahim I Serrano MJ Ruest LB Svoboda K</td>
<td>M</td>
<td>The Role of Decorin and Biglycan in First Contact furing Palate Fusion.</td>
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NAME: Larry Lee Bellinger

DEPARTMENT: Biomedical Sciences

EDUCATIONAL BACKGROUND

<table>
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<tr>
<th>Name of School, City and State</th>
<th>Year of Graduation</th>
<th>Certificate or Degree</th>
<th>Area of Study</th>
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<tr>
<td>University of California at Davis</td>
<td>1969</td>
<td>B.S.</td>
<td>Zoology</td>
</tr>
<tr>
<td>University of California at Davis</td>
<td>1974</td>
<td>Ph.D.</td>
<td>Physiology</td>
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APPOINTMENTS (begins with current)

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<tr>
<th>Name of Institution, City and State</th>
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<th>Subjects/Content Areas Taught/ Administrative Responsibilities</th>
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<tr>
<td>Texas A&amp;M University, College of Dentistry, Dallas Texas</td>
<td>Regents Professor</td>
<td>Physiology</td>
<td>2016</td>
<td>Present</td>
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<tr>
<td>Texas A&amp;M Health Sciences Center, College of Dentistry, Dallas Texas</td>
<td>Regents Professor</td>
<td>Associate Dean, Research and Graduate Studies</td>
<td>2004</td>
<td>Present</td>
</tr>
<tr>
<td>Texas A&amp;M Health Sciences Center, College of Dentistry, Dallas Texas</td>
<td>Regents Professor</td>
<td>Physiology</td>
<td>2003</td>
<td>2015</td>
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<tr>
<td>Texas A&amp;M Health Sciences Center, College of Dentistry, Dallas Texas</td>
<td>Professor</td>
<td>Physiology</td>
<td>1999</td>
<td>2003</td>
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<tr>
<td>Baylor College of Dentistry, Dallas Texas</td>
<td>Professor</td>
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CURRENT TEACHING RESPONSIBILITIES

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</table>
RESEARCH INTERESTS

Dr. Bellinger is a world-renowned expert on the role of the dorsomedial hypothalamic nucleus in regulating ingestive behavior and body weight. Most recently he has used his knowledge of feeding behavior to develop an NIH-funded R01 animal model to study temporomandibular joint, myofacial and tooth nociception. These studies have led to a greater understanding of how gonadal hormones affect nociception. These studies have led to a greater understanding of how gonadal hormones affect nociception both peripherally and centrally.

Dr. Bellinger has been Principal Investigator or Co-Investigator on 20 extramural NIH, NSF or company grants and many in-house grants. These projects have produced 157 peer-reviewed research publications and 219 abstracts. Dr. Bellinger’s publications have appeared in American Journal of Physiology; Archives in Oral Biology; Arthritis Rheumatism; Brain Research Review; BMC Neuorology; European Journal of Pain; Hormone and Metabolic Research; International Journal of Oral and Maxillofacial Surgery; Journal of Cellular Physiology; Journal of Dental Research; Journal of Neuroscience; Journal of Nutrition; Journal of Oral Maxillofacial Surgery; Life Science; Neuroendocrinology; Neuroscience; Osteoarthritis and Cartilage; Peptides; Pharmacology, Biochemistry and Behavior; Physiology and Behavior; Journal of Cellular Physiology; Journal of Neuroscience; Proceedings of the Society for Experimental Biology and Medicine and many other journals. Dr. Bellinger’s work has been well accepted and cited over 4,300 times with an h-index of 33 and h-110 of 104. He has been asked by 35 different journals, including Nature and Science, to review manuscripts and has reviewed NIH and NSF grants. He has been interviewed by Science magazine several times.

Dr. Bellinger has been asked to present his work numerous times, including several invited symposium talks in Japan, at the North American Association for the Study of Obesity, several Experimental Biology meetings, and the Society for the Study of Ingestive Behavior, as well as at various universities in the United States. One of Dr. Bellinger’s former students, Carolyn Kerins, DDS, PhD, was awarded the first-ever NIH Individual Predoctoral Dental Scientist Fellowship in September 1998. This award of over $200,000 in direct/indirect costs funded Dr. Kerins’ DDS and PhD program. She completed her DDS degree in 2002 and was awarded the PhD in May 2004. She is currently a tenured Associate Professor in the Department of Pediatric Dentistry, Texas A&M College of Dentistry.

PUBLISHED WORKS (most recent five years, 2014-2018)

Manuscripts


Abstracts


6. Clendennen, L., J. Strand, P. Yuan, L.L. Bellinger and P.R. Kramer. Inhibition of thalamic neuronal activity in a rat increased the local field potential and attenuated the nociceptive response. AADR On-line Abstract I.D. #2083047, March 11-14, 2015, Boston, MA


Total of career peer-reviewed manuscripts is 160 and for abstracts is 222 for a grand total of 382.

ORCID Number: 0000-0002-4769-6805

Complete List of Published Work in MyBibliography:


Google Scholar:

http://scholar.google.com/citations?user=z7aVu9AAAAAJ&hl=en

The above articles have been cited 4,377 times and 631 since 2014.

h-index = 34; since 2014 = 14; i10-index all = 107; since 2014 = 23

GRANTS (most recent five years, 2014-2018)

1. NIH 1R01 DE026749 $1,250,000 (direct costs) 2018-2023, Title: Estradiol and Zoster Associated Orofacial Pain. Dr. P.R. Kramer, PI, Dr. L.L. Bellinger, Co-investigator (5% effort).

2. N.I.H. 1R01 DE022129 $1,000,000 (direct costs), 2012-2017, Title: Estrogen and TMJ Pain. Dr. P.R. Kramer, PI, Dr. L.L. Bellinger, Co-PI (17% effort).
NAME: Steven D. Bender

DEPARTMENT: Oral & Maxillofacial Surgery

EDUCATIONAL BACKGROUND

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<tr>
<th>Name of School, City and State</th>
<th>Year of Graduation</th>
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<td>Stephen F Austin State University, Nacogdoches, Texas</td>
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APPOINTMENTS (begins with current)

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<td>Texas A&amp;M Health Science Center, Baylor College of Dentistry, Dallas, Texas</td>
<td>Assistant Clinical Professor</td>
<td>Dental Anatomy and Occlusion</td>
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CURRENT TEACHING RESPONSIBILITIES

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<td>Advanced TMD and Occlusal Concepts and Treatment</td>
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</table>
RESEARCH INTERESTS

Dr. Bender earned his Doctorate of Dental Surgery degree from Baylor College of Dentistry in Dallas, Texas in 1986 and practiced general and comprehensive restorative dentistry for 14 years. He then studied orofacial pain and temporomandibular disorders at the Parker E Mahan Facial Pain Center at the University of Florida College of Dentistry. From 2000 to 2015, Dr. Bender maintained a private practice devoted to pain management of the head and face, as well as sleep disorders. Beginning in 2016, he transitioned to a full-time faculty member at Texas A&M College of Dentistry in Dallas, Texas, in the department of Oral and Maxillofacial Surgery and assumed the role of Director of Facial Pain and Sleep Medicine. He is a Diplomate of the American Board of Orofacial Pain and has earned Fellowship in the American Academy of Orofacial Pain, the American Headache Society, the International Academy of Oral Oncology, and the American College of Dentists. He is a past president of the American Academy of Orofacial Pain, as well as the Fourth District Dental Society of Texas and the Dallas Academy of General Dentistry. In addition, he serves as a consultant for the United States Army.

PUBLISHED WORKS (most recent five years, 2014-2018)

Manuscripts


ORCID Number: 0000-0002-5454-464X

Google Scholar:

https://scholar.google.com/citations?user=P-nOtivAAAAJ&hl=en

The above articles have been cited 239 times and 208 since 2014.
h-index = 7; since 2014 =5; i10-index all = 4; since 2014 = 4
NAME: M. Douglas Benson

DEPARTMENT: Biomedical Sciences

EDUCATIONAL BACKGROUND

<table>
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<tr>
<td>Cornell University College of Arts and Sciences, Ithaca, NY</td>
<td>1991</td>
<td>B.A.</td>
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<tr>
<td>University of Michigan, Horace Rackham Graduate School, Ann Arbor</td>
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<td>University of Michigan, Horace Rackham Graduate School, Ann Arbor</td>
<td>2000</td>
<td>Ph.D.</td>
<td>Biological Chemistry</td>
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<tr>
<td>UT Southwestern Medical Center, Dallas, TX</td>
<td>2007</td>
<td>Postdoc</td>
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APPOINTMENTS (begins with current)

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<td>Assistant Professor</td>
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CURRENT TEACHING RESPONSIBILITIES

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RESEARCH INTERESTS

My current research focuses on the roles of ephrins in craniofacial development and healing. I began collaborations with colleagues in the Department of Biomedical Sciences on the functions of ephrin signaling in both skeletal formation and fusion of the secondary palate. The study of ephrins in control bone growth was, and still is, in its infancy when I arrived. We applied the genetic tools at our disposal to uncover the roles of specific members of the ephrin family during prenatal and postnatal development (Dev Dyn 241(12):1901-1910, 2012). Our ongoing interest is in the mechanistic basis of these functions and on their manipulation to promote bone healing.

At the same time, we discovered that ephrin signaling is necessary and sufficient to cause palatal fusion, even without the presence of Transforming Growth Factor-β3, a factor previously thought indispensable for fusion (Dev Dyn 240(2):357-64, 2011). Because cleft palate caused by failure of fusion is such a devastatingly common birth defect, we have concentrated a major part of the lab’s efforts on deciphering the mechanisms behind ephrin signaling in the palate, and we secured a grant from the National Institutes of Health to fund our work (R01DE022804).

PUBLISHED WORKS (most recent five years, 2014-2018)

Manuscripts


Abstracts

9. Logan SM, Benson MD Palatal Epithelial Cells Migrate Independently of Ephrin Signaling during Fusion. 8th TEMTIA meeting, Houston, TX. (2017)
ORCID Number: 0000-0001-6118-2352

Complete List of Published Work in MyBibliography:

https://www.ncbi.nlm.nih.gov/sites/myncbi/1J_1hufPTfWY8n/bibliography/57789720/public/?sort=date&direction=ascending

Google Scholar:

https://scholar.google.com/citations?user=k2hTHsgAAAAJ&hl=en

The above articles have been cited 2289 times and 562 since 2014. h-index = 11; since 2014 = 11; i10-index all = 14; since 2014 = 12

GRANTS (last five years, 2014-2018)

1. R01DE022804 (NIDCR) 2014-2019
   Mechanism of ephrin signaling in mammalian palatal fusion
   The goal of this project is to understand the mechanism behind the essential role of ephrins in secondary palate fusion. Role: PI
NAME: Peter H. Buschang

DEPARTMENT: Orthodontics

EDUCATIONAL BACKGROUND

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<td>Orthodontics</td>
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RESEARCH INTERESTS

My research areas of interest pertain to craniofacial growth, the evaluation of treatment effects and motor-oral function. Following my doctoral work in somatic growth, I developed expertise in longitudinal craniofacial growth assessment during my postdoctoral fellowships at the Universities of Connecticut and Montreal. Expertise in growth provided the background for my strong interests in clinical studies evaluating the short- and long-term morphological consequences of orthodontic and surgical treatments. More recently, my clinical research interests have focused on optimizing and understanding the effects distraction osteogenesis, especially dentoalveolar distraction. Over the past 10 years, great research efforts have been made to enhance the application of miniscrew implants for orthodontic and orthopedic treatments. To understand how form and function are related, I have also developed research interests in various aspects of motor-oral function, including masticatory performance, jaw excursions, jaw kinematics, jaw muscle forces, and jaw muscle physiology. Various clinical studies have been conducted to evaluate function of different populations, assess the effects of therapy on function, and relate morphological changes with changes in motor-oral function.

PUBLISHED WORKS (most recent five years, 2014-2018)

Manuscripts


Abstracts

3. Lawler TN, Campbell PM, Buschang PH. The Effects of Incisor Angulation on Post-Orthodontic Gingival Recession. J Dent Res 93 (Special Issue A) #1309, 2014
12. Lee E, Cramer C, Buschang PH. How do Propel osteoperforations affect bone that teeth are moved into? J Dent Res 95 (Special Issue A) #1591, 2016.

ORCID Number: 0000-0003-4397-6815
EDUCATIONAL BACKGROUND

<table>
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<td>2017</td>
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<td>Texas A&amp;M University College of Dentistry, Dallas, TX</td>
<td>Assistant Professor</td>
<td>Diagnostic Sciences / Oral Pathology</td>
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RESEARCH INTERESTS

My main research interests have been in early diagnosis of the oral premalignant and malignant diseases and in management of oral mucosal diseases. Currently, I am focused on the research related to: 1) developing new imaging tools for early detection of oral cancer; and 2) effective chemointervention for oral premalignant lesions.

PUBLISHED WORKS (most recent five years, 2014-2018)

Journal Articles (* Graduate students I mentored)


**Abstracts**


Complete List of Published Work in MyBibliography:


Google Scholar:

https://scholar.google.com/citations?user=5CkuCZAAAAAJ&hl=en

The above articles have been cited 889 times and 670 since 2014. h-index = 18; since 2014 = 14; i10-index all = 22; since 2014 = 15
GRANTS (last five years, 2014-2018)

1. “Novel computer aided diagnosis system for early detection of oral cancer based on quantitative autofluorescence imaging”
   ($897,394, June 1, 2018 – May 30, 2021)
   Co-investigator; funded by Cancer Prevention and Research Institute of Texas
   RP180588
   Principal Investigator: Javier Jo, Texas A&M University

2. “A unique liquid-spray dual-layer system for oral ulceration treatment”
   ($32,500, April 1, 2018 – March 31, 2020)
   T3-Triads for Transformation, Texas A&M University
   Principal Investigator; Collaboration with Xiaohua Liu, Biomedical Sciences, Texas A&M University College of Dentistry, and Robert Tsai, Texas A&M University Institute of Biosciences and Technology

3. “Endogenous Fluorescence Lifetime Endoscopy for Early Detection of Oral Cancer and Dysplasia”
   ($2,523,823, Feb 2, 2018 – Jan 31, 2023)
   Co-investigator; funded by National Cancer Institute
   1R01CA218739-01A1
   Principal Investigator: Javier Jo, Texas A&M University, College of Engineer

4. “Chemoablation of High-Risk Oral Premalignant Lesions for Sustained Cancer Prevention”
   ($915,000, Aug 16, 2017 – Aug 15, 2020)
   Co-investigator; funded by Cancer Prevention and Research Institute of Texas
   RP170179
   Principal Investigator: Robert Tsai, Texas A&M University Institute of Biosciences and Technology

5. “Metabolomic Salivary Biomarkers for Oral Cancer Detection”.
   ($199,999, July 1, 2015 - November 30, 2017)
   Principal Investigator, funded by Cancer Prevention and Research Institute of Texas
   RP150703

6. “Multiresolution FLIM and Reflectance Confocal Microscopy to Detect Dysplasia”
   ($1,561,662, December 10, 2009 – November 30, 2015)
   Co-investigator, funded by National Institute of Dental and Craniofacial Research
   R01CA138653 - 01A2
   Principal Investigator: Kristen Maitland, Texas &M University

   ($149,791, August 1, 2014- July 31, 2015)
   Consultant, funded by NIDCR Small Business Technology Transfer Program
   1 R41 DE024343-01
   Principal Investigator: Xiaohua Liu, Post Oak Pharmaceutical

8. “Validation Testing of Three Oral Cancer Salivary Biomarker Candidates in Patients with Common Chronic Oral inflammatory Diseases”
   ($37,719, August 1, 2014-July 31, 2015)
   Principal Investigator, funded by Texas A&M University-Baylor College of Dentistry, Office of Research and Graduate Studies, and Department of Diagnostic Sciences, Faculty Seed Research Award

   ($50,000, August 1, 2013- July 31, 2014)
   Principal Investigator, funded by Texas A&M Health Science Center, Office of the Vice President for Research, Faculty Bridge Grant
NAME: Paul Dechow

DEPARTMENT: Biomedical Sciences

EDUCATIONAL BACKGROUND

<table>
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<tr>
<th>Name of School, City and State</th>
<th>Year of Graduation</th>
<th>Certificate or Degree</th>
<th>Area of Study</th>
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<tr>
<td>University of Pennsylvania</td>
<td>1975</td>
<td>BA</td>
<td>Anthropology</td>
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<td>University of Chicago</td>
<td>1980</td>
<td>PhD</td>
<td>Anatomy</td>
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<td>University of Michigan</td>
<td>1984</td>
<td>Postdoc</td>
<td>Craniofacial Biology</td>
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APPOINTMENTS (begins with current)

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<tr>
<td>Texas A&amp;M University College of Dentistry, Dallas, TX</td>
<td>Associate Dean, Regents Professor</td>
<td>Academic Affairs / Evidence Based Dentistry</td>
<td>2016</td>
<td>present</td>
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<td>Texas A&amp;M University College of Dentistry, Dallas, TX</td>
<td>Department Head, Regents Professor</td>
<td>Biomedical Sciences / Evidence Based Dentistry, Gross Anatomy</td>
<td>2014</td>
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<tr>
<td>Texas A&amp;M Health Science Center, Baylor College of Dentistry, Dallas, TX</td>
<td>Department Head, Professor</td>
<td>Biomedical Sciences / Evidence Based Dentistry, Gross Anatomy</td>
<td>2012</td>
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<tr>
<td>Texas A&amp;M Health Science Center, Baylor College of Dentistry, Dallas, TX</td>
<td>Associate Head, Professor</td>
<td>Biomedical Sciences / Evidence Based Dentistry, Gross Anatomy, Bone and Mineralized Tissue, Research Ethics, Craniofacial Growth and Development</td>
<td>2009</td>
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<tr>
<td>Texas A&amp;M Health Science Center, Baylor College of Dentistry, Dallas, TX</td>
<td>Program Director, Professor</td>
<td>OBIO Graduate Program / Evidence Based Dentistry, Gross Anatomy, Bone and Mineralized Tissue, Research Ethics, Craniofacial Growth and Development</td>
<td>2004</td>
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<td>Program Director, Associate Professor</td>
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<td>1993</td>
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<tr>
<td>Baylor College of Dentistry, Dallas, TX</td>
<td>Assistant Professor</td>
<td>Evidence Based Dentistry, Gross Anatomy, Bone and Mineralized Tissue, Research Ethics, Craniofacial Growth and Development</td>
<td>1985</td>
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<td>University of Michigan, Ann Arbor</td>
<td>Assistant Research Scientist</td>
<td>Gross Anatomy</td>
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CURRENT TEACHING RESPONSIBILITIES

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RESEARCH INTERESTS

Dr. Dechow’s research has been broadly concerned with the growth, adaptation, and evolution of the craniofacial skeleton and related soft tissues. Throughout his career, he has addressed this area through a variety of biomechanical, material, and morphologic approaches. Early work focused on comparative and morphometric studies of craniofacial form and physiological studies of the muscles of mastication. Specifically, this work concerned the morphology, function, and biomechanics of the masticatory muscles, and the adaptation of the muscles to clinically relevant alterations, such as surgical overloading, detachment, and chronic lengthening. Of particular interest were the relationships between force and speed of masticatory muscles, muscle form, craniofacial growth, and biomechanics.

Later and continuing research includes studies of the structural properties, biomechanics, and modeling of the craniofacial skeleton. This work concerns the understanding of the mechanical and elastic properties of bone in the craniofacial region, and the relationship of variations in the properties to the biomechanics of orofacial form and function. The broad question is how do cellular mechanisms of bone growth and remodeling relate to gross skeletal form, function, and evolution.

Recent research, funded by NIH, focused on the functional results of surgical and traumatic insults on the basic structures and function of the craniofacial skeleton, and the impact of alteration, such as distraction osteogenesis, bond plating (stress shielding), osteoporosis, or edentulation, on the craniofacial skeleton.

The diversity of bone tissue in the craniofacial region makes this an optimal area for exploring the relationship between the microarchitecture of cortical bone and its material properties. These later studies have led to the use of ultrasound, confocal microscopy, 3D computer reconstruction of internal tissue organization, and biomechanical modeling, including finite element analysis, as experimental techniques.

A primary interest is the evolution of craniofacial form in humans and other primates. These include the comparative biomechanics, growth, and form of the craniofacial region in both extant and fossil primates, and the relationships between variations in craniofacial structure and function throughout the vertebrates. A major ongoing collaborative project, funded by NSF, is exploring craniofacial structure and feeding mechanics during hominid evolution using advanced techniques of mechanical modeling, structural tissue analysis, and morphological reconstruction of paleontological specimens.

Dr. Dechow belongs to a number of professional organizations, including the American Association of Anatomists, American Association for the Advancement of Science, American Dental Education Association, American Association of Physical Anthropologists, American Society of Biomechanics, American Society for Bone and Mineral Research, American Society of Mechanical Engineers, Human Biology Council, International Association for Dental Research, International Bone and Mineral Society, International Primatological Society, International Society of Musculoskeletal and Neuronal Interactions, Microscopy Society of America, Sigma Xi, Society for Clinical Trials, Society for Integrative and Comparative Biology, Society of Vertebrate Paleontology. He has served on a number of committees and held offices (most recently, President of the Craniofacial Biology Group) of the International Association for Dental Research.
PUBLISHED WORKS (most recent five years, 2014-2018)

Manuscripts


Abstracts


ORCID Number: 0000-0002-0204-4774

Google Scholar:

https://scholar.google.com/citations?user=KEFf_tAAAAAJ&hl=en

The above articles have been cited 5677 times and 2654 since 2014.

h-index = 39; since 2014 = 27; i10-index all = 88; since 2014 = 60


**GRANTS** (last five years, 2014-2018)


NAME: Thomas Diekwisch

DEPARTMENT: Periodontics

EDUCATIONAL BACKGROUND

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<th>Area of Study</th>
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<tr>
<td>Philipps-University, Marburg, Hessen, West Germany</td>
<td>1986</td>
<td>DMD</td>
<td>Dentistry</td>
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<tr>
<td>University of Southern California, Los Angeles, CA</td>
<td>1994</td>
<td>Postdoc</td>
<td>Craniofacial Biology</td>
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<tr>
<td>Philipps-University, Marburg, Hessen, Germany</td>
<td>2005</td>
<td>PhD</td>
<td>Philosophy of Science</td>
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APPOINTMENTS (begins with current)

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<tr>
<td>Texas A&amp;M University College of Dentistry, Dallas, TX</td>
<td>Professor</td>
<td>Gottlieb Endowed Chair, Department Head, Periodontics</td>
<td>2014</td>
<td>present</td>
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<tr>
<td>University of Illinois at Chicago College of Dentistry, Chicago, IL</td>
<td>Professor</td>
<td>Brodie Endowed Chair, Department Head, Oral Biology</td>
<td>2001</td>
<td>2014</td>
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<tr>
<td>Baylor College of Dentistry, Dallas, TX</td>
<td>Assistant Professor</td>
<td>Histology, Oral Histology</td>
<td>1994</td>
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CURRENT TEACHING RESPONSIBILITIES

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<th>Course Title</th>
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<td>Research</td>
<td>Graduate</td>
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RESEARCH INTERESTS

My research has focused on understanding the structure, function and biology of craniofacial genes and proteins in health and disease. Specifically, our lab works on questions related to (i) Stem Cells, Development, and Tissue Engineering; (ii) Periodontal Research; (iii) Tooth Enamel Formation and Biomineralization; (iv) Evolutionary Biology of Dental Tissues; (v) Epigenetics and Chromatin, and (vi) Biology of Tooth Movement.

PUBLISHED WORKS (most recent five years, 2014-2018)

Manuscripts


ORCID Number: 0000-0003-3356-9677

Complete List of Published Work in MyBibliography:


Google Scholar:

https://scholar.google.com/citations?user=AxW1P-wAAAAJ&hl=en

The above articles have been cited 3288 times and 1222 since 2014. h-index = 30; since 2014 = 21; i10-index all = 59; since 2014 = 39

GRANTS (last five years, 2014-2018)

2018-2023 $1,705,845 NIDCR R01 DE027930 TGHD PI
"Neurobiological control of periodontal homeostasis through microRNA, TGF-beta, and Wnt signaling"

2017-2022 $1,845,641 NIDCR R01 DE026198 TGHD PI
"Small molecule mediated restoration of periodontal homeostasis through the YAP1 pathway"
NAME: Jian (Jerry) Feng  
DEPARTMENT: Biomedical Sciences

EDUCATIONAL BACKGROUND

<table>
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<tr>
<th>Name of School, City and State</th>
<th>Year of Graduation</th>
<th>Certificate or Degree</th>
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<tr>
<td>Qindao University, Medical College, Qindao, China</td>
<td>1976</td>
<td>B.S.</td>
<td>Medicine</td>
</tr>
<tr>
<td>Qindao University, Medical College, Qindao, China</td>
<td>1982</td>
<td>M.S</td>
<td>Physiology</td>
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<tr>
<td>University of Connecticut, Storrs</td>
<td>1991</td>
<td>Ph.D.</td>
<td>Physiology</td>
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APPOINTMENTS (begins with current)

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<td>Texas A&amp;M University, College of Dentistry, Dallas, TX</td>
<td>Regents Professor</td>
<td>Physiology</td>
<td>2018</td>
<td>Present</td>
</tr>
<tr>
<td>Texas A&amp;M Health Sciences Center, College of Dentistry, Dallas, TX</td>
<td>Professor</td>
<td>Assistant Dean for Research</td>
<td>2017</td>
<td>Present</td>
</tr>
<tr>
<td>Texas A&amp;M Health Sciences Center, College of Dentistry, Dallas, TX</td>
<td>Professor</td>
<td>Associate Head, Biomedical Sciences</td>
<td>2013</td>
<td>Present</td>
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<tr>
<td>Baylor College of Dentistry, Dallas, TX</td>
<td>Professor</td>
<td>Physiology</td>
<td>2007</td>
<td>Present</td>
</tr>
<tr>
<td>University of Missouri-Kansas City</td>
<td>Professor</td>
<td>Oral Biology</td>
<td>2006</td>
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<tr>
<td>University of Missouri-Kansas City</td>
<td>Associate Professor</td>
<td>Oral Biology</td>
<td>1998</td>
<td>2006</td>
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<tr>
<td>UT Health Sciences Center, San Antonio, TX</td>
<td>Research Assistant Professor</td>
<td>Medicine/Pediatric Dentistry</td>
<td>1996</td>
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CURRENT TEACHING RESPONSIBILITIES

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<td>Advanced Biology of Mineralized Tissues</td>
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<td>Interactive Writing and Grant Proposals</td>
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<td></td>
<td>Techniques in Cellular and Molecular Biology</td>
<td>Graduate</td>
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**RESEARCH INTERESTS**

Dr. Feng performs research in craniofacial, tooth and bone developmental biology, with a particular interest in understanding the roles of Dentin matrix protein-1, Bmp receptor 1A, beta-catenin, periostin and mechanical loading during development. In addition, Dr. Feng is interested in understanding tooth root formation using a naturally occurring osteoporosis mouse model. He is also interested in understanding the mechanism by which tendon contributes to skeletal formation and repair.

Dr. Feng’s contributions to science include the following:

1) Discoveries of genes that control cell fates, morphogenesis and growth at condyle and growth plate
There has been substantial progress in understanding the embryonic formation of the limb growth plate since the molecular biology era began. In search for the molecular mechanisms that control postnatal chondrogenesis, we discovered specific genes (Bmpr1a and Osx) that are vital for the regulation of postnatal growth of the mandibular condylar and growth plate. We proved that the vast majority of subchondral bone cells in either condylar or growth plate or articular cartilage directly originate from chondrocytes. Figure: We believe that some chondrocytes directly transform to endothelial cells.

2) Identification of a novel Nfic-Osx-Dspp signaling pathway in tooth root formation
Although tooth consists of crown and root, most research focuses on crown dentin formation with less attention on postnatal tooth formation studies. As a result, attempts to regenerate a complete tooth have not been successful, partly due to the lack of appropriate animal models, plus the inherent difficulties associated with handling mineralized root dentin within the bone socket. To search for the factors critical for tooth root formation, we demonstrated that 1) Osx (the gene vital for skeletal formation but still unknown as to its function in tooth dentin formation is specifically required for root dentin but not for crown dentin formation; 2) OSX is the key downstream molecule of NFIC (a master transcriptional factor essential for root but not for dentin formation; and 3) DSPP, a critical matrix protein in dentin is directly regulated by the Nfic-Osx signaling pathway. This work points to a mechanism of tooth crown formation that differs from the mechanism of tooth crown formation (see above).

3) Establishment of the novel role of periodontium in normal health and diseases
Understanding periodontium biology and developing an effective treatment for bone and PDL damage due to periodontitis (one of the most common human diseases) has been a longstanding aim in dentistry and medicine. Our key findings in our studies were 1) PDL progenitor cells (cells differentiating into a specific type of cell) serve as the major initiators for alveolar bone formation; 2) It was proven in this study that the pathological changes in osteocytes are the key pathological factors responsible for bone loss and PDL damage in two severe human periodontitis cases and the periodontitis-engineered animal model. It was demonstrated that deleting the Sost gene (a potent inhibitor of WNT-beta-catenin signaling) or blocking sclerostin function using the monoclonal antibody in this periodontitis model prevents and repairs bone and PDL defects.

4) Discoveries of osteocyte role in bone mineralization and remodeling
For more than a century, osteoblasts have been viewed as the cells responsible for bone formation, while osteocytes (the cells that are buried in mineralized tissue, are treated as the "retired bond buildinges" with limited functions such as "mechanosensors". Dr. Feng's recent findings have shown that it is the osteocyte that forms mineralized bone and defects in this cell are responsible for osteomalacia in children and osteoporosis in older people. The current theory is that new bone is produced by osteoblasts from the bone surface.

**PUBLISHED WORKS** (most recent five years, 2014-2018)

**Manuscripts**


12. Jing Yan, Jing JJ, Ye L, Liu X, Harris SE, Hinton RJ, Feng JQ. Chondrogenesis and osteogenesis are one continuous developmental and lineage defined biological process *Scientific Report* 7: 10020 | DOI:10.1038/s41598-017-10048-z


27. Ren, Y., Han, X., Jing, Y., Yuan, B., Ke, H., Liu, M., and Feng, J.Q Sclerostin antibody (Scl -Ab) improves osteomalacia phenotype in dentin matrix protein 1(Dmp1) knockout mice with little impact on serum levels of phosphorus and FGF23. Matrix Biol. May-Jul;52-54:151-61, 2016; PMID: 26721590 PMCID: PMC4875883


35. Ren Y, Han X, Ho SP, Harris SE, Cao Z, Economides AN, Qin C, Ke H, Liu, M, Feng JQ. Removal of SOST or blocking its product sclerostin rescues defects in the periodontitis mouse model, FESAB J 2015 Jul;29(7):2702-11


46. Ren Y, Lin S, Jing Y, Dechow PC and Feng JQ. A novel way to statistically analyze morphologic changes in osteocytes in Dmp1 null mice, Connect Tissue Res. 2014 Aug;55 Suppl 1:129-33. doi: 10.3109/03008207. "Nice method that can be used on a variety of mouse models to better understand osteocyte biology" (a comment from one of reviewers).
Abstracts (last five years, 2014-2018)

21. Chen, H; Rashid H; King, K; Liu, Y; Feng, J, and Jave, A. Runx2 Activity in Mature Osteoblast is Essential for Postnatal Bone Acquisition and to Prevent Premature Ageing. J Bone Miner Res 31 (Suppl 1), 2016.
22. Y. Hui, R. Zhang, Y. Ren, Y. Liu, J. Wang, and J. Q. Feng The dual function of osteocytes in both demineralization and remineralization processes during bone remodeling American Association of Anatomists Annual meeting at EB 2016 J. Wang, L. Wang, C. Y. Li, W. T. Yang, J. Q. Feng Removing Ptpn11 (SHP2) Leads to a Lack of Tooth Roots IADR Annual meeting at Soul, S Korea 06 2016

23. Y. Ren, Y. Jing, Xin Zhou, Jingya Wang, Junjun Jing Feng J Chondrogenesis is an essential physiological phase of endochondrogenesis but not separated from osteogenesis J Bone Miner Res 30 (Suppl 1); 1150

24. Yuan Hui, Y. Ren, Y. Jing, Lynda Bonewald, Jingya Wang, Weiping Qin, Feng J Direct roles of osteocytes in bone mineralization and weightless-caused bone loss: beyond mechanosensors J Bone Miner Res 30(Suppl 1); MO0235

25. Baozhi Yuan, Feng J, and Drezner M Cause of Abnormal Bone Mineralization in X-Linked Hypophosphatemia J Bone Miner Res 30 (Suppl 1); MO0106

26. Yan Jing; Elin Torvaldson; Yinshi Ren; Julia Lindqvist; Xiaofang Wang; Ying Liu; John Eriksson; Jian Feng Novel Roles of Nestin in Bone, Cementum and Root Dentin. IADR General Session and Exhibition (Boston Convention Center, March 11-14, 2015)

27. Chris Nguyen; Yinshi Ren; Allison Muir; Jingya Wang; Chunlin Qin; Daniel Greenspan; Jian Feng Bmp1/Tll1 Double Mutant Mice Develop a Severe Periodontitis Like Phenotype. IADR General Session and Exhibition (Boston Convention Center, March 11-14, 2015)

28. Emily Eggart; Yinshi Ren; Paul C. Dechow; Jian Feng; Leslie C. Pryor Smith Osteocyte Morphology in the Human Craniofacial Skeleton IADR General Session and Exhibition (Boston, March 11-14, 2015)


31. Y. Ren, B. Yuan, Y. Liu, M. Drezner, J. Feng Pathologically Altered Osteocytes (Ocys) are Responsible for Osteoporosis. ASBMR Annual Meeting, October 14, 2014 Houston, TX. S314


33. J. Feng Shattering a Century’s Beliefs: Redefining Skeleton Modeling and Remodeling Lunch & Learn AADR/CADR General Session and Exhibition (Charlotte Convention Center, March 19-22, 2014) ID# 32140

34. A. Nguyen, Y. Ren, Z. Cao, Y. Jung, Y. L. Cheng, and J. Feng NFIC’s Critical Role in Alveolar Bone and PDL Formation Postnatally AADR/CADR General Session and Exhibition (Charlotte Convention Center, March 19-22, 2014) ID# 1334

35. X. Wang, C. Qin, and J. Q. Feng Inactivation of Fam20c Leads to Lower Phosphorylation of SIBLING Proteins AADR/CADR General Session and Exhibition (Charlotte Convention Center, March 19-22, 2014) ID# 734


39. J. Feng A Signaling Pathway Unique to Root but Not to Crown Dentin Formation AADR/CADR General Session and Exhibition (Charlotte Convention Center, March 19-22, 2014) ID# 67

40. C Li, Z Zong, Y Liu, B Shi, X Zhou, and J Feng Nfic-Osx are key downstream molecules of BMPR1A during dentin formation IADR/CADR General Session and Exhibition (Cape Town Convention Center, June 25-28, 2014) ID# 733

41. A. Rakian, J. Gluhak-Heinrich, Y. Cui, M. Harris, J. Q. Feng, I. Kalajzic, and S. E. Harris Bmp2-Gene in Lineage Commitment and Differentiation of Periodontal Stem Cells AADR/CADR General Session and Exhibition (Cape Town Convention Center, June 25-28, 2014) ID# 712
Total of career peer-reviewed manuscripts is 184 and for abstracts is 218 for a grand total of 402.

ORCID Number: 0000-0002-3424-5909

Complete List of Published Work in MyBibliography:


Google Scholar:

https://scholar.google.com/citations?user=0MJI52gAAAAJ&hl=en

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**GRANTS** (last five years, 2014-2018)

1. R01 DE025659 Feng, PI
   NIDCR/NIH 12/2016-11/2021 Direct Costs: $1,250,000
   Chondrocyte-derived bone cells define the TMJ pattern and remodeling

2. R01 DE022549 Feng, PI
   NIDCR/NIH 07/2015-06/2020 Direct Costs: $1,299,500
   Biphasic Roles of OSX-WNT-B-Catenin Signaling Pathway in Tooth Root Formation

3. VA RR&D Merit Award B1313R Qin, PI
   05/2014-04/2018 Direct costs: $80,000
   “Sclerostin Antagonism and the Osteocyte’s Role: Prevention of Bone Loss after spinal cord injury

4. 1R01DK101730-01A1 Martin PI, Feng, CO-I
   NIDKK/NIH 07/2015 - 06/2020 Direct Costs: $75,000
   Regulation of FGF23 by DMP1 in Health and Chronic Kidney Disease (CKD)

5. R01-DE025696-01 Harris, PI, Feng, CO-I
   NIH NIDCR 07/2015/06/2020 Direct costs: $175,000
   Bmp2 Gene and Sost Genes and Their Interactions in Stem Cells of the Periodontium
NAME: Jay Clemens Groppe

DEPARTMENT: Biomedical Sciences

EDUCATIONAL BACKGROUND

<table>
<thead>
<tr>
<th>Name of School, City and State</th>
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<th>Degree</th>
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<td>University of California at Santa Barbara</td>
<td>1980</td>
<td>B.A.</td>
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APPOINTMENTS (begins with current)

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<td>Associate Professor</td>
<td>Biochemistry / Cellular and Molecular Biology /Director</td>
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<tr>
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<td>Associate Professor w/o tenure</td>
<td>Biochemistry / Cellular and Molecular Biology /Director (2011-2013)</td>
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<td>2013</td>
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<tr>
<td>University of Texas Health Science Center, San Antonio, TX</td>
<td>Assistant Professor Research</td>
<td>Biochemistry / Proteins</td>
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CURRENT TEACHING RESPONSIBILITIES

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<td></td>
<td>Cellular &amp; Molecular Biology of Oral Craniofacial Tissues I</td>
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RESEARCH INTERESTS

Over the last two decades, Dr. Groppe (pronounced GRAWP-ee) has focused on the structure and function of components of the Bone Morphogenetic Protein (BMP) signal transduction pathway, which plays fundamental roles throughout embryonic development, including skeletogenesis of axial, appendicular and craniofacial structures as well as dentition. Initiated as an independent direction in the laboratory of Markus Affolter at the Biozentrum (Basel, Switzerland), the work spawned a collaboration with Senyon Choe, and as a visiting scientist in the Structural Biology Laboratory at the Salk Institute for Biological Studies (La Jolla, California), culminated in determination of crystal structures of BMP-7 trapped by the cystine knot antagonist Noggin and complexed with the extracellular domain (one pair/ligand homodimer) of a type II BMP receptor.

Because of their crucial roles in development and disease, rendering them important targets for therapeutic intervention, Noggin and related cystine knot antagonists such as Gremlins 1 and 2 and Cerberus remained the focus of parallel protein structure-function studies supported by an American Heart Association Beginning Grant-in-Aid at the UTHSCSA. After relocating to TAMU College of Dentistry, SOSTDC1 (Ectodin/USAG1/Wise), a cystine knot antagonist with dual roles in modulating BMP and Wnt signaling during induction and patterning of mammalian dentition, was produced on the milligram scale by refolding of bacterially expressed inclusion body protein and by the baculovirus-insect cell system developed by Max Summers at TAMU.

A second major front in the study of the inhibition of BMP signaling has emerged through collaboration with Frederick Kaplan and Eileen Shore (University of Pennsylvania School of Medicine) who identified a highly conserved gain-of-function mutation in one of four BMP receptor kinases (ALK2) as the source of a severely disabling childhood disorder, Fibrodysplasia Ossificans Progressiva or FOP. Based on a highly reliable structure-based homology model derived from the crystal structure of the TGF-β receptor kinase (ALK5), the common histidine for arginine substitution was hypothesized to further perturb the metastable regulatory region of the BMP receptor kinase, consistent with ligand-independent activation of the receptor in FOP.

Co-crystal structures of ALK2 kinase proteins in complex with small molecule ATP-competitive inhibitors determined by a group at the Structural Genomics Consortium Oxford have confirmed the homology model and allowed for structure-activity relationship (SAR) studies of lead compounds and derivatives. However, despite potency and selectivity, ATP-competitive inhibitors from efforts at Oxford as well as Harvard and Vanderbilt (C. Hong) possess off-target effects that pose a challenge to translation to the clinic and eventual bedside. As a result of our in vitro comparisons of the functions and properties of wildtype, FOP mutant, aspartate-substituted variant (constitutively activated, caALK2) and regulatory subdomain-truncated forms of the receptor kinase with over-expressed recombinant proteins purified to near homogeneity, an alternative, mechanistically novel means of inhibition has been revealed. Through the newly opened avenue, the current focus is on development of a specific therapeutic targeting the dysregulated receptor kinase, which was recently found causative of non-resectable pediatric gliomas, a second severe childhood genetic disease. Thus, the need for an ALK2-specific inhibitor has become more important than ever.

PUBLISHED WORKS (most recent five years, 2014-2018)

Manuscripts

Abstracts (Posters)

1. International Association of Dental Research (summer students), Boston, 2015 (two)
2. American Society for Biochemistry and Molecular Biology, San Diego, 2016 (two)
3. International Association of Dental Research (summer students), Los Angeles, 2016 (two)
4. American Society for Biochemistry and Molecular Biology, San Diego, 2018

ORCID Number: 0000-0003-1058-2772

Complete List of Published Work in MyBibliography:


Google Scholar:

https://scholar.google.com/citations?user=NcjaudwAAAAJ&hl=en

The above articles have been cited 3292 times and 1125 since 2014

h-index = 27; since 2014 = 16; i10-index = 32; since 2014 = 20

GRANTS (last five years, 2014-2018)

1. Novel Allosteric Inhibitors of ALK2 Receptor Kinase.
   The Center for Research in Fibrodysplasia Ossificans Progressiva and Related Disorders; University of Pennsylvania School of Medicine;
   06/01/15-05/31/17 (PI)
   Total Direct Costs: $50,000/yr (no indirects), two years

   International Fibrodysplasia Ossificans Progressiva Association;
   12/01/17-11/30/18 (PI)
   Total Direct Costs: $69,832/yr (no indirects), one year
NAME: Allen L. Honeyman

DEPARTMENT: Biomedical Sciences

EDUCATIONAL BACKGROUND

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<td>University of Kansas, Lawrence</td>
<td>1988</td>
<td>Ph.D.</td>
<td>Microbiology</td>
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<td>Washington University, St. Louis, MO</td>
<td>1994</td>
<td>Postdoc</td>
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<td>Texas A&amp;M University Health Science Center, Dallas, TX</td>
<td>Assistant Professor</td>
<td>Immunology, Microbiology</td>
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<td>University of South Florida College of Medicine, Tampa, FL</td>
<td>Assistant Professor</td>
<td>Immunology, Microbiology</td>
<td>1997</td>
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<tr>
<td>Washington University, St. Louis, MO</td>
<td>Research Assistant Professor</td>
<td>Immunology, Microbiology</td>
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CURRENT TEACHING RESPONSIBILITIES

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<td>DDS, Year 3</td>
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RESEARCH INTERESTS

The long-term objective of my research is to understand the process by which *Streptococcus mutans* transports and metabolizes carbohydrates. This process is the key factor in the formation of dental caries. We are interested in the global regulatory mechanisms that control gene expression of the phosphoenolpyruvate-dependent phosphotransferase system (PTS) that is responsible for carbohydrate uptake in this organism. Many of the processes involved can be applied to the study of other Gram-positive organisms. We are also initiating studies into other oral diseases, in particular, periodontitis. The development of a functional model to study periodontal disease would be a great benefit to oral health research.
NAME: Yan Jing

DEPARTMENT: Orthodontics

EDUCATIONAL BACKGROUND

<table>
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<tr>
<th>Name of School, City and State</th>
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<tr>
<td>Sichuan University, Chengdu, China</td>
<td>2014</td>
<td>PhD</td>
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<td>Sichuan University, Chengdu, China</td>
<td>2011</td>
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<td>Xi’an Jiaotong University, Xi’an, China</td>
<td>2008</td>
<td>DDS</td>
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APPOINTMENTS (begins with current)

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<tr>
<td>Texas A&amp;M University College of Dentistry, Dallas, Texas</td>
<td>Research Assistant Professor Research and teaching</td>
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CURRENT TEACHING RESPONSIBILITIES

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RESEARCH INTERESTS

Dr. Yan Jing is clinician scientist who is trained in both basic and clinical sciences directly linked to mandibular biology and orthodontics. Her main researches focus on the key roles of chondrocyte-derived bone cells in condylar development and remodeling. As a joined trained Ph.D. student and then postdoctoral fellow, she spent over three years in Dr. Jian Q. Feng’s lab (Dallas, TX) on learning in vivo gene knockout studies, cell lineage tracing, Laser capture, and different histological imaging techniques. Since then, Dr. Jing was promoted to Research Assistant Professor in the Department of Orthodontics in Texas A&M University College of Dentistry.

Dr. Jing’s major contribution to the field is to demonstrate that direct transformation of chondrocytes into bone cells is a critical developmental event during condyle development, rather than the old concept of hypertrophic chondrocyte apoptosis followed by bone marrow cell invasion. Our recent publication entitled “Chondrocytes Directly Transform into Bone Cells in Mandible Condyle Growth” was selected as the cover of the year in JDR 2015 and William J. Gies Award for Biological Research in JDR 2017 (JDR, Journal of Dental Research, the best one in dentistry). In addition, Dr. Jing has published 16 manuscripts and has won several Young Investigator Awards (shown in the “Honors”) in the last six years.
PUBLISHED WORKS (most recent five years, 2014-2018)

Manuscripts

Abstracts


2. Wang J, Ma C, Li H, Li Z, Lai L, Jing Y, Feng J. Direct transdifferentiation of Ligament cells into articular chondrocytes that is regulated by Indian Hedgehog (IHH) signaling and phosphate levels. 2018 ASBMR, Montreal, Canada.


6. Tim Wang, Chaoyuan Li, L. Bruno Ruest, Xin Zhou, Hu Zhao, Paul Dechow, Jian Q. Feng, and Yan Jing Meckel’s cartilage directly contributes to early mandibular formation 2017 AADR/IADR, San Francisco, US.

7. Kevin Chan, Yan Jing and Jian Q. Feng BMP1a regulates chondrogenesis and chondrocyte-derived osteogenesis in condylar development 2017 AADR/IADR, San Francisco, US.

8. Zac Parker, Chaoyuan Li, Xiaohua Liu, Yan Jing, and Jian Q. Feng A Novel View on an explosive expansion of crown masses 2017 AADR/IADR, San Francisco, US.


10. Chaoyuan Li; L. Bruno Ruest, Jian Q Feng; Yan Jing. Chondrocytes originated from Meckel’s cartilage and mandibular symphysis directly contribute to mandibular bone formation during early development. 12th International Conference on the Chemistry and Biology of Mineralized Tissues. Kongresshotel Potsdam, Germany.


ORCID Number: 0000-0001-6388-0517

Complete List of Published Work in MyBibliography:


Google Scholar:

https://scholar.google.com/citations?hl=en&user=jbtIPQIAAAAJ

The above articles have been cited 324 times and 305 since 2014. h-index = 10; since 2014 = 10; i10-index all = 12; since 2014 = 12
GRANTS (last five years, 2014-2018)

1. Sponsor: Burstone-Indiana Biomechanics Award (AAOF) Jing (PI) 07/2017-07/2018
   Title: Novel roles of chondrocyte-derived bone cells in mechanical strain-induced TMJ remodeling
   Aim: The goal of this study is to understand how temporomandibular joint (TMJ) remodeling is regulated by mechanical loading, explore a novel role that mandibular condylar chondrocytes may play during orthodontic and orthopedic treatment.
   Role: PI
NAME: Daniel L. Jones

DEPARTMENT: Public Health Sciences

EDUCATIONAL BACKGROUND

<table>
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<tr>
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<tr>
<td>Baylor University, Waco, Texas</td>
<td>1974</td>
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<td>Baylor College of Dentistry, Dallas, Texas</td>
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<tr>
<td>Texas A&amp;M University College of Dentistry, Dallas, TX</td>
<td>Professor</td>
<td>Behavioral sciences, prevention Department Head</td>
<td>2000</td>
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<tr>
<td>University of Texas Health Science Center, San Antonio, Texas</td>
<td>Associate Professor</td>
<td>Behavioral sciences, prevention</td>
<td>1989</td>
<td>2000</td>
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<tr>
<td>Baylor College of Dentistry, Dallas, Texas</td>
<td>Assistant Professor</td>
<td>Neuroanatomy</td>
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<td>Community Clinic</td>
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RESEARCH INTERESTS

- Assessment of dental student and practitioner knowledge, attitudes and beliefs regarding oral cancer, early detection and prevention and tobacco cessation.
- Curriculum development for tobacco cessation training for dental students and dental professionals.
- Epidemiology of early childhood caries (nursing caries) and development of education and preventive intervention strategies.
- Patient satisfaction and economic factors associated with implant-retained dentures versus conventional dentures and dentures retained by “mini” implants.
- Development of methodologies for assessment of peripheral nerve injuries, particularly in the oral and maxillofacial area. Recent efforts have been directed toward refining a technique for measuring nerve conduction velocity of peripheral nerves in the oral and maxillofacial area, to objectively assess nerve function following injury, intraoperatively during surgical procedures that put the nerve at risk and postoperatively to monitor the results of microsurgical repair.
**PUBLISHED WORKS** (most recent five years, 2014-2018)

**Manuscripts**


**Abstracts**


**ORCID Number:** 0000-0003-3356-9677

Complete List of Published Work in MyBibliography:


Google Scholar:

[https://scholar.google.com/citations?user=EBwhvu0AAAAJ&hl=en&authuser=1](https://scholar.google.com/citations?user=EBwhvu0AAAAJ&hl=en&authuser=1)

The above articles have been cited 1412 times and 428 since 2014.

h-index = 23; since 2014 = 12; i10-index all = 31; since 2014 = 16

**GRANTS** (last five years, 2014-2018)

1. Texas Medicaid 1115; October 2017 - September 2018; $4,601,092; PI
2. Texas Medicaid 1115; October 2016 - September 2017; $4,831,610; PI
3. Texas Medicaid 1115; October 2015 - September 2016; $3,319,218; PI
4. Texas Medicaid 1115; October 2015 - September 2016; $3,319,218; PI
5. Texas Medicaid 1115; April 2015 - September 2015; $2,949,379; PI
6. Texas Medicaid 1115; October 2014 - March 2015; $1,737,820; PI
7. Texas Medicaid 1115; April 2014 - September 2014; $2,986,379; PI
8. Texas Medicaid 1115; October 2013 - March 2014; $1,714,173; PI
9. Increase, expand and enhance oral health services
   Dental faculty development and loan repayment program
10. Health Resources and Services Administration; September 1 2016 - August 31 2021; $1,366,609; PI
11. Health Resources and Services Administration; July 1 2015 - June 30 2020; $3,738,480; PI
   Expanded post-doctoral training in general, pediatric, and public health dentistry
12. Health Resources and Services Administration; July 1 2015 - June 30 2020; $1,716,766; PI
   Expanded pre-doctoral training in general, pediatric, and public health dentistry
NAME: Matthew J. Kesterke

DEPARTMENT: Biomedical Sciences

EDUCATIONAL BACKGROUND

<table>
<thead>
<tr>
<th>Name of School, City and State</th>
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<td>Texas A&amp;M College of Dentistry, Dallas, TX</td>
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<td>Postdoc</td>
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<tr>
<td>University of Pittsburgh, PA</td>
<td>2016</td>
<td>Ph.D.</td>
<td>Anthropology</td>
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<tr>
<td>University of Wyoming, Laramie</td>
<td>2008</td>
<td>MA</td>
<td>Anthropology</td>
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<tr>
<td>University of Wyoming, Laramie</td>
<td>2003</td>
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<td>Assistant Professor</td>
<td>Gross anatomy, growth and development, bone biology, evidence-based dentistry</td>
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<td>Texas A&amp;M University College of Dentistry,</td>
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RESEARCH INTERESTS

Prior to joining the teaching faculty at Texas A&M College of Dentistry, Dr. Kesterke spent nearly a decade as a coroner and anthropologist excavating and investigating human remains in North America, Europe, and the Middle East. During this time, his research focused on skeletal features used in identifying individuals and the role of climate, disease, and/or genetics in shaping human variation and methods for quantifying and evaluating this variation.

This trajectory led him to his Ph.D. topic, investigating the role of maternal thyroid hormone levels on offspring craniofacial variation using geometric morphometric (GM) analysis and Euclidean Distance Matrix Analysis (EDMA) to look at both size and shape changes during growth and development. This research continues in identifying causes of variation, ranging from histological and anthropometric studies of bone samples excavated in the Middle East and China to quantifying and identifying sexually dimorphic craniofacial features in early childhood.
Currently, Dr. Kesterke is also working to develop 3D facial imaging techniques and facial tracking methods for assessing impacts of trauma, disease, and dysfunction on craniofacial variation, surgical interventions, and therapeutic outcomes.

**PUBLISHED WORKS** (most recent five years, 2014-2018)

**Manuscripts**

2. Wang, Q, Q Zhang, T Han, Z Sun, MJ Kesterke, H Zhu, PC Dechow, and Q Zhang. *(under review)*. Masticatory Efficiency in Recent Northern China Populations with Special Reference to the Vulnerability of the Temporomandibular Joint. *International Journal of Osteoarchaeology*.

**Abstracts**

2. MJ Kesterke, LN Butaric, Q Zhang, T Han, H Zhu, Q Zhang, Q Wang. Subsistence and Facial Form: Estimating Masticatory Muscle Efficiency in Historical Populations from Northern China. Presentation at 2018 American Association of Physical Anthropologists, Austin, TX.
3. LN Butaric, SD Maddux, MJ Kesterke, Q Wang, Q Zhang, Q Zhang. A Divided Issue: Investigating Internal Structure Differences of Crania with *os japonicum*. Presentation at 2018 American Association of Physical Anthropologists, Austin, TX.
4. Q Wang, Q Zhang, T Han, Z Sun, MJ Kesterke, H Zhu, PC Dechow, Q Zhang. The Vulnerability of the Temporomandibular Joint in Recent Northern Chinese Populations. Presentation at 2018 American Association of Physical Anthropologists, Austin, TX.


17. MJ Kesterke and SM Weinberg. The 3D Facial Norms Database (3DFN) and its Application to Craniofacial Growth and Development. Presentation at the 2015 Mid-Atlantic Bioanthropology- Virginia Commonwealth University, VA. October 2015.


ORCID Number: 0000-0002-6798-6682

Complete List of Published Work in MyBibliography:


Google Scholar:

https://scholar.google.com/citations?user=y7GRlloAAAAJ&hl=en&oi=ao

The above articles have been cited 74 times and 65 since 2014.

h-index = 3; since 2014 = 3; i10-index all = 3; since 2014 = 2

GRANTS (last five years, 2014-2018)


2. A novel system for diagnosis and treatment of orofacial dysfunction: from baseline modeling to AI-aided individualized rehabilitation. TAMHSC Pilot X-Grant & Texas A&M College of Dentistry Biomedical Sciences Fund. Role: PI.

3. Use of iPads for Year 1 and Beyond. 2017 TAMCOD Education Research Grant. Role: PI.
NAME: Elias Dimitrios Kontogiorgos

DEPARTMENT: Restorative Sciences

EDUCATIONAL BACKGROUND

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<td>Graduate School of Biomedical Sciences, Texas A&amp;M Health Sciences Center, Dallas, TX</td>
<td>2010</td>
<td>PhD</td>
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<tr>
<td>Texas A&amp;M Health Sciences Center College of Dentistry, Dallas, TX</td>
<td>2008</td>
<td>Certificate</td>
<td>Prosthodontics</td>
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<td>National and Kapodistrian University of Athens School of Dentistry, Hellas, Greece</td>
<td>2003</td>
<td>DDS</td>
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APPOINTMENTS (begins with current)

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<td>Director of Implant Dentistry, Graduate Prosthodontics</td>
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<td>2013</td>
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<td>Fixed and Removable Prosthodontics, Graduate Prosthodontics</td>
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CURRENT TEACHING RESPONSIBILITIES

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RESEARCH INTERESTS

Dr. Elias Kontogiorgos’s current research focus is on bone response to surgery, biomaterials and trauma. In collaboration with Biomedical Sciences colleagues, the research area addressed is on tissue regeneration, distraction osteogenesis and the craniofacial skeleton. Additional research focus is in the field of Prosthodontics addressing applications of advanced technology including digital dentistry and CAD-CAM and 3D printing, and on novel designs for dental implants.

Dr. Kontogiorgos is an active member of the American College of Prosthodontics, American Academy of Fixed Prosthodontics, Academy of Osseointegration and ITI.
PUBLISHED WORKS (most recent five years, 2014-2018)

Manuscripts


Abstracts


Complete List of Published Work in MyBibliography:


Google Scholar:

https://scholar.google.com/citations?hl=en&user=Knp96WUAAAAJ

The above articles have been cited 162 times and 151 since 2014.

h-index = 8; since 2014 = 7; i10-index all = 10; since 2014 = 10

GRANTS (last five years, 2014-2018)

2018-2019: Research Grant: “Preclinical testing of a new collagen barrier in a canine model” (Orthocell Ltd.) (PI: Dr. Lynne A Opperman) $137,000

2017-2019: Educational Grant: Nobel Biocare Grant for the Pre-Doctoral Implant Program (Director: Dr. Kontogiorgos) $200,000 for 2 years.

2015-2016: Research Grant: “Natural Dental Implants REPLICATE™ Tooth Implant Study” (Natural Dental Implants, Inc.) (PI: Dr. Kontogiorgos) $290,000

2014-2017: Educational Grant: Nobel Biocare Grant for the Pre-Doctoral Implant Program (Director: Dr. Kontogiorgos) $300,000 for 3 years.

2014-: Educational Grant: Straumann Grant for the Pre-Doctoral Implant Program (Director: Dr. Kontogiorgos) $125,000 per year
NAME: Phillip Kramer
DEPARTMENT: Biomedical Sciences

EDUCATIONAL BACKGROUND

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<tr>
<td>University of Minnesota, Minneapolis</td>
<td>1991</td>
<td>BS</td>
<td>Biochemistry / Molecular &amp; Cellular Biology</td>
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<tr>
<td>Texas A&amp;M University, IBT, Houston, TX</td>
<td>1996</td>
<td>PhD</td>
<td>Biochemistry</td>
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<td>Texas A&amp;M University, Houston, TX</td>
<td>1997</td>
<td>Postdoc</td>
<td>Epigenetics / DNA Structure &amp; Function</td>
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<td>NIH, NINDS, Bethesda, MD</td>
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<td>Texas A&amp;M University Health Science Center, Dallas, TX</td>
<td>Associate Professor with Tenure</td>
<td>Biochemistry, Cell and Molecular Biology and Physiology and Oral Histology</td>
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<td>Texas A&amp;M University Health Science Center, Dallas, TX</td>
<td>Assistant Professor</td>
<td>Biochemistry, Cell and Molecular Biology and Physiology</td>
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CURRENT TEACHING RESPONSIBILITIES

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RESEARCH INTERESTS

Our lab is interested in the central and peripheral mechanisms related to why women report chronic and neuropathic more often than men. We particularly focus on orofacial pain maladies. One such malady is post-herpetic neuralgia. Initial infection of a herpesvirus strain called varicella zoster virus results in chickenpox. Herpes zoster “shingles” results from reactivation of the varicella zoster virus. One type of orofacial pain that is commonly treated by oral surgeons is post-herpetic neuralgia because orofacial pain occurs in over 20% of post-herpetic neuralgia patients. Varicella infection of the eye also leads to further complications such as eye damage in a disorder termed herpes zoster ophthalmicus. Women report post-herpetic pain more often than men. Treatment of pain and damage due to varicella virus is difficult since opioids are often not effective and because herpes zoster is only partially controlled by vaccination. In the current studies we have developed an animal model that develops neuropathic orofacial pain for up to eight weeks following varicella infection and females show greater sensitivity.
than males. Because most female herpes zoster patients are female we have tested ovariectomized rats and like postmenopausal humans the ovariectomized females have only adrenal and adipose estradiol production. Importantly, ovariectomized females showed greater sensitivity than males. Utilizing this model our team expects to determine mechanisms by which sex steroids modulate varicella zoster virus associated pain. Our lab’s contribution to these studies would be to determine how sex steroids modulate gene expression to affect the VZV associated pain. We have experience in altering sex steroid concentrations and measuring hypersensitivity, as well as, measuring neuronal activity. Our team has a history of collaboration; we have published studies with Dr. Peng and have submitted an article using his wireless field potential recording device. As demonstrated by funding of the 30, 300, 3000 Pain Research Challenge grant from the University of Pittsburg to Dr. Kinchington, Dr. Goings and Dr. Kramer and funding of Dr. Kinchington’s R01 with Dr. Kramer as Co-I we closely collaborate with the Kinchington lab. With this team we expect to determine mechanisms by which varicella causes orofacial pain and the mechanisms resulting in the sex difference. These discoveries are expected to provide targets for treatment; treatment could also utilize viral vectors like herpes simplex virus.

PUBLISHED WORKS (most recent five years, 2014-2018)

Manuscripts


Abstracts

1. Umorin M, Bellinger LL, Kramer PR, Menstrual cycle change in thalamic glutamate decarboxylase and GABA in response to TMJ pain in rats. 43rd Annual Meeting & Exhibition of the AADR 38th Annual Meeting of the CADR, Charlotte, NC 2014
2. Cox A, Bellinger LL, Kramer PR, Gene expression in trigeminal nucleus of diestrus and proestrus rats. 43rd Annual Meeting & Exhibition of the AADR 38th Annual Meeting of the CADR, Charlotte, NC, 2014

384
5. Umorin M, Bellinger LL, Kramer PR, Menstrual cycle change in thalamic glutamate decarboxylase and GABA in response to TMJ pain in rats, Experimental Biology, San Diego, CA, 2014
15. Stinson C, Rao M, Yee MB, Kinchington PR, Bellinger LL, Kramer PR, Reduced estradiol results in a greater orofacial sensitivity resulting from varicella zoster infection in both male and female rats. 95th General Session & Exhibition of the IADR, San Francisco, CA, 2017
20. Varanasi V, Ilyas A, Cebe T, Kramer PR, Ahuja N, 3D Live printed gelatin and chitosan nanosilicate scaffolds for bone and vascular regeneration, Materials Science & Technology, Columbus OH, 2018

26. Larry L. Bellinger, Mahesh Rao, Crystal Stinson, Michael B. Yee, Paul R. Kinchington, Phillip R. Kramer Estrogen receptor alpha agonist PPT reversed the effects of letrozole in the thalamus of rats with zoster pain, Society for Neuroscience, San Diego, CA, 2018

ORCID Number: https://orcid.org/0000-0003-0117-542X

Complete List of Published Work in MyBibliography:


GRANTS

1. 03/15/2018-02/29/2023
   R01DE026749, National Institute of Dental & Craniofacial Research (NIDCR)
   Kramer, P (PI)
   Estradiol and Zoster Associated Orofacial Pain
   Role: PI

2. 01/15/2009 – 04/30/2020
   R01NS064022, National Institute of Neurological Disorders and Stroke (NINDS)
   Kinchington, Paul R (PI)
   Varicella zoster virus-Induced Pain in a Rat Model of Post-Herpetic Neuralgia
   Role: Co-I

3. 08/15/2012-07/31/2016
   R01 DE022129-01A1, National Institute of Dental & Craniofacial Research (NIDCR)
   Kramer, Phillip R (PI)
   Estrogen and TMJ Pain
   Role: PI

4. 07/01/2015-06/31/2016
   30, 300, 3000 Pain Research Challenge, University of Pittsburgh Clinical and Translational Science Institute
   Kinchington, Paul R (PI)
   Modeling Trigeminal Pain and Ocular Neurological Disease caused by varicella Zoster virus
   Role: Co-I
NAME: Xiaohua Liu

DEPARTMENT: Biomedical Sciences

EDUCATIONAL BACKGROUND

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<td>Assistant Professor</td>
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RESEARCH INTERESTS

The research in Dr. Xiaohua Liu’s lab focuses on the development of bio-inspired materials and nanotechnologies for tissue regeneration and controlled drug delivery. Specifically, His lab is very interested in 1) Design and synthesis of novel biomaterials and bio-responsive drug delivery systems; 2) Building biomimetic 3D platforms to control stem cell fates; and 3) Regeneration of dental and craniofacial tissues.

Dr. Liu has been Principal Investigator or Co-Investigator on 9 extramural NIH grants during the last six years (2013 - Present). These projects have produced over fifty peer-reviewed research publications and abstracts. Most of Dr. Liu’s papers have been published in prestigious journals, such as Nature Materials, Progress in Polymer Science, Biomaterials, Tissue Engineering, and Journal of Dental Research. These papers have been cited more than 4500 times since 2010 by other groups (Data from Web of Science™). Dr. Liu has 6 US patents granted or pending and co-authored 8 book chapters. Dr. Liu has been invited to present his research 30 times since 2012 at national and international conferences and academic institutes (e.g., IADR/AADR, Biomedical Engineering Society, University of Texas Southwestern Medical Center, Weizmann Institute of Science in Israel).
PUBLISHED WORKS (most recent five years, 2014-2018)

Manuscripts

5. Chaoyuan Li, Yan Jing, Ke Wang, Yinyin Ren, Xiaohua Liu, Xiaofang Wang, Zonglin Wang, Hu Zhao, and Jerry Q Feng. “Dentineal mineralization is not limited in the mineralization front but occurs along with the entire odontoblast process” International Journal of Biological Sciences, 2018, 14: 693-704. PMID: 29910680, PMCID: PMC6001682
7. Dian Jing, Shiwen Zhang, Wenjing Luo, Xiaofei Gao, Woo-Ping Ge, Yi Men, Yating Yi, Chi Ma, Xiaohua Liu, Abhijit Bugde, Bo Zhou, Zhihe Zhao, Quan Yuan, Jian Feng, Liang Gao, Hu Zhao. “Tissue clearing of both hard and soft tissue organs with the PEGASOS method” Cell Research, 2018, 28:803-818. PMID: 29844583
11. Yan Jing, Junjun Jing, Ling Ye, Xiaohua Liu, Stephen E. Harris, Robert J. Hinton Jian Q. Feng. “Chondrogenesis and osteogenesis are one continuous developmental and lineage defined biological process” Scientific Reports, 2017, 7: 10020.
17. Tiejun Qu, Junjun Jing, Yinfen Ren, Chi Ma, Jian Q. Feng, Qing Yu, Xiaohua Liu. “Complete pulpodentin complex regeneration by modulating the stiffness of biomimetic matrix” Acta Biomaterialia, 2015, 16: 60-70, NIHMS ID: NIHMS 661877
18. Zhe Li, Tiejun Qu, Chen Ding, Chi Ma, Hongchen Sun, Shirong Li, and Xiaohua Liu. “Injectable gelatin derivative hydrogels with sustained vascular endothelial growth factor release for induced angiogenesis” *Acta Biomaterialia*, 2015, 13:88-100. PMCID:PMC4293253

Abstracts

1. Hu Z and X Liu “Immunomodulatory microcarriers accelerate bone healing in diabetes condition” (*Abstract ID#117*) *Biomedical Engineering Society (BMES) Annual Meeting*, October 17-20, 2018, Atlanta, GA.
10. V Varanasi, T Azimaie, T Cebe, C Ma, X Liu, P Aswath “ 3D robotic assisted implantation of gelatin-nano-silicate scaffolds for critical sized bone defect osteogenesis and vascularization” (*Abstract Reference#116*), *Society for Biomaterials 2017 Annual Meeting & Exposition*, April 4-8, 2017, Minneapolis, MN.
24. T Azimiae, R Grounds, C Ma, X Liu, P Aswath, and V Varanasi “Additive in-Situ 3D printing of nano-biosilica-based scaffolds for applications of bone defect regeneration and healing”, Materials Science & Technology 2015 (MST &T 15), October 4-8, 2015, Columbus, OH.
25. Z Li and X Liu “Injectable gelatin derivative hydrogels with sustained vascular endothelial growth factor release for induced angiogenesis” (Abstract# 0033), Society for Biomaterials 2015 Annual Meeting & Exposition, April 15-18, 2015, Charlotte, NC.
26. T Qu and X Liu “Complete pulpodentin complex regeneration by modulating the stiffness of biomimetic matrix” (Abstract ID# 2071998), IADR/AADR meeting, March 11-14, 2015, Boston, MA.
27. C Ma, C Xiong, and X Liu “Controlled dual release of dexamethasone sodium phosphate and dexamethasone from electrospun membranes for prevention of peritoneal adhesion” (Abstract#369), Biomedical Engineering Society (BMES) 2014 Annual Meeting, October, 21-24, 2014, San Antonio, TX.

ORCID Number: 0000-0003-0177-0886

Complete List of Published Work in MyBibliography:


Google Scholar:

http://scholar.google.com/citations?user=PQmfou8AAAAJ&hl=en

The above articles have been cited 4698 times and 2783 since 2014. h-index = 27 since 2014 = 25; i10-index all = 39; since 2014 = 38
**GRANTS (last five years, 2014-2018)**

1. **NIH/NIDCR R01DE024979**  
   Liu (PI)  
   Grant title: Regeneration of tubular vascularized pulpodentin complex  
   Amount: $1,837,216  
   7/1/2016– 6/30/2021

2. **Cancer Prevention & Research Institute of Texas Bridging the Gap: Early Translational Research Awards RP170179**  
   Liu (Co-PI)  
   Grant title: Chemoablation of high-risk oral premalignant lesions for sustained cancer prevention  
   Amount: $915,000  
   8/16/2017– 8/15/2020

3. **NIH/NIDCR R01DE019463**  
   Liu (Co-I)  
   Grant title: Small molecule microenvironment design for craniofacial bone regeneration  
   Amount: $1,800,000  
   7/17/2017– 4/30/2022

4. **TAMU-Texas A&M Triads for Transformation (T3)**  
   Liu (PI)  
   Grant title: A Unique liquid-spray dual-layer system for oral ulceration treatment  
   Amount: $32,500  
   4/1/2018-3/31/2020

5. **NIH/NIDCR R03DE22838**  
   Liu (PI)  
   Grant title: Nanofibrous hollow microspheres for bone regeneration  
   Amount: $218,344  

6. **TAMU-Weizmann Collaborative Program (Israel)**  
   Liu (PI)  
   Grant title: Development of biomimetic three-dimensional scaffolds for regulating cell behavior and fate  
   Amount: $200,000  
   9/1/2012- 8/31/2016

7. **NIH/NIDCR R41DE024343**  
   Liu (PI)  
   Grant title: Novel Pharmacotherapeutic Bioadhesive Patch for Oral Ulcerations  
   Amount: $151,583  
   8/5/2014 - 7/31/2015
NAME: Shaun Marie Logan

DEPARTMENT: Biomedical Sciences

EDUCATIONAL BACKGROUND

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<td>Xavier University of Louisiana, New Orleans</td>
<td>2000</td>
<td>B.S.</td>
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<td>Jackson State University, Jackson, MS</td>
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<td>University of North Texas Health Science Center, Fort Worth, TX</td>
<td>2009</td>
<td>Ph.D.</td>
<td>Pharmacology &amp; Neuroscience</td>
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RESEARCH INTERESTS

Dr. Logan’s research spans the field of Neuroscience, particularly drug development for neurological disorders such as Alzheimer Disease, as well as, nerve regeneration and its implications for paralysis. While at Texas A&M Health Science Center/Baylor College of Dentistry, Dr. Logan was selected as a T-32 Postdoctoral Fellow to conduct research in the field of spinal cord injury. Her expertise in Alzheimer research has allowed her to contribute to the preclinical testing of a novel therapeutic molecule, and she currently holds a Diversity Supplement from the National Institute of Dental and Craniofacial Research to study the role of eph and ephrin signaling in palate fusion.

PUBLISHED WORKS (most recent five years, 2014-2018)

Abstracts (last five years, 2014-2018)


ORCID Number: 0000-0003-3816-6367

Complete List of Published Work in MyBibliography:


Google Scholar:

https://scholar.google.com/citations?user=KxU6Kr4AAAAJ&hl=en

The above articles have been cited 138 times and 62 since 2014.
h-index = 3; since 2014 = 3; i10-index = 3; since 2014 = 2
**NAME:** Yongbo Lu  
**DEPARTMENT:** Biomedical Sciences

**EDUCATIONAL BACKGROUND**

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<td>1997</td>
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<td>School of Dentistry, University of Missouri-Kansas City</td>
<td>2007</td>
<td>Ph.D.</td>
<td>Oral Biology / Molecular Biology &amp; Biochemistry</td>
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**APPOINTMENTS** (begins with current)

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<td>Associate Professor</td>
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<td>Assistant Professor</td>
<td>Oral histology / Physiology / Cellular and molecular biology / Evidenced based dentistry</td>
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<td>Research Assistant Professor</td>
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**CURRENT TEACHING RESPONSIBILITIES**

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<td>Introduction to the Human Body</td>
<td>SPEP Collegiate II</td>
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RESEARCH INTERESTS

The long-term goal of Dr. Lu's research is to identify effective and noninvasive therapeutic/preventive agents for clinical management of inheritable dentin disorders. The inheritable dentin disorders are caused by mutations in certain genes, such as dentin matrix protein 1 (DMP1) or dentin sialophosphoprotein (DSPP). To achieve such a goal, we not only need to understand the functions of the normal genes, but also need to know the consequences of a gene mutation. Therefore, all of Dr. Lu’s current research focuses on understanding how normal genes control tooth morphogenesis, odontoblast differentiation and dentin formation, and on how a mutation changes the functions of a gene and causes the dentin defects. With these fundamental studies, Dr. Lu expects that one day, we can develop therapeutic agents to prevent the dentin defects from occurring in patients suffering from the inheritable dentin disorders.

Autosomal recessive hypophosphatemic rickets/osteomalacia (ARHR) associated with DMP1 mutations: DMP1 is largely known as an extracellular non-collagenous matrix protein, highly expressed in odontoblasts in tooth and in osteoblasts/osteocytes in bone. DMP1 mutations in humans result in an inheritable disease, known as autosomal recessive hypophosphatemic rickets/osteomalacia (ARHR), characterized by the dental and skeletal defects (lack of minerals) and hypophosphatemia (lack of phosphate in blood). However, the way in which the loss of DMP1 function causes these defects remains largely unknown. We propose that a nuclear isoform of DMP1 (referred to as “nuDMP1”) is translated from an alternative start codon of the same messenger RNA that encodes the secretory DMP1. We further propose that this nuDMP1 is responsible for governing the terminal differentiation of the odontoblasts and osteoblasts whereas the secretory DMP1 participates in extracellular matrix biomineralization. Successful completion of this proposed research will help elucidate the pathogeneses of hypophosphatemic rickets caused by DMP1 mutations in humans, therefore providing guidance for clinical management of hypophosphatemic rickets.

Dentinogenesis Imperfecta (DGI) and Dentin Dysplasia (DD) associated DSPP mutations: DSPP is predominantly expressed in odontoblasts in tooth. It is mainly found as two cleaved products of dentin sialoprotein (DSP) and dentin phosphophrotein (DPP) in the dentin matrix. DSPP mutations in humans may cause various inheritable autosomal dominant dentin disorders, including non-syndromic dentinogenesis imperfecta (DGI) type II and type III and dentin dysplasia (DD) type II. The non-syndromic DGI is the most commonly inherited dentin disorder that affects one in every 6,000 to 8,000 people. While significant progress has been made in understanding how normal DSPP protein regulates dentin biomineralization, it is largely unknown how various mutant DSPP proteins cause the dentin disorders. We are currently using both in vitro approaches and animal models to investigate how various DSPP mutations cause the dentin defects. These studies will have the potential to develop new, noninvasive and preventive agents for treating the DGI/DD patients associated with DSPP mutations.

PUBLISHED WORKS (most recent five years, 2014-2018)

Manuscripts


Abstracts

Total of career peer-reviewed manuscripts is 65 and for abstracts is 78 for a grand total of 143.

ORCID Number: 0000-0003-3692-1736

Complete List of Published Work in MyBibliography:


Google Scholar:

https://scholar.google.com/citations?user=Q_joaZQAAAAJ&hl=en

The above articles have been cited 3549 times and 1567 since 2014. h-index = 25 since 2014 = 19; i10-index all = 40; since 2014 = 32

GRANTS (last five years, 2014-2018)

1. NIH/NIDCR R01 DE027345, $1,187,500 (direct costs); 2018-2023, Title: Dentin sialophosphoprotein (DSPP) and unfolded Protein Response (UPR) in Dentino-genesis Imperfecta (DGI) and Odontoblast Differentiation. PI (25% effort); MPI Grant, the other PI is C. Qin.

2. NIH/NIDCR R01 DE023365; $900,000 (direct costs); 2013-2019, Title: Identification and Function of nuDMP1 in Odontoblast Differentiation. PI (25% effort).

3. NIH/NIDCR R03 DE0217773; $150,000 (direct costs); 2011-2014, Title: Studies of the Roles of Twist1 and E12 in Tooth Morphogenesis. PI (25% effort).
EDUCATIONAL BACKGROUND

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<td>Harbin Medical University, Harbin, China</td>
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<td>Chinese Academy of Preventive Medicine, Beijing, China</td>
<td>1988</td>
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<td>Texas A&amp;M University College of Dentistry, Dallas, TX</td>
<td>Professor</td>
<td>Research, Teaching</td>
<td>2019</td>
<td>Present</td>
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<tr>
<td>University of Illinois at Chicago College of Dentistry, Chicago, IL</td>
<td>Associate Professor</td>
<td>Research, Teaching</td>
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CURRENT TEACHING RESPONSIBILITIES

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RESEARCH INTERESTS

**Ameloblastin Function in Periodontal Development:** This research project focuses on defining the function of the ameloblastin (AMBN) extracellular matrix molecule. In this project we had correlated the emergence of non-mineralized periodontal ligament during vertebrate evolution and especially in mammals (Luan et al. 2009) with a possible role of AMBN in periodontal mineral homeostasis. Thus, our subsequent studies were conducted to ask the question by which mechanisms AMBN might affect periodontal tissues. As a next step, we characterized AMBN molecular structure and biological function related to adhesion, calcium binding and proliferation (Zhang et al. 2011a,b). Another study was directed to test the effect of AMBN on enamel crystal growth in a mouse model (Lu et al. 2011). In a next set of studies, we have characterized the function and localization of AMBN in calvarial development (Atsawasuwan et al. 2013a) and demonstrated that AMBN affects craniofacial suture closure (Atsawasuwan et al. 2013b). We then expanded our studies onto non-craniofacial model systems and determined that AMBN plays a role in long bone growth especially during the growth spurt (Lu et al. 2016a), and during fracture healing (Lu et al. 2016b). Notably, application of exogenous AMBN promoted fracture healing (Lu et al. 2016b). Together, these studies have characterized the multiple roles of AMBN as a functionally important extracellular matrix protein.
Epigenetics of Dental Stem Cells: Dental stem cells harbor great potential not only for the regeneration of dental tissues, but also for the growth of new tissues and organs (Luan et al. 2009). This potential is regulated by a number of epigenetic and genetic factors, including the chromatin factor CP27 (Luan et al. 2010, Ito et al. 2011). Besides characterizing the CP27 chromatin factor, we have spent considerable effort characterizing the epigenetic events that lead to odontogenic lineage differentiation (Dangaria et al. 2011). Our studies are the first of this nature in our field. We anticipate that our findings will lead to future therapeutic technologies involving odontogenic stem cells for long-term viability in regenerated tissues.

Periodontal Tissue Engineering: A third aspect of our research interest has been associated to periodontal tissue engineering. These studies have resulted in complete regeneration of a periodontal ligament (Dangaria et al. 2011a-c), resulting in a number of media reports and publications in high profile tissue engineering journals.

MicroRNA regulation in periodontitis: Periodontitis is a chronic inflammatory disease and causes periodontal bone loss not only through enhanced resorption, but also through diminished bone formation. While many of the protein regulators of inflammation are well known, recent evidence points to the critical role of microRNAs in the progression of inflammatory diseases. We have found that exposure to the bacterial cell wall toxin LPS and associated proinflammatory conditions in cultured periodontal progenitors significantly changed the expression of at least 162 microRNAs, including osteogenesis-related microRNAs such as miR-27, miR-29, miR-100, miR-125b, miR-138, and miR-204. These microRNAs regulate the differentiation of periodontal progenitors into alveolar bone (AB) osteoblasts either by regulating Wnt or BMP signaling, or by modulating the osteogenic transcription factor Runx2. We submit that our discovery of individual microRNAs involved in the inflammation-induced modulation of osteogenesis regulating Wnt and BMP signaling is significant in light of the essential role of these pathways for periodontal homeostasis and alveolar bone formation.

PUBLISHED WORKS (most recent five years, 2014-2018)

Manuscripts


Abstracts


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**GRANTS** (last five years, 2014-2018)

- **2013-2015** $ 376,918 1R01DE018900-01 “Enamel Structure Sophistication through Amelogenin Evolution”. Principal Investigator.
- **2008-2015** $ 1,895,320 1R01 DE019155-01A1 “Ameloblastin Function In Periodontal Development”. Principal Investigator.
NAME: Lisa F. Mallonee

DEPARTMENT: Caruth School of Dental Hygiene

EDUCATIONAL BACKGROUND

<table>
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<td>B.S.</td>
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<tr>
<td>University of North Carolina, Chapel Hill</td>
<td>2000</td>
<td>M.P.H.</td>
<td>Nutrition</td>
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<td>Texas A&amp;M University, College of Dentistry, Dallas, TX</td>
<td>Professor</td>
<td>Public Health / Nutrition Graduate Program Director</td>
<td>2016</td>
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<tr>
<td>Texas A&amp;M University, College of Medicine, College Station, TX</td>
<td>Professor</td>
<td>Graduate Program Co-Director</td>
<td>2016</td>
<td>Present</td>
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<td>Texas A&amp;M Health Sciences Center, Baylor College of Dentistry, Dallas, TX</td>
<td>Associate Professor, With Tenure</td>
<td>Public Health / Nutrition</td>
<td>2007</td>
<td>2016</td>
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<td>Texas A&amp;M University Baylor College of Dentistry, Dallas, TX</td>
<td>Assistant Professor</td>
<td>Public Health / Gerontology</td>
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CURRENT TEACHING RESPONSIBILITIES

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</table>
Ms. Mallonee’s primary research interests are focused on oral health, nutrition and the practical application to patient care. Interprofessional education and collaborative initiatives for improved public health are another area of focus. She is an invited speaker both nationally and internationally on the topic of nutrition. She is a published author in dental textbooks and peer reviewed journals on multiple topics pertaining to dentistry, allied education, nutrition and the interrelation to oral health.

Ms. Mallonee has been Co-Investigator on several in-house grants. Ms. Mallonee’s publications have appeared in *The Journal of Public Health Dentistry*, *The Canadian Journal of Dental Hygiene*, *The Journal of Dental Education*, *The Journal of the Academy of Nutrition and Dietetics*, *Texas Dental Journal*, *Contemporary Oral Hygiene* and *Special Care Dentistry*. She is an ad hoc reviewer for 6 different journals including *Journal of Dental Education* and is a member of the Editorial Review Board for the *Journal of Dental Hygiene*.

Ms. Mallonee is currently serving as one of three editors on the lead author team for a comprehensive, 1200-page textbook; the 13th edition of *Wilkin’s Clinical Practice of the Dental Hygienist* due for publication January 2020.

**PUBLISHED WORKS** (most recent five years, 2014-2018)

**Manuscripts**


**Abstracts**


ORCID Number: 0000-0001-9865-3138

Complete List of Published Work in MyBibliography


Google Scholar

https://scholar.google.com/citations?user=PDmf5TkAAAAJ&hl=en

The above articles have been cited 14 times and 5 since 2014.
h-index = 3; since 2014 = 3; i10-index all = 0; since 2014 = 0

GRANTS (last five years, 2014-2018)


2. 2017-2018 Fisher T (PI) and Mallonee L (Co-PI) Screening practices and interventions by pediatric dentists in Texas to address childhood obesity. $1500.


4. 2013-2014 Wyatt LA (PI) and Mallonee L (Co-PI) Attitudes and Experiences of Dental Hygiene Faculty Regarding Interactions with Current Undergraduate Students on Facebook; $1500.
NAME: Joseph Newman

DEPARTMENT: Biomedical Sciences

EDUCATIONAL BACKGROUND

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<td>St. Michaels College, Winooski, VT</td>
<td>1962</td>
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<td>University of Connecticut, Storrs, CT</td>
<td>1966</td>
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<td>University of Texas Health Science Center, San Antonio, TX</td>
<td>1973</td>
<td>Ph.D.</td>
<td>Microbiology</td>
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<tr>
<td>Texas A&amp;M University College of Dentistry, Dallas, TX</td>
<td>Adjunct Associate Professor</td>
<td>Microbiology, Virology and Immunology</td>
<td>1994</td>
<td>Current</td>
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<tr>
<td>Texas A&amp;M University College of Dentistry, Dallas, TX</td>
<td>Adjunct Assistant Professor</td>
<td>Microbiology, Virology and Immunology</td>
<td>1977</td>
<td>1994</td>
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<tr>
<td>Baylor University, Waco, TX</td>
<td>Adjunct Professor</td>
<td>Immunology</td>
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CURRENT TEACHING RESPONSIBILITIES

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RESEARCH INTERESTS

Research interests include the immunology of periodontal and endodontic-associated diseases. His major emphasis has been diagnosing leukemias and lymphomas.
**NAME:** Amal Noureldin  
**DEPARTMENT:** Public Health Sciences

## EDUCATIONAL BACKGROUND

<table>
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<tr>
<td>Faculty of Oral and Dental Medicine (FODM), Cairo University, Egypt</td>
<td>1993</td>
<td>BDS</td>
<td>Dental Surgery</td>
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<td>Faculty of Oral and Dental Medicine, Cairo University, Egypt</td>
<td>1999</td>
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<td>Operative Dentistry</td>
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<tr>
<td>Texas A&amp;M Health Science Center (TAMHSCBCD) Baylor College of Dentistry, Dallas, TX</td>
<td>2004</td>
<td>MS</td>
<td>Oral Biology (Biomaterials Science)</td>
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<td>Joint Supervision TAMHSCBCD and FODM</td>
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<td>Texas A&amp;M University College of Dentistry, Dallas, TX</td>
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<td>Texas A&amp;M University College of Dentistry, Dallas, TX</td>
<td>Clinical Associate Professor</td>
<td>Public Health Sciences Director of Predoctoral Program</td>
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<td>Texas A&amp;M University College of Dentistry, Dallas, TX</td>
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<td>Texas A&amp;M Health Science Center Baylor College of Dentistry, Dallas, TX</td>
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<td>General Dentistry Research</td>
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<td>Texas A&amp;M Health Science Center Baylor College of Dentistry, Dallas, TX</td>
<td>Teaching Assistant</td>
<td>Restorative Sciences Clinical Instructor</td>
<td>2002 2003</td>
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<tr>
<td>Texas A&amp;M Health Science Center Baylor College of Dentistry, Dallas, TX</td>
<td>Visiting Scientist</td>
<td>Biomaterials Science Research</td>
<td>2000 2001</td>
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<tr>
<td>Faculty of Oral and Dental Medicine, Cairo University, Egypt</td>
<td>Lecturer / Clinical Instructor</td>
<td>Operative Dentistry Lecturer / Instructor</td>
<td>1994 1999</td>
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CURRENT TEACHING RESPONSIBILITIES

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<tr>
<td>Texas A&amp;M University</td>
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<td>College of Dentistry</td>
<td>Clinical Preventive Dentistry (Course Director)</td>
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<td>Cariology and Prevention (Course Director)</td>
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<td></td>
<td>Public Community Health</td>
<td>Dental Hygiene, Year 1</td>
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RESEARCH INTERESTS

Dr. Noureldin specializes in three areas of dentistry; Operative Dentistry, Preventive Dentistry and Cariology (Science of Caries Management). Her research interest focuses on dental caries prevention and white spot lesion prevention and treatment. She has been the Principal Investigator on several research projects that had been supported by Industry contracts and internal in-house grants. Her work lead to several publications in peer-reviewed journals as American Journal of Dentistry, Operative Dentistry, Texas Dental Journal, Journal of Investigative Clinical Dentistry, and Quintessence International. She is an ad-hoc reviewer to several scientific journals and published in several peer-reviewed journals. She was invited as a guest speaker internationally and presented her work in dental conferences over the years.

Being engaged in education and being the Cariology Director with a vision of improving, in 2014 Dr. Noureldin wrote and earned an educational grant testing and validating a new model of teaching the first-year dental students the most recent state of art Visual Caries Detection Index (ICDAS). Implementing this model into the curriculum, made our institution one of the pioneers in the nation in teaching this index to the student.

Dr. Noureldin awarded a clinical grant from Texas A&M College of Dentistry Research Office. The study is designed to test a conceptually innovative approach of treating gingivitis in geriatric patients using Silver Diamine Fluoride. By identifying the effect of SDF on treatment of gingivitis, she will be able to address a major health concern among the geriatric population.

She has been a mentor for masters and PhD candidates and an active participant in the Summer Research Group for over than 8 years mentoring many undergrad students. All her mentees successfully participated and presented in the AADR/IADR. Three of her mentees Dr. Ines Quintanilla, Dr. Mofida Abufarwa, and John Ratliff were placed in the Research Day.

In 2019, Dr. Noureldin was awarded the Clinical Faculty Research Award.
Manuscripts


Abstracts


ORCID Number: 0000-0002-3857-3125

**GRANTS (last five years, 2014-2018)**

1. **Funding Agency:** Texas, A&M University, College of Dentistry, Office of Research and Graduate Studies.  
   Role: Principal Investigator. Total Costs: $22,000.

2. **Funding Agency:** Texas A&M University College of Dentistry, TX, USA  
   Role: Principal Investigator. Total Costs: $4,910

3. **Funding Agency:** Credentis ag, Switzerland. (Industry-sponsored Grant).  
   Title: “Influence of Surface Deposits on Diffusion of Self-Assembling-Peptide (P11-4)”. 06/2016-08/2016.  
   Role: Principal Investigator. Total Costs: $1,500
NAME:  Lynne A. Opperman

DEPARTMENT:  Biomedical Sciences

EDUCATIONAL BACKGROUND

<table>
<thead>
<tr>
<th>Name of School, City and State</th>
<th>Year of Graduation</th>
<th>Certificate or Degree</th>
<th>Area of Study</th>
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<td>University of the Witwatersrand, Johannesburg, South Africa</td>
<td>1979</td>
<td>B.Sc.</td>
<td>Zoology</td>
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<tr>
<td>University of the Witwatersrand, Johannesburg, South Africa</td>
<td>1980</td>
<td>B.Sc. (Hons)</td>
<td>Zoology</td>
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<tr>
<td>University of the Witwatersrand, Johannesburg, South Africa</td>
<td>1985</td>
<td>Ph.D.</td>
<td>Developmental Biology</td>
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APPOINTMENTS (begins with current)

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<tr>
<td>Texas A&amp;M University College of Dentistry, Dallas, TX</td>
<td>Department Head</td>
<td>Biomedical Sciences Department</td>
<td>2016</td>
<td>Present</td>
</tr>
<tr>
<td>Texas A&amp;M University College of Dentistry, Dallas, TX</td>
<td>Regents Professor</td>
<td>Responsible Conduct in Research; Craniofacial Growth; Cellular &amp; Molecular Biology; Current Topics in Biomedical Sciences; General Histology</td>
<td>2016</td>
<td>Present</td>
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<tr>
<td>Texas A&amp;M University College of Dentistry, Dallas, TX</td>
<td>Professor</td>
<td>Craniofacial Growth; Cellular &amp; Molecular Biology; Current Topics in Biomedical Sciences; General Histology</td>
<td>2008</td>
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<tr>
<td>Texas A&amp;M University College of Dentistry, Dallas, TX</td>
<td>Associate Professor</td>
<td>Craniofacial Growth; Cellular &amp; Molecular Biology; Current Topics in Biomedical Sciences; General Histology</td>
<td>2004</td>
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<tr>
<td>Texas A&amp;M University College of Dentistry, Dallas, TX</td>
<td>Assistant Professor</td>
<td>Craniofacial Growth; Cellular &amp; Molecular Biology; Current Topics in Biomedical Sciences; General Histology</td>
<td>1997</td>
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<tr>
<td>University of Virginia School of Medicine, Charlottesville</td>
<td>Assistant Professor Research</td>
<td>General Histology – Medical Students</td>
<td>1995</td>
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CURRENT TEACHING RESPONSIBILITIES

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<td>General Histology</td>
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RESEARCH INTERESTS

Dr. Opperman’s research focuses on understanding the developmental mechanisms regulating craniofacial bone development and growth, and in developing bone substitutes and bone distraction devices. Dr. Opperman’s expanded research program addresses the issues surrounding bone repair, fracture healing and bone augmentation, all major issues related to surgical repair of craniofacial bone anomalies in children, but also relevant to bone repair and bone augmentation procedures required as a result of trauma, or as a necessity for providing optimal dental reconstruction. Dr. Opperman has an active sponsored research program testing novel dental materials and optimizing implantable dental devices. She has developed and tested novel bone transport distraction osteogenesis devices and her start-up company holds three U.S. patents for devices pertaining to bone reconstruction. She has published over 100 peer-reviewed scientific papers and has an h-index of 38.

PUBLISHED WORKS (most recent five years, 2014-2018)

Manuscripts


Abstracts


Orcid: https://orcid.org/0000-0002-6200-7799

Google Scholar: https://scholar.google.com/citations?user=wbwvgUoAAAAJ&hl=en

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<td>i10-index</td>
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ResearchGate: https://www.researchgate.net/profile/Lynne_Opperman
GRANTS (last five years, 2014-2018)

Principal Investigator

2018-2019 Preclinical testing of a new collagen barrier in a canine model (Opperman PI) Orthocell, $183,892

2015-2017 REPLICATE™ Tooth Implant Study (Kontogiorgos; Opperman Co-PI) Natural Dental Implants, Inc. $198,781

2014-2015 NIH/NIDCR R44 DE020204-01S1 (Primus PI; Opperman PI subcontract) Quick-Set Endodontic Material $100,137

2012-2015 NIH/NIDCR R44 DE020204-01 (Primus PI; Opperman PI subcontract) Quick-Set Endodontic Material $368,023

Co-Investigator / Mentor

2018-2019 TAMU T3 grant, Tooth self-restorative chewing toys (Liang PI) $30,000
NAME: Hongjiao Ouyang

DEPARTMENT: Endodontics

EDUCATIONAL BACKGROUND

<table>
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<tr>
<th>Name of School, City and State</th>
<th>Year of Graduation</th>
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<th>Area of Study</th>
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<tr>
<td>University of Michigan, School of Dentistry, Ann Arbor</td>
<td>2000</td>
<td>PhD</td>
<td>Oral Health Sciences</td>
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<tr>
<td>University of Michigan, School of Dentistry, Ann Arbor</td>
<td>2002</td>
<td>Certificate</td>
<td>Endodontics</td>
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<tr>
<td>University of Pittsburgh, School of Dental Medicine, PA</td>
<td>2008</td>
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APPPOINTMENTS (begins with current)

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<th>Name of Institution, City and State</th>
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<td>Texas A&amp;M University College of Dentistry, Dallas, TX</td>
<td>Associate Professor</td>
<td>Clinical Endodontics</td>
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<td>University of Michigan, Ann Arbor</td>
<td>Assistant Professor</td>
<td>Clinical Endodontics</td>
<td>2003</td>
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<td>University of Pittsburgh, PA</td>
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<td>Clinical Endodontics</td>
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<td>University of Pittsburgh, PA</td>
<td>Associate Professor</td>
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CURRENT TEACHING RESPONSIBILITIES

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<td>Directed Readings</td>
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RESEARCH INTERESTS

The long-term goal of my research program is to elucidate the molecular and cellular mechanisms underlying the development, homeostasis, regeneration, and diseases of mineralized tissues, and to identify promising therapeutic targets to combat mineralized tissue diseases and achieve optimal tissue regeneration. Currently, we focus on the following areas:

1. To understand the physiological and biological roles of endoplasmic reticulum (ER) stress signaling in regulating the development and regeneration of mineralized tissues, such as bone and dentin. In addition, we study how deregulation of this signaling cascade leads osteoporosis.

2. To elucidate the essential roles of bone microenvironmental ER stress signaling cascade in regulating the stromal support of the pathogenesis of tumor bone diseases, such as multiple myeloma bone disease (MMBD) and breast cancer bone disease, respectively.
3. To explore the roles of ER stress signaling in regulating the pathogenesis and progress of ameloblastoma, the 2nd most common odontogenic neoplasm, and 1st most clinically significant odontogenic neoplasm due to its aggressive and infiltrative behavior. Except aggressive removal of the affected site(s), currently there is no effective pharmacological therapeutic modalities available for treating the disease, and

4. To determine whether genetic mutations and/or variations of ER stress and mTOR signaling molecules constitute genetic risk factors that alter disease susceptibilities to mineralized tissue diseases and affect individual patient responses to treatment.

PUBLISHED WORKS (most recent five years, 2014-2018)

Manuscripts


2. Anjomshoaa I; Briseno-Ruiz J, Deeley K; Poletta F; Mereb J; Leite A; Barreta P; Silva T; Dizak P; Ruff T; Patir A; Koruyucu M; Abbasoglu Z; Casado P; Brown; A; Zaky S, Bayram M, Kuchler E, Cooper M; Liu K, Marazita M, Tanboga I, Granjeiro J, Seymen F, Castilla E; Orioli I, Sfeir C, Ouyang HJ, Buzalaf M; Vieira AR, Aquaporin 5 Interacts with Fluoride and Possibly Protects Against Caries, PLOS ONE, DOI:10.1371/journal.pone.0143068; 2015.


Abstracts


7. Scariot R, Gill N, Gonsar B, Trevilatto PC, Ouyang HJ, Almarza A and Vieira AR. IRN1 (IRE1) is Associated with Signs of Temporomandibular Joint Discomfort, 2015 IADR/AADR.


12. Han, Q, Liu, K, Zhou, YQ, Chen, RS, Chen QM, and Ouyang, HJ* Osteoblast-specific deletion of TSC1 Reduces Osteogenesis but Enhances Bone Marrow Adipogenesis, 2017, the IADR/AADR/CADR General Session, San Francisco, CA (Accepted as an Oral Poster Presentation and a Recipient of a Young Investigator Award by the Mineralized Tissue Group).


15. Zhou, YQ, Revu, S, Shen, H-L, Han, Q, Liu, K, Ray, H, Verdelis K, and Ouyang, HJ* ER Stress Sensor IRE1α Regulates Dentinogenesis and Odontoblastic Differentiation, 2017 Research Symposium, the University of Pittsburgh School of Dental Medicine (Winner of the Best AADR Student Research Day Award), Pittsburgh, PA.


18. Ouyang H, Revu S, Liu K, Zhou Y, Han Q, Alshalawy F, Mishina Y, Almarza A, Stolz D, Verdelis K, Kaufman R, Ouyang, HJ*, Osteoblast-intrinsic IRE1α/XBP1s Signaling Regulates Bone Development and Bone Marrow Homeostasis. This is a poster presentation at 2018 annual conference of the Mechanistic and Therapeutic Advances in Rare Skeletal Diseases (MTARSD) meeting, Montreal, Canada.


ORCID Number: 0000-0003-3356-9677

Complete List of Published Work in MyBibliography:


Google Scholar:

https://scholar.google.com/citations?user=AxW1P-wAAAAJ&hl=en

The above articles have been cited 7779 times and 5598 since 2014. h-index = 21; since 2014 = 15; i10-index all = 22; since 2014 = 18

GRANTS (last five years, 2014-2018)

Active Grants

1R01CA182418-01A1 The IRE1/XBP1s signaling: A novel essential regulator for bone marrow microenvironment support of multiple myeloma bone PI (15%) 2014-2019 $1,929,515 NCI

K99/R00 K99DE024173 Autophagy-promoting NLRX1-TUFM complex and cancer cell resistance to cetuximab Co-I 2014-2018 $ NIH/NIDCR

T32 CA060397 Postdoctoral research training in head and neck oncology Co-I 2015-2020 $725,760 NIH/NCI

Breast Cancer Bone Initiatives Bone marrow stromal IRE1α/XBP1s signaling regulates breast cancer – bone interactions Co-I 2018-2019 $125,000 BCBI, Charles and Jane Center of Clinical Research and Mineral Metabolism, the University of Texas Southwestern Medical Center

Completed Grants

IR21CA161150-01 XBP1s and resveratrol regulate bone marrow stromal cells; Support of myeloma growth and bone resorption PI (15%) 2014-2015 $345,950 NCI/NIH

Tumor Microenvironment Research Award The role of XBP1s in multiple myeloma microenvironments PI (15%) 2011-2015 $250,000 Multiple Myeloma Research Foundation

Grants Approved for Funding, But Rejected

RSG CSM-121842 XBP1s and multiple myeloma bone disease PI (25%) 2014-2018 $960,000 (Declined – 1R01CA182418) American Cancer Society
**NAME:** Jacqueline M. Plemons

**DEPARTMENT:** Periodontics

### EDUCATIONAL BACKGROUND

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<td>Baylor College of Dentistry, Dallas, TX</td>
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<td>Periodontics</td>
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<tr>
<td>Baylor University, Waco, TX</td>
<td>1988</td>
<td>MS</td>
<td>Oral Biology</td>
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<td>Baylor College of Dentistry, Dallas, TX</td>
<td>1986</td>
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<tr>
<td>Texas A&amp;M University, College Station, TX</td>
<td>1982</td>
<td>n/a</td>
<td>Biomedical Science</td>
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<td>Texas A&amp;M University College of Dentistry, Dallas, TX</td>
<td>Clinical Professor</td>
<td>Periodontics, Assistant Director/Director Stomatology Center, Interim Director Predoctoral Periodontics</td>
<td>2006</td>
<td>2019</td>
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<tr>
<td>Baylor College of Dentistry, Dallas, TX</td>
<td>Associate Professor</td>
<td>Periodontics, Assistant Director Stomatology Center, Director Predoctoral Periodontics</td>
<td>1997</td>
<td>2006</td>
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<tr>
<td>Baylor College of Dentistry, Dallas, TX</td>
<td>Assistant Professor</td>
<td>Periodontics, Assistant Director Stomatology Center, Director Predoctoral Periodontics</td>
<td>1988</td>
<td>1997</td>
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### CURRENT TEACHING RESPONSIBILITIES

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<th>Name of Institution, City and State</th>
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<td>Theory of Dental Hygiene II</td>
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RESEARCH INTERESTS

My research interests include collaborative work with other clinical and research faculty on translational research. The Stomatology Center provides an excellent source for the clinical portion of collaborative efforts with a variety of patients presenting with a myriad of diseases. Specific projects have included diseases or conditions such as lichen planus, cicatricial pemphigoid, squamous cell carcinoma and salivary hypofunction. Opportunities for research involving epigenetics are of particular interest for the future.

PUBLISHED WORKS (most recent five years, 2014-2018)

Manuscripts


ORCID Number: 0000-0002-8747-0843

Complete List of Published Work in MyBibliography:


Google Scholar:

https://scholar.google.com/citations?hl=en&user=hT428_wAAAAJ

The above articles have been cited 1220 times and 470 since 2014. h-index = 19; since 2014 = 13; i10-index all = 21; since 2014 = 16.
GRANTS (last five years, 2014-2018)


NAME: Raghunath Puttaiah

DEPARTMENT: Diagnostic Sciences

EDUCATIONAL BACKGROUND

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<tr>
<td>UTHSC Dental School, San Antonio, TX</td>
<td>1996</td>
<td>Postdoc</td>
<td>Infectious Disease Control in Dentistry</td>
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<tr>
<td>UAB School of Dentistry, Birmingham, AL</td>
<td>1992</td>
<td>Residency</td>
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<tr>
<td>UAB School of Public Health, Birmingham, AL</td>
<td>1990</td>
<td>MPH</td>
<td>Epidemiology, Dental Public Health</td>
</tr>
<tr>
<td>Bapuji Dental College &amp; Hospital, Davangere, India</td>
<td>1983</td>
<td>BDS</td>
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<tr>
<td>Texas A&amp;M University College of Dentistry, Dallas, TX</td>
<td>Professor (Tenured)</td>
<td>Diagnosis &amp; Treatment Planning, Infection Control</td>
<td>2013</td>
<td>2019</td>
</tr>
<tr>
<td>Coorg Institute of Dental Sciences, Virajpet, Karnataka, India</td>
<td>Adjunct Professor</td>
<td>Graduate Faculty Research Advisor, Supervise/Serve on Thesis &amp; Dissertation Committees, Early Clinical Exposure of Dental Students, Vertical &amp; Horizontal Integration of Clinical Curriculum</td>
<td>2019</td>
<td>2019</td>
</tr>
<tr>
<td>Coorg Institute of Dental Sciences, Virajpet, Karnataka, India</td>
<td>Visiting Adjunct Professor</td>
<td>Develop &amp; Integrate Dental Safety in the Didactic &amp; Clinical Curriculum. Serve as a Research mentor for Graduate Students</td>
<td>2012</td>
<td>2019</td>
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<tr>
<td>Texas A&amp;M University College of Dentistry, Dallas, TX</td>
<td>Associate Professor (Tenured)</td>
<td>Diagnosis &amp; Treatment Planning, Infection Control</td>
<td>2004</td>
<td>2013</td>
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<tr>
<td>Texas A&amp;M University College of Dentistry, Dallas, TX</td>
<td>Director Infection Control</td>
<td>Re-tool the Clinic Safety Protocols, Safety Manual, Develop a new Curriculum in Infection Control, Advise the Dean &amp; the Associate Dean Clinical Affairs on Infection Control &amp; Safety</td>
<td>2004</td>
<td>2008</td>
</tr>
<tr>
<td>Texas A&amp;M University College of Dentistry, Dallas, TX</td>
<td>Assistant Professor (Tenure-Track)</td>
<td>Diagnosis &amp; Treatment Planning, Infection Control</td>
<td>1997</td>
<td>2004</td>
</tr>
<tr>
<td>Eastman Dental Institute, London, England</td>
<td>Adjunct Graduate Faculty</td>
<td>Train Graduate Students of the WHO Trans-Cultural Oral Health Unit in Dental Safety</td>
<td>1997</td>
<td>2002</td>
</tr>
<tr>
<td>UTHSC Dental School, San Antonio, TX</td>
<td>Adjunct Faculty</td>
<td>Diagnosis &amp; Treatment Planning, Infection Control</td>
<td>1992</td>
<td>1996</td>
</tr>
<tr>
<td>Indian Council of Medical Research, Kidwai Memorial Institute, Bangalore, Karnataka, India</td>
<td>Research Officer Dentist</td>
<td>Team Lead for the WHO Cancer Control Program, Screened 30,000 Subjects in 72 Villages. Lead a team of 15 Scientists</td>
<td>1986</td>
<td>1988</td>
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</table>
CURRENT TEACHING RESPONSIBILITIES

<table>
<thead>
<tr>
<th>Name of Institution, City and State</th>
<th>Course Title</th>
<th>Discipline and Level of Students (Year)</th>
<th>Total Contact Hours Per Year</th>
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<tr>
<td>Texas A&amp;M University College of Dentistry, Dallas, TX</td>
<td>Oral Diagnosis Clinic</td>
<td>Oral Diagnosis &amp; Treatment Planning/Screening DDS, Year 3</td>
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<td>Oral Diagnosis Clinic</td>
<td>Oral Diagnosis &amp; Screening DDS, Year 4</td>
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<td></td>
<td>Intro to Clinical Practice II</td>
<td>Dental Infection Control DDS, Year 2</td>
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</table>

RESEARCH INTERESTS

1. Digital monitoring and preservation of sterilization cycle records
2. Environmental microbial contamination and biofilms in dental unit water systems
3. Educational research in clinical evaluation methods of dental students
4. Educational research in controlling for biases in the dental student evaluation of faculty
5. Cultural competency in dentistry and dental education
6. Diagnostic devices and methods in dentistry
7. R&D - Infection control devices
8. Ethics in dentistry

PUBLISHED WORKS (most recent five years, 2014-2018)

Manuscripts


Abstracts

5. Puttaiah R. Sterilization, Sterilization Monitoring and New Innovations in Full Cycle Monitoring Using Digital Technologies. Presentation made to the Center for Dental Education and Research, All India Institute of Medical Sciences, New Delhi, India. February 2016.
6. Puttaiah R. Dental Infection Control and Safety – Full-day Continuing Dental Education Program, 69th Indian Dental Congress, February 2016, New Delhi, India.


ORCID Number: 0000-0003-0692-0345

Google Scholar:

https://scholar.google.co.in/citations?hl=en&user=1Ujgb78AAAAJ

Citations = 371; h-index = 10; i10 index = 13
Citations since 2014 = 186; h-index = 9; i10 index = 8
NAME: Chunlin Qin

DEPARTMENT: Biomedical Sciences

EDUCATIONAL BACKGROUND

<table>
<thead>
<tr>
<th>Name of School, City and State</th>
<th>Year of Graduation</th>
<th>Certificate or Degree</th>
<th>Area of Study</th>
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<tbody>
<tr>
<td>Okayama University Graduate School, Okayama, Japan</td>
<td>1998</td>
<td>PhD</td>
<td>Oral Pathology/Biochemistry</td>
</tr>
<tr>
<td>Harbin Medical University School of Dentistry, Harbin, China</td>
<td>1989</td>
<td>MS</td>
<td>Oral Histology/Oral Surgery</td>
</tr>
<tr>
<td>Harbin Medical University School of Dentistry, Harbin, China</td>
<td>1983</td>
<td>DDS</td>
<td>Dentistry</td>
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APPOINTMENTS (begins with current)

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<th>To (Year)</th>
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<tbody>
<tr>
<td>Texas A&amp;M University College of Dentistry, Dallas, Texas</td>
<td>Professor</td>
<td>Biochemistry, cell and molecular biology, oral histology, gross anatomy (skull)</td>
<td>2013</td>
<td>2019</td>
</tr>
<tr>
<td>Texas A&amp;M University Baylor College of Dentistry, Dallas, Texas</td>
<td>Associate Professor</td>
<td>Biochemistry, cell and molecular biology, oral histology</td>
<td>2009</td>
<td>2013</td>
</tr>
<tr>
<td>Texas A&amp;M University Baylor College of Dentistry, Dallas, Texas</td>
<td>Assistant Professor</td>
<td>Biochemistry, cell and molecular biology, oral histology</td>
<td>2006</td>
<td>2009</td>
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CURRENT TEACHING RESPONSIBILITIES

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<th>Name of Institution, City and State</th>
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<td>Clinic/Lab</td>
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<td>Texas A&amp;M University College of Dentistry, Dallas, Texas</td>
<td>Biochemistry, Cell and Molecular Biology</td>
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<td>Oral Histology</td>
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<td>Cell and Molecular Biology of Oral Craniofacial Tissues</td>
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<td>Dental Board Part I Review</td>
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<td>Dental Hygiene Board Review</td>
<td>Dental Hygiene, Year 2</td>
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RESEARCH INTERESTS

Dr. Qin's main research interest is to investigate the roles of the extracellular matrix (ECM) proteins in the formation and mineralization of dentin (the bulk tissue shaping the contour of a tooth) and bone. Dr. Qin has been seeking to understand the overall processes of tooth and bone formation by focusing upon the nature, metabolism, tissue/cell localization and functions of the ECM molecules in dentin and bone, two tissues that resemble each other in composition and mechanisms of formation. In addition to a predominant collagenous matrix, dentin and bone contain non-collagenous proteins that play vital roles in the formation of dentin by odontoblasts and in the homeostatic mechanisms of formation and breakdown of bone by osteoblasts, osteocytes and osteoclasts. Dr. Qin’s research group is mainly interested in the roles of non-collagenous proteins in dentinogenesis (dentin formation) and osteogenesis (bone formation).

One of Dr. Qin’s longstanding research projects focuses on the members of the SIBLING family (one category of non-collagenous proteins), which includes dentin matrix protein 1 (DMP1), dentin phosphophosphoprotein (DSPP), bone sialoprotein (BSP) and osteopontin (OPN). He has made important discoveries about the structure and functions of DMP1 and DSPP, two molecules that play critical roles in dentinogenesis and osteogenesis. He discovered that DMP1 is processed into the NH2- and COOH-terminal fragments by proteolytic cleavage of specific peptide bonds, and his research work has established that the proteolytic cleavage of DMP1 at selected X-Asp bonds is an activation step essential to the formation of dentin and bone. His group discovered that, in addition to dentinogenesis, DSPP also plays a critical role for the development of cementum and alveolar bone. His lab has proven that the proteolytic cleavage of DSPP and selected X-Asp bonds activate this protein precursor. These fundamental discoveries about DMP1 and DSPP by Dr. Qin’s group will have a far-reaching impact in the research fields of dentin and bone biology.

PUBLISHED WORKS (most recent five years, 2014-2018)

Manuscripts (* indicates corresponding/senior author)


Abstracts


ORCID Number: 0000-0002-2906-9074

Complete List of Published Work in MyBibliography:


Google Scholar:

http://scholar.google.com/citations?user=8Fi7OLoAAAAJ&hl=en

The above articles have been cited 5646 times and 2457 since 2014.

h-index = 2457; since 2014 = 2457; i10-index all = 86; since 2014 = 73

GRANTS (most recent five years, 2014-2018)

1. Source: NIH/National Institute of Dental and Craniofacial Research
   Title: Dentin Sialophosphoprotein (DSPP) and Unfolded Protein Response (UPR) in Dentinogenesis Imperfecta (DGI) and Odontoblast Function
   Grant #: 1R01DE027345
   Time Period: July 30, 2018 – May 31, 2023
   Role: Principal Investigator

2. Source: NIH/National Institute of Dental and Craniofacial Research
   Title: The Roles of FAM20C (DMP4) in Odontogenesis and Osteogenesis
   Grant #: R01DE022549
   Time Period: December 1, 2012–November 30, 2019
   Role: Principal Investigator

3. Source: NIH/National Institute of Dental and Craniofacial Research
   Title: Studies of the Roles of DMP1 and DSPP in Osteogenesis and Dentinogenesis
   Grant #: R01DE005092
   Time Period: July 1, 2009–June 30, 2015
   Role: Principal Investigator
NAME: Jayne Stewart Reuben

DEPARTMENT: Biomedical Sciences

EDUCATIONAL BACKGROUND

<table>
<thead>
<tr>
<th>Name of School, City and State</th>
<th>Year of Graduation</th>
<th>Certificate or Degree</th>
<th>Area of Study</th>
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<tbody>
<tr>
<td>University of Michigan Medical School, Ann Arbor, MI</td>
<td>2006</td>
<td>Postdoctoral Fellowship</td>
<td>Innate Immunity</td>
</tr>
<tr>
<td>Florida A&amp;M University College of Pharmacy, Tallahassee, FL</td>
<td>2001</td>
<td>PhD</td>
<td>Pharmacology/Toxicology</td>
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<tr>
<td>Converse College, Spartanburg, SC</td>
<td>1985</td>
<td>BA</td>
<td>Chemistry</td>
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APPOINTMENTS (begins with current)

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<th>Name of Institution, City and State</th>
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<th>Subjects/Content Areas Taught/ Administrative Responsibilities</th>
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<tbody>
<tr>
<td>Texas A&amp;M University College of Dentistry, Dallas, TX</td>
<td>Associate Professor</td>
<td>Pharmacology, Physiology, Evidence-Based Dentistry</td>
<td>2017</td>
<td>present</td>
</tr>
<tr>
<td>Texas A&amp;M University College of Dentistry, Dallas, TX</td>
<td>Director</td>
<td>Instructional Effectiveness, Academic Affairs</td>
<td>2017</td>
<td>present</td>
</tr>
<tr>
<td>University of South Carolina School of Medicine, Greenville, SC</td>
<td>Associate Professor</td>
<td>Pharmacology, Physiology, Immunology</td>
<td>2011</td>
<td>2017</td>
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<tr>
<td>Baylor College of Dentistry, TAMHSC, Dallas, TX</td>
<td>Assistant Professor</td>
<td>Pharmacology, Physiology</td>
<td>2006</td>
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CURRENT TEACHING RESPONSIBILITIES

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<td>Clinical Pharmacology</td>
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<td>Physiology</td>
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<td></td>
<td>Evidence-Based Dentistry</td>
<td>DDS, Year 3</td>
<td>varies</td>
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</table>
RESEARCH INTERESTS

1. Interprofessional Education in Dental Curricula- This is also a pilot program to assess the impact of interprofessional education activities in a pharmacology course on the behaviors and attitudes of dental students.

2. Cognitive Integration of Basic Science Concepts to Improve Student Performance and Confidence - This study uses quantitative and qualitative approaches to determine if integration exercises improve student performance on course summative exams. In addition, we will evaluate dental student attitudes in the use of self-learning modules to introduce and reinforce biomedical concepts.

3. Increasing access to STEM careers for diverse populations. Building on the success of the COD SPEP programs, our intent is to develop a summer program that enhances the exposure of undergraduate students to different types of research and provide educational opportunities to improve their performance in science courses.

4. Evaluation of the impact of the new integrated Dental curriculum on Student Performance

PUBLISHED WORKS (most recent five years, 2014-2018)

Manuscripts


Abstracts


ORCID Number: 0000-0001-8644-9826

Complete List of Published Work in MyBibliography:

From PubMed only

Google Scholar:

https://scholar.google.com/citations?hl=en-US&pli=1&user=KBe6M2sAAAAJ

The above articles have been cited 1183 times and 372 since 2014.
h-index = 18; since 2014 = 11; i10-index all = 22; since 2014 = 11

GRANTS (last five years, 2014-2018)

NAME: L. Bruno Ruest  
DEPARTMENT: Biomedical Sciences

EDUCATIONAL BACKGROUND

<table>
<thead>
<tr>
<th>Name of School, City and State</th>
<th>Year of Graduation</th>
<th>Certificate or Degree</th>
<th>Area of Study</th>
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<tbody>
<tr>
<td>University of Louisville School of Dentistry, KY</td>
<td>NA</td>
<td>Postdoc</td>
<td>Bioinformatics, Metabolism</td>
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<tr>
<td>University of Louisville School of Dentistry, KY</td>
<td>NA</td>
<td>Postdoc</td>
<td>Genetics, Embryology</td>
</tr>
<tr>
<td>McGill University, Montreal, Quebec, Canada</td>
<td>2002</td>
<td>PhD</td>
<td>Experimental Medicine</td>
</tr>
<tr>
<td>University of Sherbrooke, Sherbrooke, Quebec, Canada</td>
<td>1996</td>
<td>BSc</td>
<td>Biology, Microbiology</td>
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<th>Name of Institution, City and State</th>
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<th>Subjects/Content Areas Taught/ Administrative Responsibilities</th>
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<th>To (Year)</th>
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<tr>
<td>Texas A&amp;M University College of Dentistry, Dallas, TX</td>
<td>Associate Professor</td>
<td>Physiology and other courses</td>
<td>2016</td>
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<tr>
<td></td>
<td>Director</td>
<td>Director of Student Research</td>
<td>2015</td>
<td></td>
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<td></td>
<td>Assistant Professor</td>
<td>Physiology, embryology and others</td>
<td>2009</td>
<td>2016</td>
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CURRENT TEACHING RESPONSIBILITIES

<table>
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<th>Name of Institution, City and State</th>
<th>Course Title</th>
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<td>Texas A&amp;M University College of Dentistry, Dallas, TX</td>
<td>Physiology *</td>
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<td>(* = Course Director)</td>
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<td>14</td>
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<td></td>
<td>Introduction to Evidence-Based Dentistry &amp; Clinical Research</td>
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<td>App of Evidence-Based Dentistry I</td>
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<td>Comprehensive Care &amp; Treatment Planning Seminar</td>
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<td>Diagnosis and Treatment Planning</td>
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<td>National Board Review Part I</td>
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<td>Intro to Human Body</td>
<td>SPEP Collegiate II</td>
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<td>Human Body</td>
<td>PBP II</td>
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</table>
RESEARCH INTERESTS

Basic science: My research interests are to investigate the function of endothelin signaling in neural crest cells during embryonic craniofacial and cardiovascular development and in other pathological conditions such as periodontitis and premature delivery. I am also investigating the mechanisms regulating the expression of the endothelin-A receptor in maternal tissues during pregnancy, pathological samples and in neural crest cells.

Educational research: My interests are to investigate whether the integration of active learning activities increases learning and long-term retention in dental education and to identify factor influencing dental student success in physiology.

PUBLISHED WORKS (most recent five years, 2014-2018)

Manuscripts


Abstracts

3. Svoboda KKH, Ruest LB, Spears R, Roesch D, Opperman LA. 2015. Subject specific cross word puzzles were effective active learning tools. FASEB J. 29: 549.5.


ORCID Number: 0000-0002-5446-9985

Complete List of Published Work in MyBibliography:


Google Scholar:

https://scholar.google.com/citations?user=N5UjRC4AAAAJ&hl=en

The above articles have been cited 306 times since 2014 (total citations: 714).
h-index = 14; since 2014 = 11; i10-index all = 17; since 2014 = 14

GRANTS (last five years, 2014-2018)

1. Research Grant Ruest (PI) 01/01/2017 to 12/31/2017
   Texas A&M University College of Dentistry
   Camtasia Files Listening, Attendance and Student Performance
   Role: PI ($1,850) (competitive grant)

2. Research Stipend Ruest (2015-ongoing)
   Texas A&M University College of Dentistry
   Director of student research stipend
   Role: PI ($3,000/yr.)

3. Research Grant Ruest (PI) 01/1/2015 to 12/31/2015
   Texas A&M University Baylor College of Dentistry
   Does the Integration of Active Learning Activities Increase Learning and long term retention in a self-learning setting?
   Role: PI ($3,500) (competitive grant)
NAME: Emet D. Schneiderman

DEPARTMENT: Biomedical Sciences

EDUCATIONAL BACKGROUND

<table>
<thead>
<tr>
<th>Name of School, City and State</th>
<th>Year of Graduation</th>
<th>Certificate or Degree</th>
<th>Area of Study</th>
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<tbody>
<tr>
<td>Northwestern University, Evanston, IL</td>
<td>1978</td>
<td>BA, MA</td>
<td>Anthropology</td>
</tr>
<tr>
<td>University of Michigan, Ann Arbor, MI</td>
<td>1985</td>
<td>PhD</td>
<td>Physical Anthropology</td>
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APPOINTMENTS (begins with current)

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<tr>
<th>Name of Institution, City and State</th>
<th>Rank</th>
<th>Subjects / Content Areas Taught / Administrative Responsibilities</th>
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<th>To (Year)</th>
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<tr>
<td>Texas A&amp;M University College of Dentistry, Dallas, TX</td>
<td>Professor with tenure</td>
<td>Human Anatomy, Evidence Based Dentistry</td>
<td>2014</td>
<td>2019</td>
</tr>
<tr>
<td>Texas A&amp;M Health Science Center, Dallas, TX</td>
<td>Professor with tenure</td>
<td>Biostatistics, research methodology and ethics (IRB), anatomy, facial growth &amp; development</td>
<td>2009</td>
<td>2019</td>
</tr>
<tr>
<td>Baylor College of Dentistry - Texas A&amp;M Health Science Center, Dallas, TX</td>
<td>Associate Professor with tenure</td>
<td>Human Anatomy, Evidence Based Dentistry, Biostatistics, research methodology and ethics,</td>
<td>2006</td>
<td>2014</td>
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<tr>
<td>Baylor College of Dentistry - Texas A&amp;M University System Health Science Center, Dallas, TX</td>
<td>Executive Director</td>
<td>Head of Information Technology for Dallas campus; taught information technology &amp; computer skills for dental students</td>
<td>1996</td>
<td>2006</td>
</tr>
<tr>
<td>Baylor College of Dentistry - Texas A&amp;M University System, Dallas, TX</td>
<td>Associate Professor with tenure</td>
<td>Information technology &amp; computer skills for dental students</td>
<td>1994</td>
<td>2006</td>
</tr>
<tr>
<td>Baylor College of Dentistry, Dallas, TX</td>
<td>Assistant Professor/ Director of Research</td>
<td>Research Methodology &amp; Biostatistics, Scientific Writing, Responsible Conduct in Research, Craniofacial Biology Seminar</td>
<td>1988</td>
<td>1994</td>
</tr>
<tr>
<td>University of Detroit, Detroit MI</td>
<td>Assistant Professor</td>
<td>Computer, Cephalometric &amp; Statistical Analysis, Human Growth &amp; Development, The Role of Science in Dentistry</td>
<td>1985</td>
<td>1988</td>
</tr>
<tr>
<td>University of Michigan, Ann Arbor</td>
<td>Lecturer</td>
<td>Computer skills &amp; computerized cephalometrics for graduate students</td>
<td>1984</td>
<td>1986</td>
</tr>
<tr>
<td>University of Michigan Center for Human Growth and Development, and Department of Anthropology, Ann Arbor</td>
<td>Research Assistant; Teaching Assistant</td>
<td>Animal research on craniofacial growth &amp; development; Taught: Primate Social Behavior Introduction to Physical Anthropology, Human Adaptation, Biology, Society and Behavior, Human Gross Anatomy, Computer Analysis in Orthodontic Research</td>
<td>1978</td>
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## CURRENT TEACHING RESPONSIBILITIES

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<td>Applied Biostatistics</td>
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<td>Research Design &amp; Methodology</td>
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<td>Evidence Based Dentistry (EBD Component)</td>
<td>DDS, Year 4</td>
<td>- 24</td>
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<td>Theory of Dental Hygiene Practice II EBD Component</td>
<td>Dental Hygiene, Year 1</td>
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## RESEARCH INTERESTS

Dr. Schneiderman has more than thirty-five years of experience in the design and analysis of dental and craniofacial studies on humans and animals. Throughout his career Dr. Schneiderman has focused on the normal and abnormal growth, development and functioning of the craniofacial complex. He is particularly interested in the interplay between orofacial form, respiratory function, obstructive sleep apnea, sleep quality and brain health. His research experience in these areas, as well as in temporomandibular (TMJ) form, disorders and treatment, provides a background for better understanding the clinical interventions under consideration; these involve mandibular repositioning and its effects on opening the airway, as well as on the TMJ. He is currently the principal investigator on four IRB approved clinical trials evaluating the effect of mandibular repositioning devices on sleep quality and airway function. The populations under consideration include adults who have failed CPAP therapy, those with mild cognitive impairment, those with atrial fibrillation and pregnant women.

Dr. Schneiderman has served as an investigator on NIH, NLM, HRSA and Texas TIF grants, has produced more than 90 publications including a book, and two-dozen computer programs, and a number of articles about statistical methodology. This work has been cited 1658 times. He teaches human gross anatomy, applied biostatistics, research design and several courses on evidence-based practice. He and colleagues at Texas A&M College of Dentistry have lead the US dental education community, and set an example, by infusing evidence based practice into their dental curriculum; this is evidenced by several publications in this area. He has also served as a reviewer for the NIH-funded North and Central Texas Clinical and Translational Science Initiative, an evaluator for the Southern Association of Colleges and Schools, a member of Soredex’s Digital Imaging Advisory Group. He has chaired Texas A&M University’s Institutional Review Board for the Dallas campus for 9 years. In the 1990s he led the team that designed and achieved approval for the Dental College’s PhD program in craniofacial biology from the Texas Higher Education Coordinating Board.
As the Director of the Sleep Research Program at the Texas A&M College of Dentistry it is his goal to use the most rigorous experimental designs and statistical methods to generate the evidence that will help answer critical questions – many controversial – concerning airway function, craniofacial form, and overall health.

**PUBLISHED WORKS** (most recent five years, 2014-2018)

**Manuscripts**

Abstracts


4. Wyatt L, Mallonee L, McCann A, Campbell P, Schneiderman E. Interactions between Dental Hygiene Faculty and Undergraduate Students on Facebook. JDH 79(2) 2015.


ORCID Number: 0000-0001-5183-6578

Complete List of Published Work in MyBibliography:


Complete List of Published Work in Google Scholar:

https://scholar.google.com/citations?hl=en&user=gDqQEgUAAAAJ&view_op=list_works&sortby=pubdate

Google Scholar:

http://scholar.google. XXXX

The above articles have been cited 1658 times and 773 since 2014.
h-index = 23; since 2014 = 14; i10-index all = 45; since 2014 = 23
**GRANTS (last five years, 2014-2018)**

1. Randomized controlled trial on midline traction vs bilateral thrust oral appliances for treating sleep related breathing disorders in overweight adults. (IRB approval #2017-0390-CD-FB) Baylor Oral Health Foundation. August 2017 – August 2019. PI, 25%. $480,000


3. Use of iPad for Year 1 Gross Anatomy and Beyond. TAMU College of Dentistry Education Research Grant Program. M. Kesterke, PI. April 2017 – April 2018. Co-investigator, 5%. $5000


5. Quick-Set material – Phase II. NIH/NIDCR R44 DE020204-01/Primus Consulting. April 1, 2012 to March 31, 2015. Co-I (1.67%) $214,793

6. Silicon, a new anti-oxidant role in bone healing, RO3, NIDCR, Jan. 1 2014- Dec. 31 2015, Collaborator. 3%,$157,726


NAME: Crystal Pearl Stinson  
DEPARTMENT: General Dentistry  

EDUCATIONAL BACKGROUND

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<thead>
<tr>
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<th>Area of Study</th>
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<td>University of Texas at Dallas Dallas, Texas</td>
<td>2010</td>
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<td>Texas A&amp;M College of Medicine Dallas, Texas</td>
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<td>Texas A&amp;M College of Dentistry Dallas, TX</td>
<td>2017</td>
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APPOINTMENTS (begins with current)

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<td>Assistant Professor</td>
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CURRENT TEACHING RESPONSIBILITIES

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RESEARCH INTERESTS

Dr. Stinson is an early stage investigator that completed her PhD and research training in basic neuroscience and pain. Most recently she has used her knowledge of basic behavioral neuroscience background with her clinical expertise to develop dental provider led, patient-oriented addiction research. The new projects have full potential to shift the clinical paradigm of addictive behavior therapy. The duality of her training will make successful competition for independent NIH support more likely at the completion of her mentored research project. This also leaves her well suited to be a mentor for URMs and pilot research tailored to addressing oral health disparities and educational research aimed at increasing recruitment and retention of diverse scholars in science.

Dr. Stinson has been Co-Investigator on an extramural minority supplement grant from the NIH. These projects have produced 7 peer-reviewed research publications and 9 abstracts. Dr. Stinson’s publications have appeared in *Neuroscience, Frontiers in Integrative Neuroscience; BMC Neuorology; Brain Research, and the Journal of Cellula Physiology.*
Dr. Stinson was awarded the prestigious Robert Wood Johnson Foundation Harold Amos Medical Faculty Development program grant in 2017 and is the first recipient at Texas A&M University and only one in six dentists to receive the award since its inception in 1983.

**PUBLISHED WORKS** (most recent five years, 2014-2018)

**Manuscripts**


**Abstracts**


Total of career peer-reviewed manuscripts is 6 and for abstracts is 14.

ORCID Number: 0000-0002-5135-3792

Google Scholar:

https://scholar.google.com/citations?user=xHflTv8AAAAJ&hl=en&oi=ao

The above articles have been cited 16 times. h-index = 3; i10-index all = 0

**GRANTS** (most recent five years, 2014-2018)

1. NIH 1R01 DE022129 $1,000,000 (direct costs), 2014-2017, Estrogen and TMJ Pain. Dr. PR Kramer, PI, minority supplement to C. Stinson Co-I.

2. Robert Wood Johnson Harold Amos Medical Faculty Development Program, $420,000 (total costs), 2017-2020, Sex Differences in Orofacial Post-Herpetic Neuralgia. Dr. C. Stinson, PI.

3. Delta Dental, $105,000 (total costs), 2018-2019, Avoiding Implicit Bias and Expanding Dental Care in Pediatric Special Needs Dentistry, Dr. K. Pace, PI, Dr. C. Stinson, Co-I.
NAME: Kathy K. Svoboda

DEPARTMENT: Biomedical Sciences

EDUCATIONAL BACKGROUND

<table>
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<tr>
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<tr>
<td>University of Nebraska, Omaha</td>
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<td>University of Nebraska Medical Center, Omaha</td>
<td>MS 1977</td>
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<td>University of Nebraska Medical Center, Omaha</td>
<td>PhD 1991</td>
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<td>Harvard Medical School, Boston, MA</td>
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APPOINTMENTS (begins with current)

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<td>Boston University School of Medicine, Boston, MA</td>
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<td>Gross Anatomy, Developmental Biology, Cell Biology</td>
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<td>Harvard Medical School, Boston, MA</td>
<td>Lecturer</td>
<td>Gross Anatomy</td>
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CURRENT TEACHING RESPONSIBILITIES

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RESEARCH INTERESTS

Dr. Kathy Svoboda has been interested in the role of the cytoskeleton in cell shape changes throughout her career. She studied neuroepithelial cell shape changes during optic vesicle formation for her Ph.D. thesis topic, and then started investigating the corneal epithelial response to extracellular matrix as a postdoctoral project.

She is presently working on several projects with the long-term objective of understanding cell-matrix communication in whole tissue development models. Her group has established that just as cultured cells form focal adhesions in response to extracellular matrix proteins, whole tissues also have similar structures termed "cell-matrix attachment complexes" (CMAX). Both the focal adhesion and CMAX contain cell adhesion molecules, actin-associated proteins and signaling molecules. Her lab has shown that these proteins and activated signaling...
pathways are necessary for reorganizing actin in the embryonic corneal epithelial model. They have also shown that cell-matrix interactions in whole cartilage are necessary for survival and differentiation.

Understanding these relationships will help elucidate the events and interactions that are involved in tissue-specific differentiation and matrix synthesis. Her group has developed experimental approaches to examine the spatial relationships between specific cellular components in whole tissues. These cellular models have been used to determine the three-dimensional relationships between organelles, cytoskeletal proteins and specific mRNA.

In 1998, Dr. Svoboda joined the faculty at Texas A&M University College of Dentistry. Although she is still pursuing the long-term goals of her research, she has become involved in many other projects. The new projects (signal transduction pathways controlling palate development, condylar cartilage differentiation and gingival tissue response to nicotine) are related to craniofacial development or cell-matrix interactions in oral tissues.

Dr. Svoboda has served on the executive board and been the program co-chair for the American Association of Anatomists and served as the AAA president from 2005-2007 (www.anatomy.org). She also serves on the editorial board of Developmental Dynamics, Anatomical Record and the European Journal of Dentistry.

**PUBLISHED WORKS** (most recent five years, 2014-2018)

**Manuscripts**


**Book Chapter**


**Newsletters**


**Abstracts**

50 abstracts were published from 2012-2018.

**PATENT**

Orchid: http://orcid.org/0000-0003-0820-3067

List of Published Work in MyBibliography:


Google Scholar:

https://scholar.google.com/citations?user=N-Mz4CEAAAJ&hl=en&oi=ao

**GRANTS** (last five years, 2014-2018)

1. NIH R01DE023365-01  Lu, Yongbo  4/1/13-3/31/17
   Identification and Function Of Nudmp1 in Odontoblast Differentiation
   Role on Project: Consultant

2. R01DE022804 (NIDCR)  Benson, M. Douglas  7/01/14 - 6/30/19
   Mechanism of ephrin signaling in mammalian palatal fusion
   Role: C0-PI

3. Seed grant  Svoboda, Kathy K  1/1/2018-12/31/2018
   Texas A&M College of Dentistry Biomedical Sciences
   Tracking Mesenchyme Primordial Cells with Gli1 in the eye
   Role: PI
NAME: Larry P. Tadlock

DEPARTMENT: Department of Orthodontics

EDUCATIONAL BACKGROUND

<table>
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<tr>
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<td>Baylor College of Dentistry, Dallas, TX</td>
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<td>University of Texas School of Dentistry, Houston, TX</td>
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<td>Department of Orthodontics</td>
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PROFESSIONAL INTERESTS

Dr. Tadlock has lectured to numerous organizations nationally and internationally, and is an active member of many professional organizations. He is past President of the Southwestern Society of Orthodontists and the University of Texas Orthodontic Alumni, and served on the Board of Trustees for the SWSO.
Dr. Tadlock has been the recipient of numerous teaching, clinical and professional awards. The most notable include the Earl E. and Wilma S. Shepard Award of Distinguished Service from the American Board of Orthodontics (2008), the Yellen – Shoverling Award from the University of Texas Alumni (2009), and the Martin Dewey Award – the highest honor the Southwestern Society of Orthodontists bestows on one of its members. This award recognizes an individual for outstanding contributions to the advancement of orthodontics in education, practice and research (2016).

PUBLISHED WORKS (most recent five years, 2014-2018)


ORCID Number: 0000-0002-8808-1671

Complete List of Published Work in MyBibliography:

https://www.ncbi.nlm.nih.gov/pubmed/?term=Tadlock+LP%5BAuthor%5D
NAME:  
Feng Tao

DEPARTMENT:  
Biomedical Sciences

EDUCATIONAL BACKGROUND

<table>
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<td>Shanghai Medical University, Shanghai, China</td>
<td>1992</td>
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<td>Johns Hopkins University School of Medicine, Baltimore, MD</td>
<td>Assistant Professor</td>
<td>Neurobiology of Pain</td>
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<td>Instructor</td>
<td>Neurobiology of Pain</td>
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<td>Johns Hopkins University School of Medicine, Baltimore, MD</td>
<td>Research Associate</td>
<td>Neurobiology of Pain</td>
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RESEARCH INTERESTS

Dr. Tao’s research interests focuses on the central mechanisms underlying pain transmission and the transition from acute to chronic pain after surgery. To date, the neurobiological mechanisms that underlie the transition from adaptive acute pain to maladaptive chronic pain have not been fully understood. Chronic postsurgical pain provides a special opportunity to study pathogenic mechanisms for the transition from an acute to a chronic pain state. Previous studies have shown that psychosocial and socio-environmental factors are involved in the development of chronic postsurgical pain. Dr. Tao’s laboratory combines plantar incision with stress or chronic alcohol consumption to investigate the pain transition process after surgery. It was found that stress or chronic alcohol consumption induces the transition from acute to chronic postsurgical pain through the regulation of AMPA receptor function. The results identified stress and chronic alcohol consumption as risk factors for the development of chronic neuropathic pain after surgery. These findings help predict which patients are at greater risk for developing chronic pain after surgical procedures.
His laboratory also characterizes the antinociceptive effect of neuromodulation using optogenetics. In the clinic, use of invasive electrical or non-invasive transcranial magnetic stimulation of brain structures has been reported for the alleviation of intractable chronic pain. However, the mechanisms underlying the antinociceptive effect of neuromodulation remain to be illustrated. The recent development of optogenetics, a revolutionary research tool, combines the delivery of light having specific wavelengths (opto) with the introduction of genes encoding light-sensitive transmembrane channels (genetics) and makes possible highly precise spatial and temporal control of specific neuronal populations. In this project, they will utilize optogenetic manipulation to investigate the mechanisms by which neuromodulation controls pain.

Recently, Dr. Tao has developed a new line of research to investigate the molecular mechanisms underlying the development of migraine headache. Migraine is the third most common disease worldwide. However, the pathophysiology contributing to migraine headache is still unclear. This study will determine the role of gut microbiota in the pathogenesis of migraine headache, which in turn may lead to important insights into developing a new therapy for migraine.

**PUBLISHED WORKS (most recent five years, 2014-2018)**

**Manuscripts**

3. C Li, S Liu, Y Xing, F Tao*. 2014 The role of hippocampal tau protein phosphorylation in isoflurane-induced cognitive dysfunction in transgenic APP695 mice. Anesthesia & Analgesia 119:413-419 (*corresponding author)
5. F Tao, Q Chen, Y Sato, J Skinner, P Tang, RA Johns. 2015 Inhalational anesthetics disrupt postsynaptic density protein-95, Drosophila disc large tumor suppressor, and zonula occludens-1 domain protein interactions critical to action of several excitatory receptor channels related to anesthesia. Anesthesiology 122:776-786
10. S Liu, C Li, Y Guo, Y Xing, F Tao*. 2018 PKMζ is not required for development of postsurgical pain. Mol Neurobiol 55:2397-2402 (*corresponding author)
12. Y Tang, S Liu, H Shu, Y Xing, F Tao*. 2018 AMPA receptor GluA1 Ser831 phosphorylation is critical for nitroglycerin-induced migraine-like pain. Neuropsychopharmacology 133:462-469 (*corresponding author)


Abstracts

1. S Liu, Y Yang, C Li, H Fang, Y Zhang, RL Huganir, F Tao. Spinal AMPA receptor phosphorylation is required for stress-induced pain transition. The 15th World Congress on Pain. 2014, Buenos Aires, Argentina

2. C Li, Y Yang, S Liu, H Fang, Y Zhang, O Furmanski, J Skinner, Y Xing, RA Johns, RL Huganir, F Tao. Stress induces pain transition by potentiation of spinal AMPA receptor phosphorylation. The 10th NIH Annual Pain Consortium Symposium. 2015, Bethesda, MD, USA


4. S Liu, Y Guo, H Shu, X Yang, F Tao. Role of AMPA receptor regulation in alcohol withdrawal-induced prolongation of incisional pain. The 35th APS Annual Scientific Meeting. 2016, Austin, TX, USA

5. X Zhou, Z Zhao, H Shu, F Tao. Chronic alcohol consumption enhances plantar incision-induced activation of microglia in the spinal cord. The 35th APS Annual Scientific Meeting. 2016, Austin, TX, USA


7. S Kokane, C Naig, A Ngo, F Tao, Q Lin. Conditioned place preference/aversion facilitates prolongation of migraine-related affective behavior after single meningeal CFA administration. The 46th Annual Meeting of Society for Neuroscience. 2016, San Diego, USA


9. Y Tang, S Liu, D Tatum, H Shu, Q Bai, F Tao. Effect of inhibition of Ca2+-permeable AMPA receptors on nitroglycerin-induced migraine headache. The 36th APS Annual Scientific Meeting. 2017, Pittsburgh, PA, USA

10. S Liu, D Tatum, Y Tang, H Shu, Q Bai, F Tao. Role of descending dopaminergic signaling in orofacial neuropathic pain. The 36th APS Annual Scientific Meeting. 2017, Pittsburgh, PA, USA


12. Y Tang, S Liu, H Shu, Q Bai, Q Lin, F Tao. Role of AMPA receptor phosphorylation in nitroglycerin-induced migraine headache. The 18th Congress of the International headache Society. 2017, Vancouver, Canada


15. H Shu, S Liu, Y Tang, Q Bai, BL Schmidt, F Tao. New Mouse Model for Studying Comorbid Migraine and Temporomandibular Disorder. The 47th AADR Annual Meeting & Exhibition. 2018, Fort Lauderdale, FL, USA


17. Q Bai, H Shu, S Liu, Y Tang, S George, BL Schmidt, F Tao. TNF-α in the trigeminal nociceptive system is critical for temporomandibular joint pain. The 37th APS Annual Scientific Meeting. 2018, Anaheim, CA, USA

ORCID Number: 0000-0002-0623-6298

Complete List of Published Work in MyBibliography:


Google Scholar:

http://scholar.google.com/citations?user=LopaicoAAAAJ&hl=en

The above articles have been cited 1301 times and 644 since 2014. h-index = 21; since 2014 = 15; i10-index all = 32; since 2014 = 25

GRANTS (last five years, 2014-2018)

1. NIH/NIDCR R01 DE022880, 2012-2019, $1,250,000 (direct costs)
   Title: A new animal model for stress-induced transition from acute to chronic pain
   Role: PI (15% effort)

2. NIH/NIDCR K02 DE023551, 2014-2020, $521,820 (direct costs)
   Title: A new animal model for stress-induced transition from acute to chronic pain
   Role: PI (75% effort)

3. NIH/NIDCR R01 DE026749, 2018-2023, $1,250,000 (direct costs)
   Title: Estradiol and Zoster Associated Orofacial Pain
   Role: Co-investigator (5% effort) (PI: Dr. Phillip Kramer)
NAME: Helena Tapias-Perdigon

DEPARTMENT: Restorative Sciences

EDUCATIONAL BACKGROUND

<table>
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<th>Year of Graduation</th>
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<td>University of Minnesota, Twin Cities</td>
<td>2007</td>
<td>MS</td>
<td>Geriatric Dentistry</td>
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<td>Universidad Nacional de Colombia-Facultad de Odontologia, Bogota</td>
<td>1994</td>
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APPOINTMENTS (begins with current)

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<td>Texas A&amp;M University College of Dentistry, Dallas, TX</td>
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<td>Clinic Instructor / Lab Instructor</td>
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CURRENT TEACHING RESPONSIBILITIES

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RESEARCH INTERESTS

Since 2007 as a Junior Faculty, I have a strong interest in dental research regarding Hispanic/Latino Community and older adult care. I have an average of 8 years of history in clinical research in Texas A&M University college of dentistry including: Co PI on Texas A&M University College of Dentistry with the project entitled “Effect of Silver Diamine Fluoride on Treatment of Gingivitis in Geriatric Patients”, as PI on Texas A&M University Health Science Center-Baylor College of Dentistry with “Oral Health Status of Independent Older Adults in Dallas, Texas (Pilot Study)” 2012-2015 and Co PI on Massachusetts college of Pharmacy and Health Sciences (MCPHS) University with “Basic Screening Survey of Older Adults in Meal Congregated Centers at Austin, Texas”. 2014-2015.

PUBLISHED WORKS (most recent five years, 2014-2018)

Manuscripts


Abstracts

1. D-4 STUDENTS SELF-ASSESSMENT IN GERIATRIC DENTISTRY FROM THE 3 DENTAL SCHOOLS IN TEXAS. J Dent Res 91 (Spec Iss B):0131; 2012 (www.dentalresearch.org)

GRANTS (last five years, 2014-2018)

1. Delta Dental # 120856 &48,105.00= (direct costs) 2012-2015, Title: “Oral Health Status of Independent Elders Residents in Assisted Living Facilities in Dallas, Texas- A Pilot Study” Dr. H Tapias, PI. (10% Effort)
NAME: Reginald W. Taylor

DEPARTMENT: Orthodontics

EDUCATIONAL BACKGROUND

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<td>Xavier University of Louisiana, New Orleans</td>
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RESEARCH INTERESTS

I am currently a mid-career academician in the department of Orthodontics. As a holder of both Board Certification in Orthodontics and a D.M.Sc. in Oral Biology, I am in a unique position to see the potential applicability of “bench top” research to clinical practice. Consistent with my clinical education in orthodontics, I am keenly interested in the organization and development of the extracellular matrix (ECM) of craniofacial structures. One such craniofacial structure is the periodontal ligament (PDL). The PDL is interesting as an experimental system because of several features. This “ligament” is responsible for supporting the teeth within the bony alveolar process. One factor that sets the PDL apart from other joints or ligaments is the necessity for it to play several roles. The PDL must have a high tensile strength, like a ligament, in order to support the tooth during function. In addition, the PDL must also have hydrostatic properties, like cartilage, in order to react to and recover from intermittent compressive loads.

Since joining Baylor College of Dentistry in June of 2000, I have published 13 manuscripts. Of those, 12 publications were published jointly with other Baylor faculty members. These collaborators include: Behrents, Buschang, Campbell, Ceen, Dechow, Hinton, Kontogiorgos, McKinney, Opperman, and Spears.

I am in the process of developing a relationship in which I am integrated into the laboratory of Dr. Jerry (Jian Q.) Feng. Dr. Feng’s expertise in the extracellular matrix and development of the PDL, teeth and alveolar bone is readily evident. We anticipate that this relationship will be mutually beneficial. I will have the opportunity to learn experimental techniques that involve transgenic and other genetically modified animals, and I will bring to the lab a clinical perspective from which the basic science results can be viewed. We anticipate that the results of this collaboration will give us additional insight into the biological processes that activated by a sustained force applied to a tooth that results in orthodontic tooth movement. We also hope to determine if there are different mechanisms related to the magnitude of the applied force, and if so, begin to tease out these magnitude-determined differences. This will, ultimately, help us as orthodontists utilize the most biologically efficient force systems for orthodontic tooth movement.

PUBLISHED WORKS (most recent five years, 2014-2018)

Manuscripts


Abstracts

11. Stice, E, Mitchell GK and Taylor RW. Collagen XII expression in fibromodulin null mice. J. Dent. Res. 98 (Spec Iss A). 1550, 2018

ORCID Number: https://orcid.org/0000-0003-0013-4343

Complete List of Published Work in MyBibliography:

https://www.ncbi.nlm.nih.gov/sites/myncbi/1Rq9zt-ywvcg9N/bibliography/57781115/public/?sort=date&direction=ascending

Google Scholar:

https://scholar.google.com/citations?hl=en&user=wSm0D5kAAAAJ&view_op=list_works&gmla=AJsNAF6QfOAOz7jdnFMU9IE9YFrzdS43lsfFrG2Ngzh_MqfO3geMg-NzdfY4nbeVyiClyYDbrpeBfVdjR9arz7xhk77aDdCp0YUkNOWGb3eRm7XgNqHBw

The above articles have been cited 869 times and 404 since 2014.

h-index = 17; since 2014 = 13; i10-index all = 20; since 2014 = 16

GRANTS (last five years, 2014-2018)

American Association of Orthodontists Foundation Center Award, $25,200, 07/2016-12/2018
EDUCATIONAL BACKGROUND

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<td>New York University, New York, NY</td>
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<td>B. A.</td>
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<td>New York University, New York, NY</td>
<td>1994</td>
<td>D.D.S.</td>
<td>Dentistry</td>
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<td>Lutheran Medical Center, Wheat Ridge, CO</td>
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<td>A.E.G.D.</td>
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<td>Harvard School of Public Health, Boston, MA</td>
<td>2002</td>
<td>M.P.H.</td>
<td>Family and Community Health</td>
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<td>Centers for Disease Control &amp; Prevention, Atlanta, GA</td>
<td>2003</td>
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<td>Dental Public Health</td>
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<td>Harvard School of Dental Medicine, Boston, MA</td>
<td>2005</td>
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APPOINTMENTS (begins with current)

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<tr>
<td>Texas A&amp;M University College of Dentistry, Dallas, TX</td>
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<tr>
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PUBLISHED WORKS (most recent five years, 2014-2018)

Manuscripts


NAME: Robert G. Triplett

DEPARTMENT: Oral & Maxillofacial Surgery (OMFS)

EDUCATIONAL BACKGROUND

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<td>Georgetown University, Washington, DC</td>
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<td>PhD</td>
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<td>Professor</td>
<td>Vice Head, OMFS Department Oral &amp; maxillofacial surgery, bone physiology, nerve physiology Chief of Dentistry at Baylor University Medical Center Dallas</td>
<td>2007</td>
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<tr>
<td>Baylor College of Dentistry, Dallas, TX</td>
<td>Professor / Assistant Dean, Hospital Affairs</td>
<td>Chair, OMFS and Pharmacology Department Director, Dentistry Department at Baylor University Medical Center Dallas</td>
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RESEARCH INTERESTS

Tissue engineering, surgical reconstruction, and implantology

PUBLISHED WORKS (most recent five years, 2014-2018)

Manuscripts


Abstracts


Google Scholar:

http://scholar.google.com/scholar?q=author%3A22rG=triplett%22&hl=en&as_sdt=0% 2/19/2019

The above articles have been cited 35 since 2014.
EDUCATIONAL BACKGROUND

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<tr>
<td>Yaroslavl State University, Yaroslavl, Russia</td>
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RESEARCH INTERESTS

I am interested in elucidating some of the mechanisms of chronic orofacial pain as a short-and mid-term goal. I concentrate on estrogen effect on pain transmission in thalamus because it is a significant pain modulating center that can offer multiple targets for therapeutic intervention. My long-term interests lie in the area of brain mapping. My ultimate goal is to map the entire brain at the synaptic level for mouse, rat, and human because the knowledge of neuronal connections with help understand functions of the brain, causes of neurological diseases, and suggest possible treatments for such diseases.
PUBLISHED WORKS (most recent five years, 2014-2018)

Manuscripts


Abstracts

1. Nociceptive neurons in the ventral posterolateral thalamic nucleus are predominantly modulated by synaptic input from the reticular thalamic nucleus revealed by viral genetic tracing. Society for Neuroscience Meeting, San Diego, CA, November 4th, 2018.


ORCID Number: 0000-0002-3841-9494

Complete List of Published Work in MyBibliography:

https://www.ncbi.nlm.nih.gov/sites/myncbi/1VM0mAtqzHzOo/bibliography/50083262/public/?sort=date&direction=ascending

Google Scholar:

https://scholar.google.com/citations?authuser=1&user=h9nN3xgAAAAJ

The above articles have been cited 24 times and 21 since 2014.
h-index = 4; since 2014 = 3; i10-index all = 0; since 2014 = 0

GRANTS (last five years, 2014-2018)

1. Start-up funds from Texas A&M University College of Dentistry: $50,000, 2016 – current
NAME: Fengming Wang

DEPARTMENT: Endodontics

EDUCATIONAL BACKGROUND

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<th>Name of School, City and State</th>
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<td>Nanjing Medical University, Nanjing, China</td>
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<td>DDS</td>
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<td>Sichuan University, Chengdu, China</td>
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<tr>
<td>University of California at Los Angeles</td>
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APPOINTMENTS (begins with current)

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<td>Texas A&amp;M University College of Dentistry, Dallas, TX</td>
<td>Clinical Assistant Professor</td>
<td>Endodontics</td>
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<td>Indiana University School of Medicine, Indianapolis</td>
<td>Research Assistant Professor</td>
<td>Medicine</td>
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<td>University of Pittsburgh School of Medicine</td>
<td>Postdoc</td>
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CURRENT TEACHING RESPONSIBILITIES

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<td>Cellular &amp; Molecular Biology of Craniofacial Tissues II</td>
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RESEARCH INTERESTS

Dr. Wang’s research interests include regenerative endodontics, dental pulp biology, bone biology, inflammatory/cancer-induced bone diseases, and cellular signaling (e.g. unfolded protein response) in human diseases.
PUBLISHED WORKS (most recent five years, 2014-2018)

Manuscripts


2. Wang FM (corresponding author), Chugal NM, Glickman GN, Gutmann JL. 2018. Contemporary endodontic treatment choices for adult patients with dens evaginatus and apical periodontitis: a case report with a 2-year follow-up. General Dentistry 66 (6), 61-64


Abstracts

1. Wang FM, Wang X, Augsburger R, Glickman GN. Resveratrol Suppresses Tumor Necrosis Factor α (TNFα) Signaling and TNFα-induced Expression of IL6 and IL8 in Human Dental Pulp Stem Cells. AAE Annual Meeting 2018 (Oral presentation)


ORCID Number: https://orcid.org/0000-0001-5340-228X

Complete List of Published Work in MyBibliography:


Google Scholar:

https://scholar.google.com/citations?user=0yzFYtAAAAAJ&hl=en

The above articles have been cited 473 times and 278 since 2014.

h-index = 13; since 2014 = 10; i10-index all = 13; since 2014 = 12

GRANTS (last five years, 2014-2018)

1. 2016 - Texas A&M College of Dentistry Research Start-up Grant
NAME: Qian Wang

DEPARTMENT: Biomedical Sciences

EDUCATIONAL BACKGROUND

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<th>Name of School, City and State</th>
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<td>Nanjing University, Nanjing, China</td>
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<td>B.S.</td>
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<td>Nanjing University, Nanjing, China</td>
<td>1995</td>
<td>M.S.</td>
<td>Paleontology</td>
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<td>Institute of Vertebrate Paleontology/Paleoanthropology, Beijing, China</td>
<td>1998</td>
<td>Ph.D.</td>
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APPOINTMENTS (begins with current)

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<td>Mercer University, Macon, GA</td>
<td>Associate Professor</td>
<td>Anatomy</td>
<td>2013</td>
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<tr>
<td>Mercer University, Macon, GA</td>
<td>Assistant Professor</td>
<td>Anatomy</td>
<td>2007</td>
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CURRENT TEACHING RESPONSIBILITIES

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<td>Dental Hygiene</td>
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RESEARCH INTERESTS

Dr. Wang’s earlier work focused on the comparative morphology of craniofacial skeletons of Mid Pleistocene hominin fossils. During his postdoctoral training, he was involved in a number of studies examining the internal structure of craniofacial bone and suture morphology and how it is related to skeletal growth, function and adaptation. His recent research focuses on the functional morphology and biomechanics of the craniofacial skeleton. He has incorporated a range of methods, including geometric morphometrics (e.g., 3D Euclidean Distance Matrix Analysis and Generalized Procrustes Analysis/GPA), experimental approaches (e.g., in vitro strain measurements and ultrasonic techniques), computer-aided modeling and biomechanical analysis (e.g., Finite Element Analysis), as well as phenotypic analyses. He has worked intensively on the various primate skeletal collections and has developed protocols for data collection and analyses of museum skeletal collections.
His recent research involves oral pathology in rhesus macaques and recent human populations. Along with Prof. Quanchao Zhang of Jilin University, Wang is currently initiating the Global Record of Health Project – Asia Module to systematically document health/disease status, especially oral health/pathology, of historic human skeletal remains of the past 10,000 years in Asia and to exam how human health status varies with environment, economic mode, climate change, social disturbances, and life style, etc.

**PUBLISHED WORKS** (most recent five years, 2014-2018)

**Manuscripts**


Abstracts


Total of career peer-reviewed manuscripts is 63 and for abstracts is 55 for a grand total of 118.

ORCID Number: 0000-0002-3303-1183

Complete List of Published Work in MyBibliography:


Google Scholar:

https://scholar.google.com/citations?hl=en&user=sXUj16IAAAAAJ&view_op=list_works&sortby=pubdate

The above articles have been cited 2,004 times and 1002 since 2014.
h-index = 24; since 2014 = 19; i10-index all = 39; since 2014 = 27

GRANTS (last five years, 2014-2018)


3. American Association of Physical Anthropologists funding for organizing the Symposium "Macaques in the study of human conditions - In celebration of 80 years of Cayo Santiago". $1,200. 2018.

4. Texas A&M University Health Science Center funding a joint multidisciplinary research project between the College of Dentistry and the College of Engineering, “Robotic solutions for maxillofacial manipulation and improvement of temporomandibular functional dynamics for patients with limited mandibular movement”. PI: Dr. Likith Reddy. Role of Wang: Co-PI. $34,000. 2017-2018.


NAME: Xiaofang Wang

DEPARTMENT: Biomedical Sciences

EDUCATIONAL background

<table>
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<tr>
<th>Name of School, City and State</th>
<th>Year of Graduation</th>
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<th>Area of Study</th>
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<tbody>
<tr>
<td>Fourth Military Medical University College of Dentistry, Xi’an, China</td>
<td>1995</td>
<td>B.D.S.</td>
<td>Dentistry</td>
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<td>Fourth Military Medical University College of Dentistry, Xi’an, China</td>
<td>2000</td>
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<tr>
<td>Fourth Military Medical University College of Dentistry, Xi’an, China</td>
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APPOINTMENTS (begins with current)

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<td>Texas A&amp;M University College of Dentistry, Dallas, TX</td>
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<td>Texas A&amp;M University Baylor College of Dentistry, Dallas, TX</td>
<td>Research Assistant Professor</td>
<td>Bone &amp; Tooth Development</td>
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<tr>
<td>Texas A&amp;M Health Sciences Center, Baylor College of Dentistry, Dallas, TX</td>
<td>Postdoc</td>
<td>Bone &amp; Tooth Development</td>
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<td>The Ohio State University College of Dentistry, Columbus, OH</td>
<td>Postdoc</td>
<td>Tooth Development</td>
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<tr>
<td>Fourth Military Medical University College of Dentistry, Xi’an, China</td>
<td>Assistant Professor</td>
<td>Endodontics</td>
<td>2003 2006</td>
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<td>Zhanjiang Air Force Hospital, Guangdong, China</td>
<td>Resident</td>
<td>General Dentistry</td>
<td>1995 1997</td>
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CURRENT TEACHING RESPONSIBILITIES

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</table>
RESEARCH INTERESTS

Dr. Wang’s research focuses on biomedical and basic sciences. More specifically, he is interested in bone and tooth biology. His current research projects include (1) The role of FAM20C kinase in enamel development; (2) The role of FAM20B kinase in bone and tooth development; (3) The role of a novel nuclear protein in bone and tooth development; and (4) Functional characterization of several novel genes in enamel and limb development. Dr. Wang was promoted from a postdoc position to research assistant professor in 2012. Since then, he has built wide collaborations with internal and extramural researchers at both national and international levels.

His research has extensive impact on the bone and tooth research communities with high impact publications and scientific presentations. He has an h-index of 15 and 685 citations of his work. He has published 13 peer-reviewed papers since 2015. Among them, he serves as the senior corresponding author of 5 papers and the first author of 1 paper. All of these papers were published in prestigious journals, such as FASEB J, JDR, JBC, Sci Rep, and Matrix Biology. He regularly attends national and international scientific conferences to present his scientific findings and have submitted 19 abstracts to those meetings since 2015. In 2017, he was invited to contribute 3 book chapters as the senior author.

Dr. Wang has successfully received 1 internal and 3 extramural grants in the past 5 years. His research has received extensive attention from peers with invited oral presentations at Gordon Research Conferences and symposium at AADR. He has also been invited to serve on the editorial board of prestigious journals, as well as taking leadership roles in the research community. He received the ASBMR (American Society for Bone and Mineral Research) Harold M. Frost Young Investigator Award in 2013 and has been invited to serve as ad hoc reviewer of NIDCR DSR study section since 2016. His expertise has benefited both the national and international research communities by serving as an international reviewer for the Hong Kong Research Grant Council since 2013 and has regularly reviewed manuscripts for 11 journals. He also serves as an Editorial Board member of Scientific Reports, Plos One and Oral Diseases and Scientific Advisory Board of the Journal of Endodontics. He also served as abstract reviewers for AADR Annual Meeting and ASBMR Annual Meeting. He has co-organized and chaired at the AADR Annual Meeting in 2013 and 2018, the latter of which was selected as the featured symposium for an AADR press release. Additionally, he has given presentations at 7 national and 5 international venues over the last three years, including prestigious meetings such as the International Conference on the Chemistry & Biology of Mineralized Tissues (Potsdam, Germany) and Gordon Research Conferences (Proteoglycan GRC at Andover, NH, and Bones & Teeth GRC at Galveston, TX), and invitation by prestigious institutes.

PUBLISHED WORKS (most recent five years, 2014-2018)

Manuscripts


Book Chapters


Abstracts

5. X Wang. FAM20B-catalyzed proteoglycans are critical mediators of tooth and limb development. Presentation I.D. # 1475, March 24, 2018, AADR/CADR Annual Meeting (Fort Lauderdale, Florida).

Total of career peer-reviewed manuscripts is 35 and for abstracts is 31 for a grand total of 66.

ORCID Number: 0000-0002-7370-7192

Complete List of Published Work in MyBibliography:


Google Scholar:

https://scholar.google.com/citations?user=XCU-6MFAAAAJ&hl=en

The above articles have been cited 685 times and 492 since 2014.
h-index = 15; since 2014 = 13; i10-index all = 19; since 2014 = 17

GRANTS (last five years, 2014-2018)

1. NIH K02DE028345 $690,955 (direct costs) 2018-2023, Title: The Role of FAM20B-Catalyzed Proteoglycans in Tooth Development. PI (30% effort).
2. NIH R01DE026461 $1,250,000 (direct costs), 2017-2022, Title: The Role of FAM20B-Catalyzed Proteoglycans in Tooth Development. PI (40% effort).
3. TAMU T3 $30,000 (direct costs) 2018-2020, Title: EZH2 and Endometrial Cancer Co-I (5% effort)
4. NIH R03DE023873 $150,000 (direct costs) 2014-2016, Title: The Role of FAM20C in the Phosphorylation of SIBLING Proteins. PI (Completed)
NAME: John M. Wright

DEPARTMENT: Diagnostic Sciences

EDUCATIONAL BACKGROUND

<table>
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<td>1973</td>
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<td>Indiana University School of Dentistry, Indianapolis</td>
<td>1977</td>
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APPOINTMENTS (begins with current)

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<tr>
<td>Texas A&amp;M University College of Dentistry, Dallas, TX</td>
<td>Professor</td>
<td>Pathology, Oral Pathology, Department Head</td>
<td>2006</td>
<td>2019</td>
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<tr>
<td>Texas A&amp;M Health Science Center Baylor College of Dentistry, Dallas, TX</td>
<td>Professor</td>
<td>Program Director, Graduate Oral and Maxillofacial Pathology</td>
<td>1996</td>
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<tr>
<td>Texas A&amp;M Health Science Center Baylor College of Dentistry, Dallas, TX</td>
<td>Professor</td>
<td>Director, Division of Pathology</td>
<td>1990</td>
<td>2006</td>
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<tr>
<td>Baylor College of Dentistry, Dallas, TX</td>
<td>Professor</td>
<td>Pathology and Oral Pathology</td>
<td>1987</td>
<td>2019</td>
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<tr>
<td>Baylor College of Dentistry, Dallas, TX</td>
<td>Associate Professor</td>
<td>Pathology and Oral Pathology</td>
<td>1980</td>
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CURRENT TEACHING RESPONSIBILITIES

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RESEARCH INTERESTS

Surgical pathology, pathogenesis of disease, odontogenic cysts and tumors, infectious and noninfectious stomatitis, therapeutics for oral mucosal disease, oral cancer, precancer.

PUBLISHED WORKS (most recent five years, 2014-2018)

Manuscripts


Abstracts

1. Javier Jo; Rodrigo Cuenca; Elvis Duran; Shuna Cheng; Bilal Malik; Kristen Maitland; John Wright; Lisa Cheng; Beena Ahmed. Autofluorescence Lifetime Endoscopy for Early Detection of Oral Dysplasia and Cancer. Latin America Optics and Photonics Conference (LAOP), Lima, Peru. 12-15 November 2018.


**GRANTS (last five years, 2014-2018)**


2. Jo J. Endogenous fluorescence lifetime endoscopy for early detection of oral cancer and dysplasia NCI R01 CA228032-01A1 02/01/2018 - 01/31/2023 $486,517


NAME: Hua Zhang

DEPARTMENT: Biomedical Sciences

EDUCATIONAL BACKGROUND

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<tr>
<td>Qingdao Medical College, Qingdao, Shandong, China</td>
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<td>University of Missouri-Kansas City, Kansas City, MO</td>
<td>2010</td>
<td>Ph.D.</td>
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<td>Texas A&amp;M College of Dentistry, Dallas, TX</td>
<td>2016</td>
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APPOINTMENTS (begins with current)

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<th>Subjects/Content Areas Taught/ Administrative Responsibilities</th>
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<td>Texas A&amp;M University College of Dentistry, Dallas, TX</td>
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CURRENT TEACHING RESPONSIBILITIES

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<th>Discipline and Level of Students (Year)</th>
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</table>

RESEARCH INTERESTS

My research interests include the Roles of bone morphogenetic protein 1 (BMP1)/tolloid-like I (TLL1) proteinases in dentinogenesis and the roles of FAM20C (Family with sequence similarity 20, member C) and SIBLING (small integrin binding ligands N-linked glycoprotein) family proteins in brain homeostasis.

PUBLISHED WORKS (most recent five years, 2014-2018)

Manuscripts

7. Zhang H, Jani P, Liang T, Lu Y, Qin C. Inactivation of bone morphogenetic protein 1 (Bmp1) and tolloid-like 1 (Tll1) in cells expressing Type I collagen leads to dental and periodontal defects in mice, J Mol Histol. 2017 Apr; 48(2): 83-98.
Abstracts


Total of career peer-reviewed manuscripts is 32 and for abstracts is 29 for a grand total of 61.

ORCID Number: 0000-0002-6789-9343

Complete List of Published Work in MyBibliography:

http://www.ncbi.nlm.nih.gov/sites/myncbi/1neBnmc60Zw5m/bibliography/50248105/public/?sort=date&direction=ascending

Google Scholar:

https://scholar.google.com/citations?user=G3YsoegAAAAJ&hl=en

The above articles have been cited 579 times and 432 since 2014. h-index = 10; since 2014 = 10; i10-index all = 10; since 2014 = 10
<table>
<thead>
<tr>
<th>GRANTS (last five years, 2014-2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Title: Dentin Sialophosphoprotein (DSPP) and Unfolded Protein Response (UPR) in Dentinogenesis Imperfecta (DGI) and Odontoblast Function</td>
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<tr>
<td><strong>Source:</strong> NIH/National Institute of Dental and Craniofacial Research</td>
</tr>
<tr>
<td><strong>Grant #:</strong> R01 DE027345-01A1</td>
</tr>
<tr>
<td><strong>Time Period:</strong> 07/30/2018-05/31/2023</td>
</tr>
<tr>
<td><strong>Total direct costs:</strong> $1,187,500</td>
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<tr>
<td><strong>Role:</strong> Collaborator (25% effort) (PI, Lu and Qin)</td>
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<tr>
<td><strong>2.</strong> Title: Use of iPad for Year 1 and Beyond</td>
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<tr>
<td><strong>Source:</strong> Texas A&amp;M College of Dentistry Education Research Grant</td>
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<td><strong>Time Period:</strong> Jan. 2017- Dec. 2017</td>
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<td><strong>Costs:</strong> $3,700.</td>
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<td><strong>Role:</strong> Co-investigator (PI, M Kesterke)</td>
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NAME: Hu Zhao

DEPARTMENT: Restorative Sciences

EDUCATIONAL BACKGROUND

<table>
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<tr>
<th>Name of School, City and State</th>
<th>Yr. of Grad.</th>
<th>Certificate or Degree</th>
<th>Area of Study</th>
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<tbody>
<tr>
<td>West China University of Medical Sciences, Chengdu, Sichuan, China</td>
<td>1998</td>
<td>BS</td>
<td>Dental Sciences</td>
</tr>
<tr>
<td>West China University of Medical Sciences, Chengdu, Sichuan, China</td>
<td>1998</td>
<td>MS</td>
<td>Dental Sciences</td>
</tr>
<tr>
<td>Sichuan University, Chengdu, Sichuan, China</td>
<td>2001</td>
<td>PhD</td>
<td>Dental Sciences</td>
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<tr>
<td>University of Virginia, Charlottesville</td>
<td>2003</td>
<td>MS</td>
<td>Cell Biology</td>
</tr>
<tr>
<td>University of California at Los Angeles</td>
<td>2011</td>
<td>DDS</td>
<td>Dentistry</td>
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APPOINTMENTS (begins with current)

<table>
<thead>
<tr>
<th>Name of Institution, City and State</th>
<th>Rank</th>
<th>Subjects/Content Areas Taught/ Administrative Responsibilities</th>
<th>From (Year)</th>
<th>To (Year)</th>
</tr>
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<tbody>
<tr>
<td>Texas A&amp;M University College of Dentistry, Dallas, TX</td>
<td>Assistant Professor</td>
<td>Dental Sciences</td>
<td>2016</td>
<td>Present</td>
</tr>
<tr>
<td>University of Southern California Los Angeles, CA</td>
<td>Research Assistant Professor</td>
<td>Dental Sciences</td>
<td>2015</td>
<td>2015</td>
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CURRENT TEACHING RESPONSIBILITIES

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<tr>
<th>Name of Institution, City and State</th>
<th>Course Title</th>
<th>Discipline and Level of Students (Year)</th>
<th>Didactic</th>
<th>Clinic/Lab</th>
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<tr>
<td>Texas A&amp;M University College of Dentistry, Dallas, TX</td>
<td>Dental material DDS, Year 1</td>
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<td>50</td>
<td></td>
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<tr>
<td></td>
<td>Restorative Clinic DDS, Year 3</td>
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<td></td>
<td>Advanced Human Craniofacial Development and Anomalies Graduate Core Course</td>
<td>4</td>
<td>-</td>
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</table>

RESEARCH INTERESTS

I am a general dentist, devoting majority of my effort (90%) on basic research. The other 10% effort is for teaching. I practice during the weekend for half day/week.

In my previous postdoctoral research, I have been working on craniofacial development and mesenchymal stem cells. In my work published on *Cell Stem Cell* 2014, by using mouse incisor as the model, we found that in mouse Gli1+ cells are stem cells supporting the incisor mesenchyme turnover and injury repair. Furthermore, in our work published on *Nature Cell Biology* 2015, by using mouse craniofacial bones as the model, I have also found that the Gli1+ cells in the craniofacial bone sutures are MSCs and are responsible for craniofacial bone turnover and injury repair. The prematured loss of suture MSCs might be the cause for craniosynostosis, a severe congenital disease.

I established my own lab in Jan. 2016. As a new investigator, my research is focusing on two directions. One is the in vivo identification and regulating niche of the periodontium mesenchymal stem cells. The other is on the development of new tissue clearing method for investigating neural and hard tissue in 3-dimension.
The periodontium was known to contain stem cell populations. However, *in vivo* identification and regulating niche of the periodontium stem cells remain largely unknown. Based on our preliminary experiments, we found out that Gli1+ cells are the MSCs for adult periodontium tissue. We found out that Gli1+ cells are exclusively surrounding the neurovascular bundle and are more enriched in the apical region of the PDL space. These Gli1+ cells are negative for lineage differentiation or classical MSC markers. They give rise to the PDL, cementum, alveolar bone and apical root pulp during physiological turnover. Blockage of canonical Wnt signaling leads to failure of Gli1+ stem cells activation and severe periodontal tissue loss. With these preliminary findings, we propose to perform comprehensive investigation on the *in vivo* properties and regulating niche of Gli1+ periodontium MSCs under the physiological condition. We hope our current research will help us to understand the properties and regulation of periodontium MSCs under disease condition and help us to design new strategy for periodontal regeneration therapy in the future.

Tissue clearing technique is becoming very popular in recent years on studying brain and other neural tissue, but has never been applied for studying craniofacial tissue. By turning tissue transparent, intact organs can be directly visualized with a confocal microscope and 3-D images can be acquired without sectioning. Our lab has developed a new tissue clearing technique named PEG Associated Solvent System (PEGASOS). The PEGASOS method efficiently clears both hard and soft tissue to high transparency and protects endogenous fluorescence with no loss. PEGASOS is also the only current clearing method capable of clearing bones and teeth into fully transparency. Skull bone, teeth and femur can be turned into nearly invisible without losing GFP fluorescence. We were able to perform 3-D imaging for intact skull, mandible, femur or teeth with a regular confocal or 2-photon microscope. Vasculature, nerves or fluorescence labelled cells deep inside of the organs could be directly visualized without sectioning. We were able to study the 3-D organization and spatial interactions among various tissues within the craniofacial region. We are confident that this new technique we developed will become a powerful new research tool for the entire craniofacial research community and produce novel findings in the future. The method was recently published with me as the senior author on *Cell Research*.

**PUBLISHED WORKS (most recent five years, 2014-2018)**

**Published after independence (2016 ~ present)**


2. Yating Yi, Yi Men, Dian Jing, Wenjing Luo, Shiwen Zhang, Jian Q Feng, Jin Liu, Woo-ping Ge, Jun Wang, Hu Zhao*. 2019. 3-dimensional visualization of implant-tissue interface with the pegasos tissue clearing method. *Cell Proliferation* (accepted) (* Corresponding author)


**Published before independence (first author papers only)**


Complete List of Published Work in MyBibliography:


Google Scholar:

https://scholar.google.com/citations?user=8RUNS1cAAAAJ&hl=en

The above articles have been cited 752 times and 504 since 2014.
h-index = 11; since 2014 = 10; i10-index all = 11; since 2014 =10

**GRANTS** (last five years, 2014-2018)

1. 1 K08 025090-01A Hu Zhao (PI) 2/05/2016-1/31/2020 NIH/NIDCR *In vivo* Identity and niche of periodontal ligament stem cells

The aim of this training grant is to transition myself to an independent clinical scientist working on stem cell research. In this work, I will be identifying the PDL stem cells by using in vivo and in vitro approaches. This funding will provide me with training, experience, concepts and preliminary data to apply for future R03 or R01 type grants and to prepare myself for an independent research career.

2. R21DE027928 Hu Zhao (PI) 08/10/2018 – 07/31/2020 NIH/NIDCR, $ 408,375.00 Utilizing Tissue Clearing Based 3-D Imaging to Quantitatively Study Neural Regulation of Craniofacial mesenchymal Stem Cells

In order to address two major challenges on studying craniofacial neuro-skeletal interactions, nerve visualization and spatial quantification, we are introducing a whole organ 3-D imaging technique based on PEGASOS, a new tissue clearing method we developed, to the craniofacial research community. As a proof of concept, we would also like to utilize this technique to quantitatively test the hypothesis that Gli1+ MSCs within the craniofacial sutures are associated with the neurovascular bundle and regulated by nerves.

3. 1R01DE028291 Hu Zhao (PI) 04/2019- 04/2024 NIH/NIDCR, $1,250,000 Regulating niche of periodontium mesenchymal stem cells under the physiological condition.

In vivo identification and regulating niche of periodontium mesenchymal stem cells (MSCs) are two fundamental questions for the periodontium research. Our preliminary experiments identified Gli1+ cells as the MSCs for adult mouse periodontium and revealed many important properties of them. In the current proposal, we propose to investigate the properties of Gli1+ MSCs in further details and hypothesize the presence of a negative feedback loop regulating canonical Wnt signaling and the activity of Gli1+ MSCs.