POSTDOCTORAL STUDENT HANDBOOK

Academic Affairs
Room B-309
T 617-358-5196  F 617-358-5199
lizamil@bu.edu

Student Affairs
Room G-158
T 617-358-5783  F 617-358-5757
gsdmsa@bu.edu

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July 2019

Dear Advanced Education Students:

To those joining us for the first time this year, welcome to your postdoctoral program and the Boston University Henry M. Goldman School of Dental Medicine! To those returning to continue their studies, we welcome you to a new academic year!

My office is responsible for supporting the advanced education programs at the school. Together with your Program Director and Department Chair, we coordinate your program with other activities of the school. The information in this Postdoctoral Student Handbook is intended to supplement the information provided by your department, in particular your respective Program Manuals. Collectively, these materials describe what is required for you to successfully complete your program(s).

Your Program Director or Department Chair can answer most of your questions or concerns that arise during your program. In addition, personnel in other offices throughout the school are available to assist you as may be needed. My office is on the 3rd floor of the Robinson Building (room B-309). Ms. Michelle Yee, Administrative Assistant, Ms. Liza Young, Academic Affairs Manager, or Ms. Lori Davis, Assistant Director of Curriculum and Student Advancement, will be happy to help you directly or to schedule an appointment with me.

On behalf of Dean Hutter, and your program faculty and staff, I wish you much professional and personal success during your education here at the Goldman School of Dental Medicine. Our community is enriched by your presence among us.

Warm regards and best wishes,

Cataldo W. Leone, DMD, CAGS, DMSc
Associate Dean for Academic Affairs
Professor of Periodontology
Diplomate, American Board of Periodontology
May 15, 2019

Dear Incoming Postdoctoral Resident,

This July, you will continue your journey through dental education and begin your postdoctoral training at our esteemed institution. This journey will take you on many paths and Student Affairs will be here to help navigate this experience from orientation through commencement and beyond.

Completing this journey may seem like a daunting task, but can be achieved through perseverance, sacrifice, hard work, and dedication. You will also need to rely on a strong support system of family, friends, faculty, staff, administration and alumni. Student Affairs is an integral part of this network with a strong foundation of support, services, and opportunities designed specifically for our students.

The mission of Student Affairs is to create a positive and supportive learning environment by advocating for all predoctoral and postdoctoral students and to serve as a “first-line” point of contact. Our support begins by promoting physical and emotional wellness and focuses on working proactively to address student issues. We are available to coordinate academic advising, personal counseling, and assist you with career resources during your journey through dental school and beyond. We hope that you engage in curricular and co-curricular activities to enhance your experience at Boston University.

We encourage you to engage with your peers, professors, staff and administration. These key people will immeasurably enrich your overall postdoctoral educational experience. We know that you will not only grow and develop your skills as an oral healthcare professional, but also as an individual.

I, along with the Student Affairs team, look forward to welcoming you during your Orientation. We look forward to getting to know each one of you and to helping you make the most out of your dental education at Boston University. Please feel free to contact us if you have any questions.

Kindest Regards,

Joseph Calabrese, DMD, FACD, FICD
Associate Dean of Students
Boston University Henry M. Goldman School of Dental Medicine
Overview
Intent and Scope of the Handbook

This Handbook provides important information for new and continuing advanced education students in the postdoctoral specialty and graduate research programs. General academic requirements, relevant policies and various resources for students are described. Specific details about an individual program of study are available from the relevant Departments or Programs.

This Handbook is intended as a convenient reference for students. The Henry M. Goldman School of Dental Medicine reserves the right to change the policies, procedures, program requirements, or any other matter described in this Handbook and to cancel programs and courses with appropriate notice. This publication is not intended to be a contractual agreement nor a guarantee of courses or programs described herein.

Structure and Governance
Intra- and Interdepartmental Oversight

Each postdoctoral department or program has sufficient authority and autonomy to fulfill its educational mission according to the tenets of the particular discipline. Cross-disciplinary matters that affect multiple departments and programs are the responsibility of the Advanced Education Committee (AEC). Headed by the Associate Dean for Academic Affairs, the AEC is committed to facilitating and supporting a standard of excellence and fairness across all postdoctoral advanced education and graduate research programs*. The Committee develops and promotes policies, procedures, and best practices common to all postdoctoral programs, consistent with that of the University's Graduate Council. The Committee has specific responsibility for interdepartmental curriculum programming. The Committee has general oversight of postdoctoral promotions, disciplinary/judicial issues, and post-matriculation changes in degree/certificate pathways. The Committee provides a mechanism to ensure ongoing accreditation self-study. In addition, the Committee provides a forum for effective information exchange; it assists in implementing the applied strategic planning efforts of the School; and it serves an advisory role to the Dean.

*Language adopted from the mission statement of the University's Graduate Council.

Program Directors and Research Advisors are expected and encouraged to establish academic plans that achieve successful and recognizable outcomes. Furthermore, student issues involving academic, clinical, behavioral, physical health, mental health, and/or personal issues are resolved at the intradepartmental/program level as much as possible. Referrals also may be made to the Associate Dean of Students, the Director of Educational Resources, the Associate Dean for Clinical Affairs, and/or the Associate Dean for Academic Affairs/AEC, as may be warranted.
Academic Program Requirements

General Promotion and Graduation Requirements

Promotion within or graduation from postdoctoral clinical and/or graduate research programs, whether individual or combined, requires:

- satisfactory completion of all course requirements,
- compliance with all educational, administrative and regulatory policies,
- maintenance of ethical and professional standards, and
- demonstrated progress towards attainment of competency or proficiency, as described by the program.

At a minimum, all students must complete each year of the program with no final course grade of “D” or “F”. Any student not meeting these minimum requirements is not eligible for promotion or graduation. Corrective action steps are generally recommended by the Program Director, and/or the Department Chair, and/or any program or department Committee (Promotions, Thesis, or Dissertation, as applicable). Students and/or Program Directors may request that the Advanced Education Committee consider cases of non-promotion or non-graduation, as warranted; this is a School-wide group consisting of representatives from all the postdoctoral clinical and graduate research programs. Recommended actions at any level may range from remediation of course deficiencies up to dismissal from the program. Additional information about promotion and graduation requirements is provided in the program-specific policies, procedures and guidelines.

General Requirements for the MS and MSD

Course Requirements

Candidates for the MS and MSD degree are required to complete a minimum of 32 credits or the equivalent at the graduate level, of which at least 16 credits must be in formal coursework. At least 16 credits must be in the major field. Normally, no more than 16 credits may be taken concurrently. Each student must register for at least 4 credits each semester, until completion of all degree course requirements, unless the student obtains an authorized leave of absence. The number of courses that may be transferred to an MS program as explained in more detail in the “Transfer of Credit” section of this bulletin. Candidates plan their courses in consultation with the major advisor and in accordance with the requirements of their major field. Coursework may be in formal courses, seminars, and research, in proportion to the particular needs and backgrounds of the candidates, as worked out in consultation with the major advisor.

Thesis or Comprehensive Examination

A research thesis or comprehensive examination is required. The choice of this requirement rests with the major department or program. Guidelines for preparation and presentation of the thesis will be provided by the specific department. The thesis is to be based on a research project carried out by the candidate. A laboratory thesis is recommended and is required by certain departments. A field project or library thesis is accepted by certain programs.
**Time Limit**
The program shall be completed within three years after the first registration for study leading to the MS and MSD degree.

**MSD/CAGS Program**
The goal of the combined MSD/CAGS program is to prepare its graduates for productive careers in both basic research and clinical dentistry. Consequently, the program requires a laboratory research thesis or field project. The degree/certificate program requires a minimum of three years of and leads to both the Certificate of Advanced Graduate Study in the Dental Specialty and the Master of Science in Dentistry degrees. The program may be longer than three years depending on specific department requirements.

In the MSD/CAGS program, the specific course requirements of the Master of Science in Dentistry can be satisfied by the regular CAGS curriculum. The remainder of the 32 credits required for the MSD degree can, therefore, be fulfilled through directed study and research credits.

**General Requirements for the DSc and DScD**
Candidates for the DSc (Doctor of Science) or DScD (Doctor of Science in Dentistry) are required to complete a minimum of 64 credits at the graduate level. At least 32 credits must be in the major field. Normally, no more than 16 credits may be taken concurrently. Each student must register for at least 4 credits each semester until completion of all degree course requirements unless the student obtains an authorized leave of absence. Specific requirements relative to the selection of courses, seminars, and research or directed study, will be determined for each student by department, or division in the field of concentration.

The number of courses that may be transferred to a post bachelor’s program is explained in more detail in the “Transfer of Credit” section above.

**Qualifying Examination**
All students shall demonstrate mastery of their major fields in special examinations set by the major department. All parts of the qualifying examination must be passed before the dissertation prospectus or outline will be accepted by the sponsoring department of the Henry M. Goldman School of Dental Medicine.

**Time Limit**
The DSc and DScD program must be completed within five years after the first registration for doctoral study.
DScD/CAGS Program
The goal of the combined DScD/CAGS program is to prepare its graduates for productive careers in both basic research and clinical dentistry. Consequently, the program requires a laboratory research thesis. The degree/certificate program requires a minimum four years of study and leads to both the Certificate of Advanced Graduate Study in the Dental Specialty and the Doctor of Science in Dentistry degrees. The program may be longer than four years depending on specific department requirements.

In the DScD/CAGS program, the specific course requirements of the Doctor of Science in Dentistry can be satisfied by the regular CAGS curriculum. The remainder of the 64 credits required for the DScD degree can, therefore, be fulfilled through directed study and research credits.

General Requirements for the PhD

Course requirements for post bachelor’s and post-master’s degree programs are as follows:

Post bachelor’s candidates without a master’s degree or its equivalent are required to complete a minimum of 64 credits or the equivalent. Specific requirements relative to the selection of courses, seminars, and research or directed study, will be determined for each student by department or division in the field of concentration.

Normally, no more than 16 credits may be taken concurrently. Each student must register for at least 4 credits each semester until completion of all departmental course requirements unless granted an authorized leave of absence. The number of courses that may be transferred to a postbachelor’s program is explained in more detail in the “Transfer of Credit” section of this handbook.

Post-master’s candidates with a master’s degree or its equivalent are required to complete the equivalent of a minimum of 32 credits. Specific requirements relative to the selection of courses, seminars, and research or directed study, will be determined for each student by the department or division in his or her field of concentration. Normally, no more than 16 credits may be taken concurrently, and each student must register for at least 4 credits each semester until completion of all departmental course requirements unless granted an authorized leave of absence. Regulations regarding transfer of credit to a post-master’s program are explained in more detail in the “Transfer of Credit” section of this handbook.

Qualifying Examination
All students shall demonstrate mastery of their major fields in special examinations set by the major department. All parts of the qualifying examination must be passed before the dissertation prospectus or outline will be accepted by the Henry M. Goldman School of Dental Medicine.
PhD Candidacy
A student in the Henry M. Goldman School of Dental Medicine PhD program will be accepted to PhD candidacy upon successful completion of all qualifying examinations as are designated by the department. At that time, the department will notify the School of Dental Medicine and the Division of Graduate Medical Sciences of the School of Medicine, which will formally accept the student to PhD candidacy. The maximum period allowable between matriculation and acceptance to PhD candidacy is established by the individual department. Once entered, a PhD candidacy will expire on its fifth anniversary and after such time will be renewed only if the student re-qualifies for candidacy as determined by the department and the Henry M. School of Dental Medicine. In no instance will a student who is not a PhD candidate be allowed to defend a completed PhD dissertation.

Dissertation
Candidates shall demonstrate their abilities for independent study in dissertations representing original research or creative scholarship.

Dissertation Prospectus
After completing coursework and the qualifying examinations, a student proposes a dissertation topic and asks the department to identify first and second (and in some departments third) readers for the dissertation. The first reader will be a member of the student’s department, except by special arrangement with the Henry M. Goldman School of Dental Medicine. The dissertation prospectus should be completed before the more extensive phase of dissertation research is undertaken. The department is responsible for reviewing and evaluating a draft prospectus. The review is followed by revision and the production of a final draft, which must be approved by the readers, the Director of Graduate Studies, and the Department Chairman. The approved prospectus is submitted to the Henry M. Goldman School of Dental Medicine on or before the date specified in the GSDM Graduation Calendar. Although the length of the prospectus will vary from discipline to discipline, it cannot exceed twenty double-spaced (or ten single-spaced) pages, not including bibliography. Specific procedures for meeting the general guidelines described here vary from department to department.

Abstract and Final Oral Examination
Students undergo final oral examinations in which they defend their dissertations as valuable contributions to knowledge in their fields and demonstrate a mastery of their fields of specialization in relation to their dissertation. The examining committee is composed of five or more Henry M. Goldman School of Dental Medicine faculty, at least two of whom are from the student’s department. By special appointment, approved by the Dean of the Henry M. Goldman School of Dental Medicine, examiners may be from outside the institution. The membership of the committee must be approved by the Chairman or the Director of the Graduate Studies. Before the final oral examination can be scheduled, the candidate must obtain initial approval of a dissertation abstract from the readers, the Director of Graduate Studies, and the Chairman. The abstract, which cannot exceed 350 words in length, describes the thesis, methods, and general content of the dissertation. The abstract must be submitted to the Henry M. Goldman School of Dental Medicine at least three weeks before the examination. Two weeks before the
examination, the schedule of the examination is due in the Henry M. Goldman School of Dental Medicine, together with fourteen copies of the approved abstract. Students are responsible for arranging an examination date with the department and for requesting that the Henry M. Goldman School Dental Medicine schedule the examination. Students should consult their departments and the GSDM Graduation Calendar about specific procedures and dates pertaining to abstracts and examinations. General instructions concerning the scheduling of examinations and the submission of abstracts are available from the Henry M. Goldman School of Dental Medicine.

**Time Limit**
The post-bachelor’s program must be completed within seven years after the first registration for doctoral study. The post-master’s program must be completed within five years after the first registration for the doctoral program.

**General Requirements for Students in Combined, Dual Programs**

Students in combined programs that offer a certificate and research degree must complete the requirements of each program before they are awarded their certificate and degree. Students will not receive their research degree until they have completed their CAGS program. Students will not receive their CAGS until the research project has been submitted, accepted, and approved. However, in order to facilitate students’ eligibility for specialty board exams, the certificate will be dated in the year the requirements for the CAGS program were satisfied.

Students in a research degree program, who wish to move on to another GSDM program or to employment within the institution, must have the written approval of the directors of each program, the research mentor, and the Associate Dean for Academic Affairs. It is recommended that the student complete at least the laboratory phase of the research project before beginning a new program or employment. No degree or certificate will be awarded until the research project or thesis has been submitted and accepted, and approved and all academic requirements for the CAGS have been satisfied.

**Please see Appendix: Guidelines for Thesis/Dissertation Submission**
Policies, Procedures, and Guidelines

General Policies for the Advanced Education Programs

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

Research Advisor
A candidate for the MS, MSD, DSc, DScD, or PhD degree is required to have a research advisor, a member of the faculty in the department of the major field. The research advisor is always the first reader of the MS, MSD, DSc, DScD thesis/PhD dissertation. Under certain circumstances, a special faculty appointee may serve as first reader. When the first reader/research advisor has only a special faculty appointment in the school, then the second reader of the thesis/dissertation must be, as a minimum, a full-time faculty member of the major department or program. If an advisor is not assigned in advance of registration, the student should consult the Department Chairman about assignment procedures.

Outline of Study
An outline of the research project, approved and signed by the major professor, shall be submitted for the approval of the student’s department or division no later than four weeks after initial registration. This program of study must be submitted to the Office of the Registrar.

Academic Credit
The academic year is divided into two semesters. A credit hour (or semester hour) is equivalent to one class hour per week or approximately fifteen hours per semester.

Directed Study or Research
Students may register for directed study or research with approval of the faculty member concerned. In the Henry M. Goldman School of Dental Medicine, directed study and research courses at the 900 level must be passed with a grade of B or better. The minimum registration is a 2-credit course. A candidate for the MS or MSD degree may register for not more than 16 credits in directed study or research. A candidate for the DSc, DScD, or PhD degree may not register for more than 32 credits in directed study or research.

Transfer of Credit
Graduate-level courses in other accredited graduate schools or in other Schools or Colleges of Boston University not used toward the awarding of any other degree and for which a grade of B or better was earned, may be transferred on recommendation of the major advisor and the Chairman of the Department with the approval of the Associate Dean for Academic Affairs. Credit for work to be taken concurrently with studies in the
Henry M. Goldman School of Dental Medicine must be approved before registration for such courses; all such courses must be taken for a letter grade (not pass/fail). Petitions for credits for transfer are available in the Office of the Registrar.

**MS degree programs**
No more than 8 credits may be transferred from other universities unless a department requires more than 32 total credits. A student may transfer additional credits corresponding to that number required in excess of the 32.

**DSc, DScD and Post-bachelor’s PhD programs**
No more than 16 credits may be transferred from other universities. Of these, only 8 may be credited toward a master’s degree. If a department requires more than the minimum of 64 credits, a student may transfer an additional number of credits corresponding to that number required in excess of 64.

**Post-Master’s PhD program**
No courses may be transferred from other universities unless a department requires more than the minimum 64 credits. A student may transfer the number of credits corresponding to that number required in excess of the 64.

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

A copy of the appropriate accreditation standards and/or the Commission's policy and procedure for submission of complaints may be obtained from the Commission at 211 East Chicago Avenue, Chicago, IL 60611-2678, (312) 440-4653 or (800) 621-8099 x4653 or www.ada.org.

**Policy on Non-Compliance with Regulatory Requirements**
All students must be in compliance with all federal, state, University, and/or School regulatory requirements. These include, but are not necessarily limited to, HIPAA, CPR, Immunizations, Infection Control & Prevention, OSHA, Safety Rules, Health Insurance, and Emergency Contact Information. For some of these requirements, e.g. HIPAA, the dental school is a covered entity and the University does not make any distinction between students that may not yet be actively treating patients.
Non-compliance with such regulatory requirements is a serious matter and sanctions will be imposed. The type and duration of any sanctions will depend on the severity of the non-compliance. Sanctions include, but are not necessarily limited to, suspension from clinical patient care activities, suspension from research laboratories, and/or suspension of computer/electronic access.

**Policy on Lecture Start and End Times**

All lectures on campus are scheduled to begin on the hour or half-hour and end, respectively, 10 minutes before the hour or 20 minutes past the hour. Lectures generally run in 50 or 80 minute blocks, and mandatory breaks of 10 minutes should be given to students between the first and second sessions of two-hour blocks. Adherence to these rules provides uniform and seamless scheduling of classrooms across the medical campus, allows students time to refresh during long presentations, and prevents the inconvenience and disrespect to faculty and staff when a lecturer runs over time and causes a delay in subsequent classroom activities. Course directors are responsible for communicating this policy to individual guest lecturers in their respective courses. These rules are strictly enforced.

**Policy on Professional Attire**

Residents should maintain a standard of professional attire while occupying all GSDM and GSDM affiliated spaces. In clinical, pre-clinical, or laboratory space residents should follow the policy and procedures that are outlined in the GSDM Clinic Manual (ADD LINK?). Highlights include that all residents must maintain the highest level of personal hygiene expected from a health professional. Because of the close contact between the patient and dental health provider, anything but scrupulous personal cleanliness is unacceptable. Clean, pressed, and solid-same color surgical scrubs (top and bottom) are the only professional attire permitted while treating patients in all clinical areas, as well as working in pre-clinical areas and laboratory spaces. Clinic Attire should include custom embroidered name tags on all scrub tops.

Hair, beards, and nails must be clean and well groomed. Long hair must be pulled back, according to infection control standards. Personal attire must be professional at all times. Appropriate shoes are to be worn. No open-toe shoes are permitted for safety reasons. Dental health providers must wear a disposable gown at every clinic session. Protective clinical gear is restricted to clinical areas only. Dental health providers who do not adhere to the policy will not be allowed in any of the clinical areas for patient care. It is prudent to keep a clinically acceptable change of clothing in your locker.

When working outside the clinical, pre-clinical, and laboratory spaces (i.e. The classrooms, meeting rooms, lecture halls and common meeting spaces) residents should always maintain an acceptable level of professional attire. This could include business casual or other professional clothing acceptable for a health care professional. This attire would not include open-toe shoes, tank-tops style gym (sleeveless) shirts, gym shorts, or hats while working inside GSDM defined spaces.
Policy on Absence for Religious Reasons

The Boston University Henry M. Goldman School of Dental Medicine observes federal holidays only. The School remains open during religious holidays. If a student intends to be absent for a religious holiday, it is imperative that the Program Director be notified well in advance. It should be understood that days absent from the program for religious purposes will be considered vacation days. Course and Program Directors will make every effort to coordinate examinations to avoid conflicts with religious holidays and will provide every opportunity for students to make up examinations missed due to religious holiday absence.

Policy on Missed Examinations

Any student who misses an examination due to illness must contact the Course Director prior to the start of the examination. It is the responsibility of the student to make arrangements with the Course Director to make up the missed examination in a timely manner. A student who misses an examination in one of the Interdisciplinary Curriculum courses should not only contact the Course Director but also the Office of Academic Affairs. A student who contacts the Course Director, Program Director, or Office of Academic Affairs, to claim a medical reason for missing an examination must provide medical documentation for not being present.

Policy on Leave of Absence

If a student wishes to take any type of leave of absence, including sick/maternity leave, the student is responsible for notifying their Program Director. If this period of time will be for more than one week, the Office of Academic Affairs and the Office of the Registrar should also be notified. Written approval for any leave of absence should be obtained from the Program Director. If a program grants a student a leave of absence that encompasses the entire semester, a Withdrawal/Leave of Absence form must be filed with the Registrar prior to the leave. A student on a formal extended leave who wishes to return must notify the Program Director and the Office of the Registrar six months before the semester for which the student is returning. A student on a short leave of absence, for example, maternity leave, will be required to fulfill all curriculum requirements missed during the leave. Copies of all correspondence regarding the student’s leave of absence should be sent to the Office of the Registrar for the student’s official record. Please refer to Appendix: Sample Resident Leave Request Forms for two examples of leave of absence forms.

A student in academic difficulty may request a leave of absence from a program.

For additional information, please refer to the Registrar’s link on the GSDM website at http://dentschool.bu.edu/registrar/withdrawal-leave.htm.
**Policy on Moonlighting**

Some programs allow students to work for financial compensation outside of the regular clinical activities that are part of the program’s curriculum. This is called “moonlighting”. Not all programs allow this practice. Your individual program orientation manuals will specify if you are allowed to moonlight and will detail its limitations. Any resident anticipating moonlighting must receive written permission from the Program Director. International students should understand that moonlighting may have serious implications for their immigration status. Any international resident who is considering moonlighting must have written clearance from their Program Director, Office of Academic Affairs, and from the International Students and Scholars Office. Forms for obtaining clearance are available in the office of the Program Director or in the Office of Academic Affairs. Students who moonlight without appropriate authorization are subject to dismissal from the program.

**Policy on Professional Liability Coverage**

While a student at the Henry M. Goldman School of Dental Medicine, you are covered by the dental school’s general liability policy for any liability claims arising out of patient care performed in the dental school for patient care provided at affiliated institutions which is directly related to your postdoctoral program.

Your liability coverage does not cover you for employment outside of your program at the School of Dental Medicine (moonlighting). If your program allows you to work outside of the regular clinical activities that are part of your program’s curriculum, you will be responsible for obtaining professional liability insurance.

**Policy on Research Students Taking Interdisciplinary Courses**

It is the policy of the GSDM Advanced Education Committee that students in combined CAGS/MSD or CAGS/DScD programs should not take courses related to the CAGS program during their year(s) devoted to the research component of the combined program. Exceptions will be made only with the written approval of the CAGS Program Director, the Research Preceptor, and the Associate Dean for Academic Affairs.

**Registration forms are required for all students during their research year(s).** The department the student will be receiving his/her research degree from must submit registration forms. All forms must include courses and course numbers, including research course numbers (SDM 990, 992) that the student will be taking during the academic year. Both the Department Chair and Research Advisor must sign the registration forms.

All memos and forms are to be submitted to the Office of the Registrar by the first week in August, to ensure that Course Instructors receive accurate information.
Policy on Course Registration

The Office of the Registrar will use the current departmental/program course listings on the web to register students for a particular class and produce grade sheets and class lists. Departments will be required to submit a memo at the beginning of the academic year, with names and BU ID #’s to indicate course exemptions, elective courses, and course retakes. A memo will also be required for any changes made to the published curriculum during the academic year. Without a written memo indicating exceptions to the published curriculum, it will be expected that all students in a certificate program will attend the classes listed on their departmental specific web page. These courses will appear on the students’ transcripts.

All memos and forms are to be submitted to the Office of the Registrar by the first week in August, to ensure that Course Instructors receive accurate information.

Policy on Students Withdrawing from Courses

To withdraw from a course, a student must have the approval of the Associate Dean for Academic Affairs as well as the Department Chair, Program Director, or Research Advisor. Please note that departments have specific graduation requirements for their program and withdrawing from class(es) could result in an extension of the student's program, as well as the student incurring additional tuition and fees.

In general, postdoctoral students may withdraw from a course with the appropriate approvals during the first 1/3 of the course without penalty and with no grade recorded on the transcript. Students withdrawing after the first 1/3 of a course will receive whatever grade has been earned from the course.

Policy on Transfer Students

Admission of students with advanced standing is based on the same standards of achievement required by students regularly enrolled in the program. Demonstration of such achievement will be via appropriate equivalency examinations or documentation of successful attainment of course equivalency.

Policy on Course Exemptions and Academic Performance

At the discretion of the Postdoctoral Program Director and the Interdisciplinary Curriculum Course Director, students may have the option to take an exemption examination. A formal petitioning form for course exemption is available in the Office of Academic Affairs, Rm. B309 (Appendix: Course Exemption Petition Form). Any petition must be submitted to the Course Director prior to the beginning of the second week of the course. Students may not exercise this option without the prior approval of their Program Director. Exemption examinations will be sufficiently challenging to be a true
test of the student’s mastery of course content. Once a student successfully completes an exemption examination, the student will be exempted from the course. It will be the responsibility of the Course Director to forward these results to the Office of the Registrar. The status code of “AS” or “advanced standing” will then be recorded on the student’s transcript.

Students, who go from one postdoctoral program to another, should request exemptions through their Department Chair or Program Director (to be determined by each department). The reason for this is that interdisciplinary course requirements and course exemptions vary by department. Students requesting an exemption for a course already taken at the postdoctoral level will be required to request that a transcript be forwarded to their new department for review. Students should keep in mind that there is currently a three to five business day period for processing transcript requests.

Any exemptions for interdisciplinary courses should be made at the beginning of each semester.

After reviewing course exemption requests, departments will forward a memo to the Registrar in Room B341, with all approved exemptions. The following information should be included in the memo: department’s name, student name with BU ID number, and the exempted course name and number. Exemptions for departmental courses must also be submitted to the Office of the Registrar in the same format as the interdisciplinary exemptions.

Grade Point Average Requirement and General Policy Regarding Deficient Grades
Students are expected to maintain a grade point average of 3.0. Grades of “D” or “F” are not acceptable for promotion from year to year or for successful completion of a postdoctoral program. If the Program Director allows a student with a deficient grade to remain in a program, that deficient grade must be rectified. A grade of “F” must be rectified by repeating the course in its entirety. A grade of “D” may, at the discretion of the Course Director, be remediated by a written or oral reexamination or completion of an assigned project.

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

Policy on Postdoctoral Grading

Grading System
The grading scale is as follows: A, A-, B+, B, B-, C+, C, C-, D, and F. Please note that there are no A+, D+, D-, F+, or F- grades. A grade of “I” (incomplete) as an interim grade is only
awarded in special circumstances such as an inability to complete course work due to illness or personal reasons beyond the student’s control and acceptable to a Course Director. An interim grade of “I” (incomplete) will not be recorded as a final grade. Incomplete grades must be resolved no later than 30 days after the close of the semester. If the student does not rectify the "I", the grade will be recorded as “W” (withdrawn) or F.

**Posting Grades**

Course Directors must inform students of the course grade within ten (10) business days of the final exam. Course Directors may elect to use Blackboard to notify students of their exam results and/or final grades.

**Grading for Interdisciplinary Courses**

The Office of the Registrar will email grade sheets and grading policies to each Course Instructor.

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

The Office of Academic Affairs will review interdisciplinary course final grades and contact the student and inform the student’s department of any deficiency grades (D or F). For students who receive a grade of F, the Associate Dean for Academic Affairs will notify the student that repetition of the course is required. For students who receive a grade of D, the Office of Academic Affairs will make arrangements with the Course Director for a remediation. Please keep in mind that the Course Director can determine that it may be in the best interest of a student who received a grade of D to re-take the course in its entirety and not offer a re-examination.

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

The Office of the Registrar will forward transcripts in January and July. Departments may request transcripts, for academic review and advising only at any time. When requesting transcripts, departments must give the Office of the Registrar ample time to prepare them.

Departments must submit departmental grades to the Registrar on a spreadsheet within ten business days of the end of each semester. Course name, number, and final grade must be included.

**Research Grades**

Departments are responsible for submitting research grades for each student during their research year(s). Department Chairs are asked to remind research preceptors to submit their grades to the department within ten business days of the completion of each academic year, so they can be forwarded to the Office of the Registrar.
**Policy Regarding Program Extension**

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

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

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

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

**Policy Regarding Post-Matriculation Change in Program(s)**

Any changes in the official program of study are discouraged after a student has accepted the school’s offer of admission. A student requesting a change of program must complete the Postdoctoral Program Change Request Form, which is available from the Office of Admissions. The student is responsible for obtaining approval signatures from all relevant program directors and department chairs, and for submitting the completed form to the Postdoctoral Admissions Coordinator in the Office of Admissions. Consent of the Associate Dean for Academic Affairs is required before the change of program is implemented; please note that the academic dean has the authority to: 1) deny the change in program; 2) approve the change in program; or 3) approve the change in program, with modification.

When the appropriate approval signatures are submitted to Postdoctoral Admissions, the Assistant Dean for Admissions will review the request and provide a new offer of admissions letter. The process may require the student to complete a new application. The student must submit all required documents prior to receiving a new offer of admission. The student must also make appropriate arrangements with program department(s), GSDM Registrar, ISSO, Student Accounting Services, Student Financial Services, and any other affected GSDM and University offices in regard to the program change. International students are responsible for communicating with ISSO regarding status changes and must submit required documents and materials to GSDM Postdoctoral Admissions in order for a program change to be recorded in the University systems. A program change that results in a new expected graduation date should be made early in the academic year if the student wishes the graduation to be reflected in Commencement information.
**Tuition for Part-time Postdoctoral Students**

The tuition charge for students who register for less than a full course load at GSDM will be computed as follows:

1) If the student’s curriculum for a semester consists of up to and including 50% of the full course load in a semester, the student will be charged 50% of the tuition rate for the semester;

2) If the student’s curriculum for a given semester consists of between 51% and 100% of the full course load, the student will be charged the full tuition rate for the semester.

This policy will apply to students embarking on a part-time program or to students who must repeat a portion of a semester due to academic deficiencies.

Any postdoctoral student who will need additional clinical experience in order to meet graduation requirements (continuing postdoctoral students) will be charged 50% of the full tuition rate for each semester in which additional clinical work is undertaken.

**Policy on Continuing Education Courses**

The Office of Academic Affairs works with each of the individual programs and the Office for Continuing Education to promote the education of our students. Some programs may require students to participate in continuing education courses as part of the program’s curriculum. Mandatory continuing education courses will be free of charge. If a student opts to participate in a continuing education course which is not part of their program’s curriculum, there will be a nominal fee for this course.

Postdoctoral students must get advance written approval of their Program Director in advance to attend continuing education courses. Continuing education courses have a limited number of openings for attendees. For this reason, once a student registers for a course and signs out of clinic for the day, he or she is expected to attend the course in its entirety. Attendance will be taken at each course and copies of the attendance sheets will be forwarded to appropriate Program Directors.

**Student Conduct and Due Process Procedures**

**Codes of Conduct and Professional Demeanor for Students**

Established procedures have been enacted to serve as guidelines for student conduct. They are described in detail in Article V, "Addenda to the By-laws of Boston University Henry M. Goldman School of Dental Medicine", sections 1 and 2. These sections of the By-laws describe rules concerning student conduct and standards of academic achievement and establish criteria for solving problems which might arise (i.e., Section 1 outlines guidelines for dissemination of course requirements and the consequences of potential failure to meet these requirements including probation, suspension, dismissal, and leave
of absence policies. Procedures for appeal are also described in this section; **Section 2** defines prohibited student conduct or behavior which includes knowingly furnishing false information, falsifying documents, misuse of documents, theft from or willful damage to the premises, willful obstruction or disruption of activities at GSDM or any affiliated institution, offenses against a person present on the premises of the School or affiliated institution, violation of published regulations, etc.). Students are expected to familiarize themselves with these sections of the By-laws contained in this manual.

Students must conduct themselves with the integrity expected of all professionals. Their obligations must be met in full. Dishonesty in examinations or non-professionalism in any of their dealings with clinic patients, faculty, staff, administration, or other students will be regarded as a serious disciplinary action. In their personal habits of dress and cleanliness and observance of amenities students will be expected to reflect credit upon themselves, the School, and the Profession, and give every indication that they will continue to do so through their careers. Student cooperation in matters of neatness applies to clinics, classrooms, public areas, dining areas, labs, and student lockers. The cooperation of every student is expected. The nature of professional study is difficult and requires regular attendance. **Students are expected to be present at all classes and laboratory periods.** When a student is assigned to rotations, it is his/her responsibility to obtain the classroom notes and other pertinent information regarding class and/or clinical activities.

The School places strong emphasis on attainment and expression by its students of those values and attitudes that are the hallmark of a professional. To this end, students are expected to conduct themselves in a professional manner at all times in all their associations with the faculty, each other, auxiliary personnel, patients, and the Dental School staff. Once students begin treating patients they continue to mature professionally and gain a deeper sense of responsibility. Anything less than the highest order of professional conduct on the part of the student can result in the loss of the patients' confidence in the student, the School, and the Profession.

**Violation Procedures and Rights**
Complaints may be brought against a student by department chairpersons or a member of the faculty or staff. The offender will be given a verbal warning. If the offender repeats the violation, he/she may be suspended from that clinic for a period of up to sixty (60) days. Any student/resident who believes that he/she has been wrongly accused can appeal the decision to the Clinical Affairs Committee. Both parties involved must attend a hearing of the Committee to discuss a resolution of the complaint. A report shall be filed with the Student Academic Achievement Committee and/or the appropriate Committee. More serious violations may result in longer periods of suspension, leading to possible dismissal (see Sections 1 and 2 of the Addendum of the By-laws). Serious offenses will be turned over to the Judicial Committee for investigation, resolution, and disposition.
Policies for Dental Clinics

Patient Care

1. **Clinical education at Boston University Henry M. Goldman School of Dental Medicine is patient centered.** Respect for the patient and provision of the highest possible quality of dental care is the expected outcome of dental education and the key to successful dental practice. The best interests of the patient always take priority over educational considerations.

2. For every patient treated at the Henry M. Goldman School of Dental Medicine (GSDM), there **must** be a treatment plan signed and approved by faculty and the patient. The cost of treatment **must** be placed in the record and **must** be explained to the patient. Before starting any treatment the treatment will either be contracted or paid for.

3. There will be only **one treatment plan** for each patient – departmental treatment plans that do not complement a general treatment plan are not permitted.

4. For each patient treated at GSDM, there **must** be a designated primary-care dentist who will, along with a faculty supervisor, have responsibility for the final treatment plan or for modification of treatment plans. This primary-care dentist may be a faculty member, a postdoctoral student, or a predoctoral student. The patient **must** be told the name of his or her primary care dentist. An exception to this policy is the patient who is referred to one of the School’s postdoctoral clinics from a primary-care provider outside of GSDM with the specific intention that the patient will be referred to that primary-care provider once specialty care at GSDM is completed. In this case, the name of the primary-care provider and how the specialty care will complement the patient’s treatment plan should be indicated in the patient record.

5. Any changes in a treatment plan may not be made without consultation and approval of the primary-care dentist or his/her faculty supervisor. An exception to this is the case of the dental emergency.

6. If a dental emergency dictates a deviation from the original treatment plan, a clear entry in the record **must** document this change, including the reason for the change and an indication that the change and its consequences were discussed with the patient.

7. Published fee schedules must be adhered to by all faculty and students. Only the Clinic Manager or Program Director may authorize a deviation from the published fee schedule. Any deviation from the published fee schedule and its rationale **must** be documented in the patient’s record and the visit sheet.
8. If a student or faculty member inappropriately adjust a patient’s fee from the published fee schedule, that student or faculty member will be responsible for making up the difference between the published fee and the fee quoted to the patient.

Students

1. Students are responsible for arranging in advance for any and all absences from the clinical program. Requests for absences must be in writing and arrangements must be authorized in writing by the Program Director and the Clinic Manager. Except in the case of personal emergency, arrangements must be made at least one month in advance. The clinic coordinator or reception desk must be notified of all changes.

2. Students are not allowed to cancel scheduled patients without the consent of the clinic coordinator as well as the Program Director or Clinic Manager. In the case of personal emergency, the Program Director and the Clinic Manager or Clinic Coordinator must be notified of any last minute patient cancellation(s).

3. Students are co-responsible, with faculty, for accurately filling out record entries, treatment plans, and visit sheets.

4. Students must sign all record entries. All signatures must be accompanied by the student’s legibly printed name.

5. Where applicable, students are responsible for returning patient visit sheets to the front desk after each patient appointment.

6. Students must return patient records to the clinic desk or record room on a daily basis. These records must have faculty signatures.

7. If at any time it is found that a patient has not been billed for a procedure due to inappropriate activity, intentional or unintentional, by the student, then the student will be financially responsible for the unbilled charges.

8. Students must coordinate patient appointments through reception desk staff.

9. Students must adhere to infection control and safety protocols.

10. To minimize waiting time for the patients, students must arrive at the clinic in advance of the patient appointment time to set up their operatories.

11. Students are expected to inform patients when they are running late by any time over ten minutes.

12. Students assigned to emergency coverage must respond to requests for emergency consultations in Oral Diagnosis in a timely manner. Students are not allowed to
transfer an emergency beeper to another student unless this transfer has been approved by the Program Director or the Clinic Manager or Coordinator.

13. Repeated sudden illnesses resulting in same day patient cancellation will be investigated.

14. The Henry M. Goldman School of Dental Medicine recognizes the value of its diverse student body. However, English is the language of instruction, patient care, and record keeping at GSDM. Out of respect for our patients, it is expected that English be spoken in all common and patient care areas.

15. Patients must not be treated without a patient record present.

Faculty

1. There must be sufficient faculty to cover the clinics at all times (Preferably 3 per session or 1 per 45 students)

2. Posted faculty coverage schedules must be:
   a) Accurate; i.e., represents faculty who are on the clinic floor for the entire clinical session, and not faculty who are in the School but involved in other endeavors such as research, administrative duties, etc.
   b) Prominently posted in the various clinics, including the reception desks and Clinic Manager’s/Coordinator’s office.
   c) Updated monthly.

3. Faculty members are responsible to review and sign all records. In order to facilitate return of records to the record room on a daily basis, faculty must sign records in a timely manner.

4. Faculty members must arrive on time and be available on the clinic floor at the start of the session.

5. Faculty members must be available during the time they are scheduled to be on the clinic floor.

6. Faculty must be aware that patient care is the highest priority and faculty not assigned to clinic session should be willing to participate in patient care if this need arises.

7. Faculty members are expected to work with all students in a collegial manner and must avoid selectivity in working with students.

8. Faculty members must contact the Clinic Coordinator and Program Director or Clinic Manager if unforeseen circumstances (e.g. emergency, illness, etc.) or any other issues require their absence from the clinic.
9. Faculty and Staff must be responsible for arranging in advance for vacation or other absences from the clinical program. Absences must be requested in writing well in advance and must be authorized in writing by the Program Director or Department Chair. Requests may be denied if other faculty has already obtained approval to be absent. Except in the case of a personal emergency, arrangements will be made at least one month in advance.

10. All faculty assigned to teach in the second-floor postdoctoral clinic will be accountable to both the Program Director and the Clinic Manager for their clinical performance.

Reception Personnel (patient coordinators, supervisors) and Business Office Staff:

1. Reception personnel are responsible for coordinating patient appointments, cancellations, and rescheduling.

2. Reception personnel are responsible for ensuring that students’ schedules are optimally booked.

3. Reception personnel must provide the appropriate Clinic Manager with reports on:
   a. Real chair occupancy time (weekly).
   b. The coefficient of hourly generated income per resident (weekly).
   c. The number of procedures performed, with the appropriate ADA codes, names of the patients, record numbers, and payments, per resident (daily).
   d. The number of cancellations and no-shows (daily).
   e. The number of patients seen per Predoctoral or Postdoctoral Division (weekly).
   f. The number of new patients seen per Predoctoral or Postdoctoral Division (weekly).


5. Where available, reception personnel must use automated voice systems to confirm appointments and remind patients of outstanding balances.

6. Schedules for lectures, seminars etc. must be given to the reception desk staff by the clinic coordinator (and/or secretary) for each Division well in advance (at least two weeks) so that the Reception desk will not be required to cancel patients to accommodate last minute changes in schedule.

Student and Family Discount Policies

STUDENT DISCOUNT POLICY (revised 6-19-12)
Members of the GSDM community are eligible to access the benefits within the Student Discount Policy if they are full-time registered students of this dental school. The GSDM Registrar is responsible for certification of eligibility status if the need arises. The student discount from the standard fee for services is generally 100% (with one exception explained below) after applicable laboratory charges have been assessed. Lab charges
include, but are not limited to, the standard cost for dental laboratory-fabricated devices whether produced in-house or commercially plus the cost of all metals used in fabrication. Lab fees in Orthodontics include a standard materials fee plus a separate and additional Invisalign fee if applicable. All dental treatment under this policy must be rendered in a GSDM educational clinic by another dental student or resident. The one exception to this general policy, noted above, is that all eligible students and residents must pay 100% of the standard fee for General Anesthesia/I.V. Sedation. The policies governing clinical dental treatment defined in the GSDM Patient Treatment Center Policies & Procedures Manual must be followed, including a contract when required. Discount eligibility ends at graduation, withdrawal, or leave of absence, whichever occurs first. At the end of discount eligibility, prevailing school fees and payment policies will be in effect for new or unfinished treatment.

**FAMILY DISCOUNT POLICY (revised 6-19-12)**
The immediate family members, defined as the current spouse, the dependent children under 21 years of age, and the mother and father, of full-time registered students and residents of this dental school are eligible to access the benefits of the GSDM Family Discount Policy. The GSDM Registrar is responsible for certification of student/resident status if the need arises. When a student or resident directly provides the treatment for their eligible family member the discount from the standard fee for service is (with one important exception explained below) 100% after applicable laboratory charges have been assessed. Lab charges include, but are not limited to, the standard cost for dental laboratory-fabricated devices whether produced in-house or commercially plus the cost of all metals used in fabrication. Lab fees in Orthodontics include a standard materials fee plus a separate and additional Invisalign fee if applicable. If an eligible family member of a student or resident is treated by any student or resident of GSDM other than their parent/spouse/son or daughter the discount will be 50% of usual and customary school fees plus applicable lab charges as described above. The one exception, noted above, is that all family members must pay 100% of the standard fee for General Anesthesia/I.V. Sedation. Family members who choose to be treated in a Boston University Dental Health Center will be required to pay all standard fees.

[http://www.bu.edu/dental/about/policies/treatment-policies/](http://www.bu.edu/dental/about/policies/treatment-policies/)
**Policy on Computing Equipment, Listservs, and Web pages**

In addition to Boston University’s *Conditions of Use and Policy on Computing Ethics* ([http://www.bu.edu/computing/ethics](http://www.bu.edu/computing/ethics)), the Boston University Henry M. Goldman School of Dental Medicine expects individuals using School and University computing services to follow the additional guidelines set-forth.

**Computing Equipment and Facilities at the Henry M. Goldman School of Dental Medicine**
Computing equipment owned by the School must display standard Windows backgrounds at all times. Screensavers and software not provided by the School may not be downloaded or installed.
Listservs at the Henry M. Goldman School of Dental Medicine
Listservs are to be used to broadcast School and University related business only. This is limited to messages sent from the administration and School endorsed organizations. It is not a mechanism for non-school related discussion, religious announcements, chain letters, commercial endorsements, or advertisements.

Web Page Access at the Henry M. Goldman School of Dental Medicine
Students, Faculty, and Staff may not post their “personal” web pages via the School server. Web Page posting is for the exclusive use of School related business.

The Henry M. Goldman School of Dental Medicine reserves the right to revoke the computing privileges and/or discipline any individual using the Computing Equipment, Listservs, or Web Pages in violation of this policy.

Conditions of Use and Policy on Computing Ethics
June 1997

Notice to All Users
Users of the University’s computing facilities, including University-supported electronic mail, are on notice, and by using these facilities agree, that no representation has been made to them as to the privacy of any communication or data stored on or sent through these facilities; that the University has reserved the rights set forth below and in the Boston University Information Security Policy and Policy on Computing Ethics; and that the use of these facilities is restricted to University-authorized purposes. The use of the University’s computing facilities in connection with University activities and de minimis personal use is a privilege extended to various members of the University community; it is not a right. Users of the University’s computing facilities are required to comply with, and by using such facilities agree that they are on notice of and agree to comply with, be subject to, and grant the University the right to implement, the Boston University Information Security Policy, the Policy on Computing Ethics and these Conditions of Use. Users also agree to comply with applicable federal, state and local laws and to refrain from engaging in any activity that is inconsistent with the University’s tax-exempt status or that would subject the University to liability. The University reserves the right to amend these Conditions and Policies at any time without prior notice and to take such further actions as may be necessary or appropriate to comply with applicable federal, state and local laws.

To protect the integrity of the University’s computing facilities and its users against unauthorized or improper use of those facilities, and to investigate possible use of those facilities in violation of or in aid of violation of University rules and policies, Boston University reserves the right, without notice, to limit or restrict any individual’s use, and to inspect, copy, remove or otherwise alter any data, file, or system resource which may undermine the authorized use of any computing facility or which is used in violation of University rules or policies. Boston University also reserves the right periodically to examine any system and any other rights necessary to protect its computing facilities.
The University disclaims responsibility for loss of data or interference with files resulting from its efforts to maintain the privacy and security of those computing facilities or from system malfunction or any other cause. As used herein and in the Policy on Computing Ethics below, the term "computing facility" means, refers to, and includes any and all forms of computer-related equipment, tools, and intellectual property, including computer systems, personal computers, computer networks, and all forms of software, firmware, operating software, and application software, which are owned or leased by the University or are under the University's possession, custody or control.

Policy on Computing Ethics
Thousands of users share the computing facilities at Boston University. These facilities must be used responsibly by everyone, since misuse by even a few individuals has the potential to disrupt University business or the work of others. You are therefore required to exercise responsible, ethical behavior when using the University's computing facilities. This includes, but is not limited to, the following:

1. You must use only those computer resources which you have been authorized to use by the University. The unauthorized use of computer resources, as well as the providing of false or misleading information for the purpose of obtaining access to computing facilities, are prohibited and may be regarded as a criminal act and treated accordingly by the University. You must not use University computing facilities to gain unauthorized access to computing facilities of other institutions, organizations, or individuals.

2. You may not authorize anyone to use your computer accounts for any reason. You are responsible for all use of your accounts. You must take all reasonable precautions, including password maintenance and file protection measures, to prevent use of your account by unauthorized persons. You must not, for example, share your password with anyone else, and you should change your password regularly.

3. You must use the University's computer resources only for the University-related purposes for which they were authorized. As with all University equipment, use of the computer facilities, including the Campus Network, for private or commercial purposes is prohibited, except as expressly authorized. You must not use the University's computer resources for any unlawful purpose, such as the installation or distribution of fraudulently or illegally obtained software. Use of external networks connected to the University's networks must comply with the policies of acceptable use promulgated by the organizations responsible for those networks.

4. You must not access, alter, copy, move, or remove information, proprietary software or other files (including programs, members of subroutine libraries, data, and electronic mail) without prior authorization from the appropriate University data trustee, security officer, or other responsible party. You must not copy, distribute, display, or disclose third-party proprietary software without prior authorization from the licensor. Proprietary software must not be installed on systems not properly licensed for its use.
5. You must not use any computing facility irresponsibly or in a way that might needlessly interfere with the work of others. This includes transmitting or making accessible offensive, annoying or harassing material, or materials such as chain letters, unauthorized mass mailings, or unsolicited advertising; intentionally, recklessly or negligently damaging any system, material or information not belonging to you; intentionally intercepting electronic communications or otherwise violating the privacy of information not belonging to or intended for you; intentionally misusing system resources or making it possible for others to do so; or loading software or data from untrustworthy sources, such as freeware, onto administrative systems.

6. You are encouraged to report any violation of these guidelines by another individual and any information relating to a flaw in or bypass of computing facility security to Information Technology, University Information Systems, or the Office of Internal Audit.

The unauthorized or improper use of Boston University's computer facilities, including the failure to comply with the above guidelines, constitutes a violation of University policy and will subject the violator to disciplinary and/or legal action by the University, and, in some cases, criminal prosecution. In addition, the University may require restitution for any use of service, which is in violation of these guidelines. Any questions about this policy or of the applicability of this policy to a particular situation should be referred to Information Technology, University Information Systems, or the Office of Internal Audit.

Caution Regarding the Use of Social Media

Transition into the life of a professional requires careful protection of your professional reputation. Students at the Henry M. Goldman School of Dental Medicine are asked to be sensitive to the consequences of what they choose to post on social media sites. We have seen instances of social media postings that have reflected poorly on the student as a professional or on the school itself with unfortunate consequences. Be aware that patients or perspective employers may have access to your postings. Compromising social situations that might give patients or future employees reason to question your professionalism should be carefully monitored. You should use discretion in postings and pictures shared on social media sites.
Boston University Sexual Harassment Policy

Boston University is committed to the principle that no employee, student, or applicant for employment or admission should be subject to sexual harassment. The University strives to provide workplaces and learning environments that promote equal opportunity and are free from illegal discriminatory practices, including sexual harassment.

Sexual harassment is a violation of federal and state laws and University policy, as is retaliation against any individual who in good faith files a complaint of sexual harassment or cooperates in the investigation of such a complaint. Upon receipt of a complaint of sexual harassment or retaliation, Boston University will undertake a fair and thorough investigation, with due regard for the rights of all parties. Every reasonable effort will be made to protect the confidentiality of the parties during the investigation. After an investigation, any person who is found to have sexually harassed or retaliated against another will be subject to discipline, up to and including termination of employment and, if a student, expulsion from Boston University.

Definition of Sexual Harassment

Sexual harassment is defined as sexual advances, requests for sexual favors, and any other verbal or physical contact of a sexual nature, whether intentional or unintentional, where:

- an individual’s submission to or rejection of the conduct is made, either explicitly or implicitly, a term or condition of employment or of status in a course, program, or activity, or is used as a basis for an employment or academic decision; or,

- the conduct has the purpose and effect of unreasonably interfering with an individual’s work performance, academic performance, or educational experience, or of creating an intimidating, hostile, humiliating, or offensive working, and educational or living environment.

Examples of Conduct Which May Constitute Sexual Harassment

It is not possible to list all circumstances that might constitute sexual harassment. In general, sexual harassment encompasses any sexually related conduct which causes others discomfort, embarrassment, or humiliation, and any harassing conduct, sexually related or otherwise, directed toward an individual because of that individual’s sex. Such conduct is subject to this policy whenever it occurs in a context related to the employment or academic environments, or if it is imposed upon an individual by virtue of an employment or academic relationship.

A determination of whether conduct constitutes sexual harassment is dependent upon the totality of the circumstances, including the pervasiveness or severity of the conduct. The Massachusetts Commission Against Discrimination lists the following as examples of conduct which may constitute sexual harassment:

- Unwelcome sexual advances--whether they involve physical touching or not;
• Sexual epithets, jokes, written or references to sexual conduct, gossip regarding one’s sex life; comment on an individual’s body, comment about an individual’s sexual activity, deficiencies, or prowess;
• Displaying sexually suggestive objects, pictures, or cartoons;
• Unwelcome leering, whistling, brushing against the body, sexual gestures, or suggestive or insulting comments;
• Inquiries into one’s sexual experiences; and
• Discussion of one’s sexual activities.

In order to constitute sexual harassment, conduct must be unwelcome. Conduct is unwelcome when the person being harassed does not solicit or invite it and regards it as undesirable or offensive. The fact that a person may accept the conduct does not mean that he or she welcomes it.

As a university, Boston University, its employees and students also must be aware of the need for freedom of inquiry and openness of discussion in its educational and research programs, and must strive to create and maintain an atmosphere of intellectual seriousness and mutual tolerance in which these essential features of academic life can thrive. No university can or should guarantee that every idea expressed in its classrooms or laboratories will be inoffensive to all; pursued seriously, education and scholarship necessarily entail raising questions about received opinions and conventional interpretations. Boston University does guarantee, however, that credible accusations of inappropriate sexual remarks or actions will be investigated promptly, thoroughly, and fairly.

Complaints
If you have questions or concerns about sexual harassment, or if you wish to file a complaint of sexual harassment, you are strongly recommended to contact:

Associate Dean of Students & Deputy Title IX Coordinator, 635 Albany Street, Suite 158, (617) 358-5783, http://www.bu.edu/eoo/sexual-misconduct-title-ix; or

Executive Director of Equal Opportunity & University Title IX Coordinator, 888 Commonwealth Avenue, Suite 303, (617) 353-9286; or

Director of Judicial Affairs and Student Safety Programs, Office of the Dean of Students, George Sherman Union, Third Floor, 755 Commonwealth Avenue, (617) 353-4126 (Students living in campus residences may also contact their local hall or area office); or

Office of Civil Rights
U.S. Department of Education, Region I
8th Floor
5 Post Office Square
Boston, MA 02109-3921
(617) 289-0111
Resources for Students

Health Care & Medical Insurance Tips

Health Care Access Tips

• Carry your medical insurance card and student identification card with you at all times. Your insurance card should list the name and address of the company, how to contact the company (a customer service number), and all policy numbers needed.
• If you have declined the Boston University medical insurance plan, call your insurance company at the customer service number listed on your card to determine where you can access health care services in Boston and what services are covered by your plan. Find out if your insurance plan covers comprehensive care or only emergency care.
• Establish a Primary Care Physician (PCP) in Boston.
• Set up a first meeting with your PCP within the first few weeks of school.
• Develop a plan for accessing urgent or emergency care with your PCP if you become sick while in Boston.
• If your medical insurance plan only covers emergency care, develop a plan for accessing urgent or emergency care in Boston.
• If your PCP refers you to a specialist and you are having trouble getting an appointment, call your PCP and alert him/her of the delay. If you are still having difficulty call the customer service number of your medical insurance plan and request their assistance.
• If you are enrolled in the Boston University medical insurance plan and you are experiencing delays in getting appointments or are frustrated or dissatisfied with the care you are receiving, call the customer service number of the plan and ask to speak to the plan’s ombudsperson. The ombudsperson will be your advocate and help you get the care you need.

Boston University
Student Health Services
881 Commonwealth Avenue, Charles River Campus
Boston, MA 02215

As a full-time student at Boston University, you are entitled to the limited health care services available at Student Health Services. The insurance you carry has no bearing on this. The walk-in clinic is open throughout the year except for official Boston University holidays and the weeklong Intersession break. Student Health Services consists of a Walk-in Medical Clinic, an In-House Laboratory, an Infirmary, a Behavioral Medicine Clinic by appointment or on an emergency basis, and a Crisis Intervention Counselor. (Certain procedures require a fee, which may be billed to your student account, or paid for by cash or check.)
**Walk-In Clinic** 617-353-3575
24/7 on-call service
Monday through Wednesday 8:30am – 5:30pm
Thursday 10:00am – 5:30pm
Friday 8:30am – 4:00pm
Saturday 10:00am – 1:30pm

**Behavioral Medicine Clinic** 617-353-3569
24/7 on-call counselor
Monday through Wednesday & Friday 8:30am – 4:30pm
Thursday 10:00am – 4:30pm

**Appointment-only Locations**
Charles River Campus – 617-353-3569
930 Commonwealth Avenue, 1st Floor, Boston
Monday through Wednesday & Friday 9:00am – 5:00pm
Thursday 10:00am – 5:00pm

Medical Campus, 617-353-3569
Solomon Carter Fuller Mental Health Center
85 East Newton Street, Room 816, Boston, MA 02215
Monday 9:00am – 6:00pm
Wednesday 9:30am – 5:30pm

**Crisis Intervention Counselor** 617-353-SARP (7277)
24/7 on-call counselor
Monday through Thursday 9:00am – 5:00pm
Friday 10:00am – 5:00pm
When calling after 5:00pm, or on a weekend/holiday, you will hear a message saying you have reached SARP, the office is closed. Then a pause followed by instructions to press 1 to leave a non-urgent voicemail or 2 to speak with the Crisis Counselor on call.
Other Resources for Students

Counseling/Advising Programs and Services
During dental school, you may have questions about academic or other matters. The Boston University GSDM Student Affairs (Room G-158, 617-358-5783, gsdmsa@bu.edu) and Academic Affairs (Room B-309, 617-358-5195) provide students with information, resource referrals, and counseling on academic and student related issues. There may be times when you find it difficult to cope with the different pressures you will face as a student. Sometimes juggling the responsibilities of dental school and life can affect one’s health, emotional wellbeing, or relationships. Student Affairs is available to counsel and provide resource referrals to students. Student Affairs can provide assistance in contacting private counseling services. Student Affairs also provides information to students who have general questions or problems, or who need information on services for students with disabilities, and other educational and community resources.

Student Affairs
635 Albany Street, Suite 158
617-358-5783
gsdmsa@bu.edu
www.bu.edu/dental/students

In addition, Boston University and the Henry M. Goldman School of Dental Medicine have a number of counseling and advising programs and services that are available to all full time students, of which you should not hesitate to take advantage, including:

Student Health Services (Behavioral Medicine)
881 Commonwealth Avenue, Boston, MA
617-353-3575
http://www.bu.edu/shs/

The Student Behavioral Medicine Clinic provides confidential mental health services for students. A board-certified psychiatrist directs a staff of psychiatrists and psychologists who manage the entire range of mental health problems. Emergency mental health cases are seen immediately 24 hours a day. Follow-up and routine cases are seen by appointment. The clinic is available for emergencies twenty-four hours per day.

The Danielsen Institute
185 Bay State Road, Boston, MA
617-353-3047
daninst@bu.edu; http://www.bu.edu/danielsen/
The Danielson Institute provides confidential counseling for individuals, partners, couples, families and groups. They have a sliding scale fee structure.

Center for Anxiety and Related Disorders
900 Commonwealth Avenue, 2nd Floor, Boston, MA
617-353-9610
The Center for Anxiety and Related Disorders offers assessment and treatment of anxiety disorders. Treatment can be done on a short-term individual basis or as a group treatment. Services are done by appointment and there is a sliding fee scale.

Center for Psychiatric Rehabilitation
940 Commonwealth Avenue, West, Boston, MA
617-353-3549
psyrehab@bu.edu, http://www.bu.edu/cpr/
CPR is affiliated with Sargent College of Health and Rehabilitation Sciences at BU and is a research, training, and service organization dedicated to improving the lives of persons with psychiatric disabilities by improving the effectiveness of people, programs, and services systems. Staff members help students learn how to manage the responsibilities and pressures of schoolwork and social life.

Boston University Chaplains – Marsh Chapel
735 Commonwealth Avenue, Boston, MA
617-353-3560
http://www.bu.edu/chapel/
Boston University chaplains are available by appointment to counsel Boston University graduate and undergraduate students. Religious life on campus includes the following faiths: interfaith, Baha’i, Buddhist, Christian-Catholic, Christian-Evangelical, Christian-Orthodox, Christian-Protestant, Hindu, Jewish, Muslim, Sikh.

Family Resources

Office of Family Resources
985 Commonwealth Avenue, Boston, MA 02215
617-353-5954
http://www.bu.edu/family
The Office of Family Resources provides a free referral service and resource materials for parents seeking childcare.

- a child-care service listing of Boston University students (with previous child-care experience) available for babysitting on a short-term basis
- a resource library for families with information on child-care and elder-care issues, support groups, etc.;
- school vacation programs for children in Grades K through 5.

Boston University Children's Center
http://www.bu.edu/family/childcare-centers-on-campus/boston-university-childrens-center/ The Children’s Center provides a full-time (8 AM to 6PM) child-care program for children ages two through five. Contact the Center for applications and fee information.

Early Childhood Learning Lab (ECLL)
617-353-3410, child@bu.edu
http://www.bu.edu/family/childcare-centers-on-campus/preschool-at-bu/
- Run through the School of Education from early September to mid-June.
- Half-day preschool program and an extended day program until 2 pm.
- Children may attend 3-5 days a week.

Additional Resources

**Boston University International Student Services (ISSO)**
888 Commonwealth Avenue, 2nd floor
617-353-3565
**[isso@bu.edu](mailto:isso@bu.edu), [http://www.bu.edu/isso/](http://www.bu.edu/isso/)**
All international students are required meet with ISSO advisors. The ISSO conducts special orientation programs and offers advice on regulations concerning U.S. immigration, employment, and taxes as well as housing, cultural adjustment, and financial problems.

**Boston University Disability Services**
25 Buick Street, 3rd floor, Boston, MA
617-353-3658 (voice or TTY)
**[access@bu.edu](mailto:access@bu.edu), [http://www.bu.edu/disability/](http://www.bu.edu/disability/)**
Students with learning disabilities who require specific accommodations are responsible for contacting Disability Services to submit all paperwork and requests.

**Educational Resource Center (Charles River Campus)**
Yawkey Center for Student Services
100 Bay State Road
617-353-7077, **[erc@bu.edu](mailto:erc@bu.edu)**
Educational Resource Center offers a number of services for both students and faculty, including a writing center and computer resources. They also offer workshops on various topics such as time management and study skills.

**Speakeasy**
617-353-3528
Speakeasy is a phone line that offers anonymous and confidential support for students from trained peers. The line is available during the academic year. Students are able to access the phone line on Monday – Thursday, 9:30PM- 1:30AM.

**Office of the Ombuds**
Medical Campus
Solomon Carter Fuller Bldg, Suite 818
617-358-7645
**[http://www.bu.edu/ombuds/](http://www.bu.edu/ombuds/)**
The Office of the Ombuds is an independent, impartial, informal problem-solving resource serving faculty, staff, and students on the Charles River and Medical Campus. The Office maintains strict confidentiality, and provides a safe place for you to have off-the-record conversations on issues related to life, work, or study at Boston University. Talking to the Ombuds can be a good first step if you have a concern and you don’t know where to turn for help.
Boston University Security Department
Escort Security Services
617-638-4444 or 617-414-4444
BU Security provides vehicular or pedestrian escorts to the garages, lots and surrounding medical center buildings during night and weekend hours upon request. The Office of General Services recommends that you utilize the shuttle services available to you that transport to the garages, lots, surrounding medical center buildings, and authorized MBTA stops.

Student Taxi Voucher Program
Available weekend and holiday nights (Saturday & Sunday) and holiday evenings only between 6:00PM – 1:00AM to South End neighborhood locations including MBTA stops within a 2-mile radius of the Medical Campus only.

Please note: Monday through Friday (except holidays) transportation is provided by the Evening Shuttle. Taxi service available only to students only, valid BUMCID is required. Students will get a cab voucher and call for a taxi at the Security Desk located in the lobby of Boston Medical Center, East Newton Pavilion by the Emergency Department. This site is accessible traveling entirely within BMC buildings.

Sports and Fitness at Boston University
Dental students are presented with daily academic challenges and can face some hurdles in their sprint to the finish. Along the way, it is beneficial to take advantage of the various sports and fitness opportunities available at Boston University in general. Boston University Physical Education, Recreation and Dance Club sports, family recreation, health and fitness workshops, and physical education classes are all offered to dental students. The Case Center and adjacent facilities are open to all Boston University full–time students.

Boston University Terriers Athletics
http://www.bu.edu/athletics/

Boston University PERD: Physical Education, Recreation and Dance
Fitness and Recreation Center
915 Commonwealth Ave., Boston, MA
617-358-3740
http://www.bu.edu/fitrec; fitrec@bu.edu
The Fitness and Recreation Center, also referred to as “FitRec”, is a state-of-the art facility located on the Charles River Campus. All full time BU students may make use of the facilities. Access is available with your BU ID, after you complete a FitRec Usage Agreement via the Student Link (www.bu.edu/studentlink). Amenities include lap pool, racquetball and squash courts, elevated indoor track, 35ft rock climbing wall and more.

South End Fitness Center (SEFC)
785 Albany Street, 4th Floor
https://www.bu.edu/dental/students/resources/health-wellness/
Appendices
**Code of Ethics**

Our Code of Ethics articulates the behavior we expect of all members of our community—faculty, students, staff, researchers, and administration. The Code reflects our values and our day-to-day professional aspirations for carrying out our mission by caring for our patients, teaching, learning, conducting research, and interacting with our colleagues. Our core values and their associated behaviors emerged from a collaborative effort by all members of our community and they apply to us all.

This Code describes how we **aspire** to conduct ourselves—it is not a set of rules. Our Code of Student Conduct, which describes prohibited behavior and procedures for addressing prohibited behavior, is found in section two of article V of the Boston University Henry M. Goldman School of Dental Medicine (GSDM) Bylaws. Similar documents related to staff and faculty are found in the Boston Medical Center Human Resources Manual and in the Boston University Faculty Handbook.

Our five core values are:

- Respect
- Truth
- Responsibility
- Fairness
- Compassion

**We define these core values and their associated behaviors in the following manner:**

**Respect**

_We treat all people as we would expect them to treat us._

We acknowledge the dignity, humanity, and sense of self of everyone. We understand that our colleagues and patients come from varied cultural, social and economic backgrounds. We treat everyone with the same degree of acceptance and deference. We adhere to the principle that everyone is continually learning and that we learn from each other. We are all colleagues in the process of teaching and learning. We listen to each other and avoid condescension. We maintain a collegial relationship with all members of the GSDM community.

Many of us spend almost as much time at GSDM as we do at home and we respect our GSDM environment as if it were our home. We take pride in the appearance of our campus and report facilities issues rather than making it the responsibility of someone else. We understand that, by the way we appear and how we behave, we project the image of the school. We are committed to carrying ourselves in a professional manner.
As faculty,

- We practice and demonstrate (role-model) interactions with patients that stress listening attentively, communicating clearly, understanding and solving patient problems, and always placing the welfare of the patient above personal interests.
- We accept and embrace cultural diversity, beliefs, different ways of thinking, and others’ priorities that are present among our patients, faculty, staff, and other students.
- We maintain and promote a safe environment that prevents harassment of any nature at all levels. We never abuse our authority.
- We value our staff members and expect our fellow faculty and students to treat them with respect and confidence as competent professionals.
- We treat intellectual property appropriately.
- We demonstrate respect for the facility and the environment by assuming personal ownership of our workplace.
- We “treat” or “care for” patients—we never “work on” patients.

As students,

- We demonstrate our commitment to professionalism in dentistry by respecting patient autonomy, by listening to patients and understanding their needs, by explaining clearly and thoroughly the treatment options and procedures, and by always placing patient welfare above personal interests.
- We accept and embrace cultural diversity, beliefs, different ways of thinking, and others’ priorities that are present among our patients, faculty, staff, and other students.
- We treat the GSDM facility and the environment that we all share as if it were our own.
- We respect the contributions and work of others.
- We value all students, staff members, faculty, and administrators and expect our fellow students to treat them with respect and confidence.
- We “treat” or “care for” patients—we never “work on” patients.

As staff,

- We practice and demonstrate (role-model) interactions with patients that emphasize listening attentively, communicating clearly, and understanding patient problems, and always placing the welfare of the patient first.
- We recognize and accommodate patients’ special needs, including financial and communication challenges. We also recognize that many patients are fearful and unfamiliar with our processes. We strive to make them comfortable.
- We recognize that first-time students in the clinic may be awkward and fearful and we contribute to building their confidence in delivering efficient and effective treatment.
- We accept and embrace cultural diversity, beliefs, different ways of thinking, and others’ priorities that are present among our patients, faculty, students, and other staff members.
• For the good of our patients, we make sure that important information is conveyed properly to our colleagues.
• We treat the GSDM facility and the environment that we all share as if it were our own.
• We “treat” or “care for” patients—we never “work on” patients.

As researchers,
• We trust, value, collaborate with, and acknowledge the contributions of peers, students, technical staff, and research administrators with whom we interact.
• We are constructive and professional when critically evaluating people (students, staff, and peers) and written materials (grants, manuscripts, and abstracts), and will respect views differing from our own.
• We treat experimental subjects (human, animal, etc.) ethically with care and appreciation, and protect them from harm.
• We accept and embrace cultural diversity, beliefs, different ways of thinking, and others’ priorities that are present among our patients, faculty, staff, and other students.
• We treat the GSDM facility and the environment that we all share as if it were our own.

As administrators,
• We work toward a culture at GSDM in which interactions with patients include listening attentively, communicating clearly, understanding and resolving patient problems for the welfare of the patient, the instruction of students, and the good reputation of GSDM.
• We accept and embrace cultural diversity, beliefs, different ways of thinking, and others’ priorities that are present among our patients, faculty, staff, students and other administrators, and consciously model how to interact with others on our campus.
• We promote and maintain a safe environment that prevents harassment of any type at all levels. We never abuse our authority or allow others to abuse theirs.
• We demonstrate respect for the facility and the environment by assuming personal ownership of our workplace.

Truth

*We search for the truth and tell the truth at all times.*

We adhere to our rules of conduct as written in our Code of Student Conduct, in our Faculty Handbook, and in the Human Resources Manual. We are open and honest to all about our adherence to these rules and address disciplinary matters with consistency, honesty and openness.

As faculty,
• We are truthful in communications with patients about all aspects of dental care (diagnosis and treatment recommendations). We demonstrate to students how to communicate with patients in a truthful manner.

• We demonstrate to students how to describe clearly advantages and disadvantages of treatment alternatives to patients so that together we can make the best possible decisions about their care.

• We, in the pursuit of truth, assume a responsibility to maintain our own professional development and assure that our teaching materials are accurate, up to date and appropriately credited.

• We practice evidence-based decision-making in both patient care and in the classroom. We clearly demonstrate to students the importance of making decisions based on truth.

• We understand that we can’t know everything. When we don’t know the answer to a question posed by a student, we admit it and we help the student discover the answer. We welcome the opportunity to learn new things. We practice what we preach through lifelong learning.

• We readily admit when things go wrong or mistakes are made and take responsibility to make things right as soon as possible.

• We consistently act in good faith and work to build confidence in the credibility of GSDM faculty.

As students,

• In our role as health care providers, we are committed to the principle that our patients not only require excellent treatment but also complete and clear information.

• We are truthful with all of our patients regarding options for treatment, expected outcomes, risks and benefits, costs, time frame of treatment, and possible complications.

• We strive to master our discipline.

• We are truthful to faculty and honest in our performance on exams and the completion of homework and patient procedures.

• We are truthful in obtaining faculty signatures and keeping honest records.

As staff,

• We provide truthful and accurate information to patients, faculty and students.

• We accept our role in demonstrating for students how to give complete and accurate truth to patients, especially about sensitive subjects such as payments.

• If we do not know the answer to a question, we readily admit it and find someone who does know.

• We understand that truth telling among staff, students, patients, and faculty helps to establish trust, an integral aspect of professionalism.

• We foster an environment that makes us all approachable and accessible.
As researchers,
• We seek and communicate the truth in research endeavors, including the designing and performing of experiments, interpreting the results, reporting the data, and giving and receiving credit and criticism for the work.
• As researchers who teach, we serve as role models for evidence-based practices to those we instruct.
• We report our findings accurately, objectively and without bias. We do not allow self interests or the interests of the university or corporate sponsors to compromise the integrity of our research.
• We recognize that conflicts of interest may arise in our work. We avoid conflicts of interest and disclose and manage the ones we cannot avoid.

As administrators,
• We are role models for the entire community in truthful communication and honest transactions.
• We provide truthful and complete information about the policies and procedures at GSDM.
• We are transparent in our proceedings and truthful about the outcomes, but we do not sacrifice confidentiality or privacy.
• We provide applicants and incoming students with complete and accurate information for them to make informed decisions about joining us.
• We will not accept gifts or grants as individuals or as an institution if it means compromising our academic integrity and objectivity.
• In interviewing and hiring practices, we are truthful in providing accurate information for candidates to make informed decisions.

Responsibility

We are accountable to others and to ourselves and take ownership in the well-being of our school and colleagues.

We are all responsible for promoting and establishing this Code and our values in the GSDM community. We talk proactively with colleagues about our Code and values, especially those colleagues who are operating outside the Code.

We carefully balance our roles in healthcare and education. We help GSDM to succeed in its roles of treating patients, educating dentists, and conducting research.

As faculty,
• We acknowledge that we are ultimately responsible for the quality of patient care in our treatment centers—it should be everyone’s highest priority. We work with students to ensure that all patients under our supervision are treated well.
• We make sure that what we teach and what we do will give the highest priority to the welfare of the patient at the highest level.
• We enthusiastically encourage participation in community health care programs.
• We actively assume the role of “role-model” in everything we do.
• We support an environment that proactively prevents wrongdoing. We identify and report wrongdoing in the appropriate manner.
• We promote an environment that makes it possible for others to report wrongdoing without fear of retribution.
• We maintain confidentiality in all aspects of discussion about patients, students and coworkers.
• We honor time commitments, being punctual for lectures, labs, clinic and meetings, and we are respectful of the time constraints of others.
• We understand that teaching and learning is an active participatory process and that, in a profession that requires life-long learning, we take a proactive responsibility for our role in learning.
• We do what we can to stay healthy. The practice of dentistry is demanding physically, mentally and emotionally. We will meet these demands.

As students,
• We understand that learning to provide patient care correctly ranks above grades and personal interests.
• We assist our colleagues when they are in need and always strive to be positive contributors to the GSDM community at large.
• We report misconduct and participate in the process of peer review. We complete assignments on time and take responsibility for our education.
• We learn how to communicate effectively with diverse personalities and populations.
• We learn to understand and comply with legal documentation.
• We learn the limits of our skills and practice within them.
• We honor time commitments, being punctual for lectures, labs, clinic, and meetings.
• We learn our professional obligations and learn to assess and resolve ethical dilemmas.
• We are committed to life-long learning and adapting to an ever-changing environment.
• We do what we can to stay healthy. The practice of dentistry is demanding physically, mentally and emotionally. We will meet these demands.

As staff,
• We recognize that the patient always comes first.
• We model ethical and professional behavior as one of our contributions to the teaching role of GSDM.
• We are accountable for our actions.
• We proudly take ownership of our role in the GSDM community.
• We play an active role in creating a safe and healthy workplace and comply with applicable safety and health regulations.
• We communicate this Code and enforce the rules, and we hold others accountable for both Code and rules.
• We behave in a professional manner towards patients, faculty and students.

As researchers,
• We model ethical and professional behavior, and encourage/expect it in others.
• We observe the rules and regulations for the responsible conduct of research.
• We report misconduct and unprofessional behavior.
• We engage in personal “continuous quality improvement” through self-reflection and life-long learning practices.
• We help other researchers and trainees through advising, committee work, peer-review, and teaching.

As administrators,
• We create and revise the policies and procedures that govern the operation and the behavior within the GSDM community.
• We communicate rules and standards of behavior and enforce these rules and standards consistently.
• We provide the resources—fiscal, physical, human, and intellectual—to carry out our individual and collective missions.
• We attract and admit students who will enhance the mission, culture, and reputation of our school and our profession.
• We hire faculty, researchers, staff, and administrators who will contribute to the success of our mission of educating dentists and to the positive environment of our school.
• We assume the responsibility of ultimate role model for all faculty, staff and students by setting and maintaining the highest level of ethical behavior.

**Fairness**

*We treat others equally and consistently.*

No one must ever feel that they are treated with bias or prejudicial behavior by any member of the BUGSDM community. We do not tolerate unfairness.

As faculty,
• We model fair and equal treatment of patients.
• We understand our obligation to avoid bias when interacting with our students.
• We strongly support policies that eliminate all forms of prejudicial treatment.
• We actively create an environment where everyone feels safe in expressing their opinions and concerns.
• We deal with wrongdoing (detecting and reporting) with no bias.
• We do not retaliate or allow others to retaliate for negative reports or evaluations.
• We apply the rules of professional conduct and standards for student promotion and graduation fairly.
As students,
- We treat every patient equally with no favoritism, and with no prejudice.
- We understand that we are all here to succeed. We discourage destructive “cutthroat” competitiveness.
- We understand that all students are classmates and part of a healthcare team. We unselfishly ensure that our classmates must have equal access to clinical facilities and patients.
- We support a student government in a transparent and democratic manner that encourages all students to participate.

As staff,
- We understand that patients come from all backgrounds and levels of dental awareness and vary widely in their ability to communicate. We understand that many patients come to us with a high degree of anxiety. We give all of our patients the same degree of attention and exercise tolerance and patience.
- We insist on others treating patients fairly.
- We act without bias in serving the needs of students, faculty, administrators, and other staff members.
- We encourage equal student access to, and responsibility toward, our GSDM facilities.

As researchers,
- We acknowledge and avoid bias in our research.
- We are objective and professional when critically evaluating people (students, staff and peers) and written materials (grants, manuscripts and abstracts), and respect views differing from our own.
- We provide equal access to research training opportunities.

As administrators,
- We promote equal access to oral health care.
- We ensure that students gain equal access to education, learning materials clinical, pre-clinical and laboratory facilities, appointment utilization and patient care responsibilities and access to faculty and staff.
- We assure that patient assignments are done fairly.
- We ensure that there is no favoritism in giving faculty, students and staff appropriate access to the facility.
- We set policies that give everyone equal opportunity to perform and to excel.
- We create and support policies that eliminate all forms of prejudicial treatment.
- We create an environment where everyone feels safe in expressing their opinions and concerns.
- We deal with wrongdoing (detecting and reporting) proactively and without bias.
- We never retaliate or allow others to retaliate for negative reports or evaluations.
- We apply the rules of professional conduct and standards for student promotion and graduation fairly and evenly.
We do not discriminate in any way as we assess and select student and employee applicants.

**Compassion**

*We exercise understanding and empathy toward our patients and colleagues.*

As administrators, faculty, staff, and student body, we care for the school as an institution and for each of our colleagues and patients as individuals.

As faculty,
- We serve as role models for compassion in our dealings with all patients.
- We remember what it was like being a dental student. We understand that the road toward competence and proficiency is a work in progress and strive to support our students through their struggles.
- We work cooperatively with students to solve problems.
- We strive to understand all sides of a story.
- We understand that there may be external factors affecting the performance of others.
- We understand that being compassionate toward everyone creates a positive environment for all of us.

As students,
- We appreciate that patients may be fearful and may have difficulty understanding the information we provide. They may also have difficulty responding to our questions and statements. We listen carefully and patiently, seeking to empathize with them and to provide reassurance.
- We acknowledge that professional dental education can create a stressful environment for students, faculty, administrators, and staff. In our interactions, we understand that there may be external factors affecting the performance of others.
- We work cooperatively to achieve our success, without undercutting others.
- We understand that being compassionate toward everyone creates a positive environment for all of us.
- We uphold the standards of compassion that the privilege of the profession entails. “Our knowledge is not just for ourselves and should be shared with the community.”

As staff,
- We make patients confident that we care for them, by listening carefully, responding appropriately, and providing for their physical and emotional comfort. We strive to be friendly and accessible to everyone.
- We understand that being compassionate toward everyone creates a positive environment for all of us.
As researchers,
- We appreciate and respect the people with whom we work and acknowledge them as human beings, not just work colleagues or employees.
- We understand when students, staff or peers have personal issues which may affect their responsibilities to us.
- We treat experimental subjects (human, animal, etc.) ethically with care and appreciation, and protect them from harm.
- We understand that being compassionate toward everyone creates a positive environment for all of us.

As administrators,
1. We foster an environment in the GSDM community which is safe and supportive for patients, students and employees.
2. We are accessible and show concern and care when called upon.
3. We model compassion for others beyond self-interest.
4. We are proactive in our concern for others in need.

In addition to this Code of Ethics, our Code of Conduct is a living document. Neither is meant to gather dust. They are intended to be placed in the forefront of our activities, and to be published widely and openly and discussed often.

1. President's Statement about Ethical Conduct (with Hotline information for improvement of ethical culture): [http://www.bu.edu/ethics/](http://www.bu.edu/ethics/)
6. GSDM Clinical Responsibilities: [http://dentschool.bu.edu/treatment-policies/clinical-responsibilities.html](http://dentschool.bu.edu/treatment-policies/clinical-responsibilities.html)
By-laws: Article V Addenda to the By-laws


At the beginning of each academic term, each entering and returning student shall receive from their Department Chairs or Program Directors a description of the program of study and performance criteria necessary for successful completion of all curricular and clinical components of each offered program. The duration of the program and the time sequence in which each of the various requirements are to be accomplished shall be included.

Each program description shall include a statement of standards and expectations in regard to guidelines for academic performance, professional conduct, and behavior. Professional conduct and behavior, including standards for personal hygiene shall also be specified, especially as they apply to patient care activities.

Consequences of failure by a student to: complete stated promotions guidelines in the clinic, classroom, or laboratory; and/or meet required standards of professional performance in any facet of the program, may lead to academic sanctions than can include probation, suspension or dismissal.

The program description shall also indicate the conditions under which the instructional staff reserves the right to exclude a student from a particular classroom, laboratory, or clinical activity. Any such exclusion(s) shall not necessarily constitute suspension or dismissal from a program of study. The procedures toward suspension or dismissal are indicated on the following pages.

Academic Probation

The purpose of placing a student on academic probation is to provide an unambiguous warning that his/her academic achievement or behavior is not meeting the standards of his/her academic program.

Policy Regarding Academic Probation

When academic probation is recommended, the student shall be notified. The notification shall contain the reasons for this action and what must be accomplished within a specified time frame in order to be removed from academic probation.

A student can neither be promoted nor graduate from a program if he/she is on academic probation. A student will be maintained on academic probation until the deficiency/ies for which he/she was originally placed on probation have been remedied.

Academic Suspension

The purpose of academic suspension is to remove from a program a student who has failed to heed the warning of being placed on academic probation by notremedying those deficiencies that required this action.
Policy Regarding Academic Suspension
In general, such action can be initiated at any time after probation. However, such action may also be taken, without probation, by the Predoctoral Promotion Committee or the Advanced Education Committee if circumstances warrant.

Academic suspension may be temporary or for an indefinite period. The student must be informed in writing of any change in academic status from "Probationary" to "Suspension". The reasons for this change in academic status and its duration (temporary or indefinite) shall be given. If the suspension is temporary, the student shall be informed of what must be done to be removed from this status.

Dismissal
An action for dismissal may be initiated only after the faculty agrees that a student's academic performance or lack of performance (e.g., unauthorized absences) justifies dismissal.

Policy Regarding Dismissal
In general, such action can be initiated at any time after probation. However, such action may also be taken, without probation, by the Predoctoral Promotion Committee or the Advanced Education Committee if circumstances warrant. The student and all members of the appropriate Predoctoral Promotions Committee, in the case of a DMD candidate, or the student and all members of the Advanced Education Committee, in the case of a postdoctoral candidate, shall be notified stating the reasons for a recommendation of dismissal.

Leave of Absence
A student in good academic standing requesting a leave of absence must state the reasons and the duration of the leave of absence. The request must be submitted in writing and shall first be approved by the Associate Dean for Academic Affairs and then by the appropriate Predoctoral Promotions Committee, in the case of a DMD candidate, or by the appropriate Chairperson or Program Director, in the case of the postdoctoral candidate. If a leave of absence is not granted, withdrawal or unauthorized absence from a program can lead to dismissal and return to a program can only be accomplished through a formal reapplication to the School.

A student in academic difficulty may request a leave of absence from a program. The request must be submitted in writing and shall first be approved by the Associate Dean for Academic Affairs and then by the appropriate Predoctoral Promotions Committee in the case of the DMD candidate. In the case of postdoctoral residents, requests should be directed to the appropriate chairperson. The Dean shall then be notified of the recommendation. If a leave of absence is not granted, withdrawal or unauthorized absence from a program can lead to dismissal. Then, return to a program can only be accomplished through a formal reapplication to the School.
Appeal
A student shall also be informed that he/she has the right to appeal when any recommendation not supporting promotion or graduation or any extended suspension is made. To initiate such an appeal procedure, the student must send a letter to the Dean requesting a review of the case, including a summary of reasons for seeking such a review. Appeals to the Dean must be submitted within 14 calendar days of the date of notification of academic sanction. The Dean must decide if the case merits further review and the decision shall then be communicated to the student and copies of the letter sent to the appropriate department or program director involved. (In the case of a DMD student, the Dean shall inform the Associate Dean for Academic Affairs and the appropriate Predoctoral Promotions Committee. In the case of a postdoctoral student, the Dean shall inform the Associate Dean for Academic Affairs and the Advanced Education Committee). Actions to be taken related to the predoctoral program shall be handled by the appropriate Predoctoral Promotions Committee and/or the academic dean. Actions to be taken related to a postdoctoral program shall be handled by the Advanced Education Committee and/or the academic dean. Decisions or recommendations by these committees shall be reported in writing, directly to the Dean.

SECTION 2. Policies and Procedures Regarding Prohibited Student Behavior or Conduct

Institutional integrity can be maintained only so long as every student believes that his or her competence is being judged fairly and that he or she will not be put at a disadvantage because of the dishonesty or improper conduct of someone else. Penalties imposed should be carefully determined so as to be no more or no less than required to maintain the desired atmosphere. In defining violation of this code the intent is to protect the integrity of the educational process.

Student Expected Behavior
Students must treat patients with the realization that the health and welfare of these patients is paramount, and students must respect the dignity and feelings of their patients in working with them.

Students must interact with the staff, faculty and fellow students in a manner that is consistent with fostering a supportive and respectful environment.

Students must conduct themselves in a mature, courteous and professional manner in academic classes and seminars, clinics, laboratories, and in other areas of the Henry M. Goldman School of Dental Medicine and associated teaching facilities.

Diligence is an expected behavior. This means that students are expected to be in class, clinic or laboratory every day and prepared for work.

It is not possible, nor should it be necessary, to describe every type of behavior which is a violation of the Academic Code of Conduct. Any conduct that is in derogation or subversion of academic or professional integrity is a violation.
The following is not exhaustive but is intended to give examples of actions that would constitute a violation.

**Student Prohibited Behavior**

1) **Providing unauthorized assistance, including but not limited to:**
   - Giving, attempting to give, receiving, or allowing unauthorized assistance to occur during an examination or exercise.
   - Permitting another student to copy or copying from an examination or exercise.

2) **Plagiarism including, but not limited to:**
   - Presenting the work of another as one's own.
   - Allowing another student to represent your work as his or her own.

3) **Knowingly furnishing false information, forgery, alteration, or misuse of:**
   - Graded examinations, grade lists, official university records, or documents.
   - Transcripts, letters of recommendation, degree certificates.
   - Examinations or other work after submission.
   - Patient records and charts.
   - Classroom attendance or student preclinical and clinical records.
   - Misrepresentation of a student's credentials or status.
   - Patient records, by unauthorized removal of such documents from their locus of instruction or storage, or unauthorized use or dissemination of personal or private information in such documents.
   - Prescriptions or controlled substances.

4) **Unprofessional treatment of patients including, but not limited to:**
   - Treating patients without authorization or supervision by faculty.
   - Treating patients in unauthorized clinical settings.
   - Accepting personal monetary payment from patients for services.
   - Waiving patient payment responsibilities without authorization, or otherwise acting in disregard of patient-related contracting and financial policies of the Henry M. Goldman School of Dental Medicine.
   - Failing to comply with clinic policy.
   - Failing to maintain accepted protocols regarding infection control and OSHA standards.
   - Treating a patient while under the influence of alcohol or drugs.
   - Refusal to properly treat any patient for reasons of gender, race, color, creed, national origin, financial status, or disability.
   - Patient abandonment.
   - Violating patient rights to confidentiality or improperly disclosing confidential patient information.
   - Falsifying patient records in any manner, e.g. by changing previous entries, making false entries, or by forging signatures, with or without intent to defraud, injure or deceive another.
5) **Theft or destruction of property, including, but not limited to:**
   - Examinations or papers after submission, including purposefully altering possible poor performance.
   - Unauthorized possession of someone else's property, such as laboratory or dental equipment, or the books or papers of another student.
   - Unauthorized use of clinic facilities or supplies.
   - Unauthorized reproduction, distribution, or sale of class notes, examinations, or other class materials without the express written consent of the author.
   - Theft or destruction of examinations or papers after submission, including purposefully altering possible poor performance.
   - Altering or destroying another person's work or records, including altering records of any kind (whether hard copy or electronic), removing materials from libraries or offices without consent, or in any way interfering with the work of others so as to impede their academic performance.
   - Defacing or vandalizing university facilities or other personal property.

6) **Interference with or disruption of the regular operations and activities of the School, including, but not limited to:**
   - Teaching and research, disciplinary proceedings, service functions, or other authorized activities occurring on the premises of the School or affiliated institutions.

7) **Violation of Boston University's condition of use and policy on computing ethics and/or Boston University Henry M. Goldman School of Dental Medicine's computer ethics policy.**

8) **Violation of public law:**
   - When such violation occurs within a program of the School or affects the professional interests or standards of the School, whether or not occurring on campus.

9) **Violation of the university's code of student responsibilities:**
   - Violations may be processed by the Henry M. Goldman School of Dental Medicine or the University's Dean of Students, as appropriate.

10) **Failure to comply with the sanctions imposed under the authority of this code or the university's code of student responsibilities.**

11) **Any conduct in subversion of the academic and professional standards of the Henry M. Goldman School of Dental Medicine.**

**Academic Conduct Code Review Board**

**• Procedures**

A) When an allegation or report of alleged misconduct under the code is made by a faculty member, student or any other person, in general the allegation or report will be forwarded to the Associate Dean of Academic Affairs for pre doctoral students or the Associate Dean of Academic Affairs for postdoctoral students. The Associate Dean who receives the report or allegation will personally or by delegation make such
review as he or she deems appropriate. Such review may but is not required to include
review of additional documents, interviews with relevant individuals who may include
the individual(s) who presented the report or allegation and/or the student(s)
identified in the report or allegation. If the Associate Dean who received the report or
allegation believes that the matter warrants formal review under the procedures of
the code, he or she shall forward the report or allegations, together with such
additional information he or she may have obtained in review of the matter, to the
extent he or she determines that such additional information is relevant, to the
chairperson of the board.

The Dean or Associate Dean may impose a temporary suspension in any case in which
a complaint has been filed. As a rule, a temporary suspension in advance of the
determination by the Academic Conduct Review Board will be limited to the matters
involving the health, safety or welfare of the student or other students, patients,
faculty, or staff; the integrity of the educational process; or maintenance of order.

The board shall consist of a chairperson, three faculty members, and two students
appointed by the Dean.

B) The chairperson of the review board shall inform the student (by hand-delivered or
certified letter with return receipt, to be sent at least 14 days prior to the hearing) of
the following matters:
1. The violations.
2. The date, time, and location of the hearing.
3. A student charged with misconduct has the right to be accompanied by and have
the advice of counsel or an advisor who may be a member of the faculty or an
individual from outside the university, with the understanding that the advisor
may not participate directly in the hearing. The student shall advise the
chairperson of the name(s) of this advisor or counsel no later than seven (7) days
before the hearing.
4. The fact that he or she shall have the ability to examine all of the documents that
have been introduced in support of the violation. Providing copies of such
documents will be at the discretion of the chairperson.

C) Hearings

1. Members of the board shall be excused if the case might involve a conflict of
interest.
2. The Dean may appoint pro tempore members to replace regular members who are
unable to attend or who have been excused.
3. Determination will be a majority of the voting members present at a hearing.
4. The quorum for hearings shall be four voting members of the board, at least two of whom shall be faculty members.

5. The chairperson shall be counted as a voting member, but shall cast his or her vote only in order to break a tie vote.

6. A hearing shall proceed in the absence of the accused student only if the board is satisfied that proper notice of the hearing was given to the student and that there is no legitimate cause for the absence.

7. The order of the hearing shall be as follows:
   - Presentation of charges by the board chairperson.
   - Presentation and examination of material evidence and witnesses by the board and by the accused student(s). In appropriate circumstances the chairperson may take steps to protect a witness through actions such as sequestering, not divulging a witness's identity, or the taking of testimony prior to a hearing.
   - Statement by the accused student.
   - After excusing the accused student and advisor and witnesses, the board will be in executive session.
   - Formulation of the judgment and assessment of any appropriate penalty, which may include but is not limited to warning, probation, restitution, suspension or expulsion, is by a majority vote of the members present.

8. Because the hearing is not a court hearing, the board is not bound by legal rules of evidence. However, every effort will be made to conduct hearings as fairly and expeditiously as possible.

9. The hearing shall not be public and information gained at the hearing shall be treated as privileged information by all participants. This does not bar disclosing the findings and recommendations of the board to those authorized to receive such information. Inasmuch as this provision is for the protection of the accused, it does not bar him or her from disclosing the proceedings, if he or she wishes.

10. The hearing shall be conducted with proper decorum. The hearing may be recessed by the chairperson if:
   - Additional evidence or witnesses are needed.
   - It is apparent that a fair hearing cannot be held because of disturbances, illness or similar causes.
11. Minutes of the hearing shall be taken or the hearing shall be tape recorded. The student(s) charged shall be entitled to a copy of the minutes or the recordings at his/her expense. Matters discussed in Executive Session by the board shall not be deemed to be part of the record; minutes of witness testimony will be made available at the discretion of the chairperson.

D) Recommendation

The complete recommendations, including a statement of the charges, evidence, and judgment, shall be transmitted to the Dean as soon as possible.

The Dean shall review the report and the appropriateness of the recommended sanctions.

The recommendations will be affirmed, modified, reversed, or referred to the board with instructions by the Dean.

E) The Associate Dean who received the report or allegation shall notify the student by certified letter of the judgment and penalty imposed and that such findings and sanctions are subject to final review by the provost after all appeals within the School have been exhausted. The letter shall also inform the student of the procedure for appeal.

II. Appeals

A) Within 14 business days of the receipt of the Associate Dean's letter a student may appeal the judgment and/or the penalty to the Dean. Appeals are to be in writing, setting forth the basis of the appeal and whether the student is appealing the judgment, the penalty or both.

B) The Dean will review the appeal to ensure the fairness of the proceeding and the appropriateness of the sanction/conditions imposed. In general, the Dean will not substitute his judgment for that of the board if the proceedings were conducted fairly and the sanction/conditions are appropriate based on the offense and the student's record. The Dean may affirm, modify, reverse, or refer the matter back to the board with instructions.

C) Before making a decision, the Dean may conduct his or her own investigation if he or she feels it is warranted.

D) A rehearing normally will be ordered only if new evidence is presented. The procedure at a rehearing will be similar to the format used for the initial hearing.
**Postdoctoral Divisions**

**Delineation of Privileges**
Guidelines as to clinical procedures or disciplines that should be limited to particular departments or programs.

Postdoctoral Program Directors have developed a consensus on some general procedures, the performance of which should, in the best interest of the patient, be limited to particular departments. The following delineation is intended as a guideline. It is recognized that deviation from these guidelines may, on occasion, be in the best interest of the *patient*. Decisions to deviate from these guidelines should never be made independently by a student but should be made in consultation with a faculty member. Reasons for deviation from these guidelines should be clearly documented in the patient’s record by a faculty member.

<table>
<thead>
<tr>
<th>PROCEDURE</th>
<th>DEPARTMENT/DIVISION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restorative</td>
<td>Operative, Prosthodontics, Pediatric Dentistry, Geriatrics</td>
</tr>
<tr>
<td>Fixed Pros</td>
<td>Operative, Prosthodontics,</td>
</tr>
<tr>
<td>Removable Pros</td>
<td>Prosthodontics, Pediatric Dentistry, Geriatrics</td>
</tr>
<tr>
<td>Implant Placement</td>
<td>OS, Periodontology, Prosthodontics</td>
</tr>
<tr>
<td>Implant Restoration</td>
<td>Prosthodontics</td>
</tr>
<tr>
<td>Endo (simple)</td>
<td>Endodontics, Pediatric Dentistry, Geriatrics</td>
</tr>
<tr>
<td>Endo (complex)</td>
<td>Endodontics</td>
</tr>
<tr>
<td>Periapical Surgery</td>
<td>Endodontics</td>
</tr>
<tr>
<td>Perio (initial prep)</td>
<td>Periodontology, Geriatrics</td>
</tr>
<tr>
<td>Perio Surgery</td>
<td>Periodontology</td>
</tr>
<tr>
<td>Tooth hemisection</td>
<td>Periodontology, Endodontics</td>
</tr>
<tr>
<td>Crown lengthening</td>
<td>Periodontology</td>
</tr>
<tr>
<td>Orthodontics</td>
<td>Orthodontics, Pediatric Dentistry</td>
</tr>
<tr>
<td>Minor tooth movement</td>
<td>Orthodontics, Periodontology, Pediatric Dentistry</td>
</tr>
<tr>
<td>Simple Extractions</td>
<td>Oral Surgery, Pediatric Dentistry, Geriatrics,</td>
</tr>
<tr>
<td></td>
<td>Periodontology*</td>
</tr>
<tr>
<td>Complex Extractions</td>
<td>Oral Surgery</td>
</tr>
<tr>
<td>Removal of Impacted teeth</td>
<td>Oral Surgery</td>
</tr>
<tr>
<td>Preprosthetic Surgery (all) {vestibuloplasty, tuberosity reduction, torus removable, ridge augmentation, etc.}</td>
<td>Oral Surgery, Periodontology **</td>
</tr>
<tr>
<td>Exposure of impacted teeth (for Ortho)</td>
<td>Oral Surgery, Periodontology</td>
</tr>
<tr>
<td>Biopsy</td>
<td>Oral Surgery, Periodontology, Oral Diagnosis</td>
</tr>
<tr>
<td>Biopsy of lesions suspected to be malignant</td>
<td>Oral Surgery</td>
</tr>
<tr>
<td>Excision of all benign pathologic lesions</td>
<td>Oral Surgery</td>
</tr>
</tbody>
</table>

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* - if, during periodontal surgery, a tooth or teeth, involved in the surgical procedure, is found to be non-salvageable it/they may be extracted by perio at that time with the written approval of a perio instructor.

** - Preprosthetic surgery for the purpose of restoring the health of a periodontally-involved dentition.
<table>
<thead>
<tr>
<th>LOCATION</th>
<th>SYSTEM</th>
<th>SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Entrance</strong></td>
<td>Card reader— <strong>Unlocked</strong></td>
<td><strong>SYSTEM</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monday-Thursday</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Friday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Saturday &amp; Sunday</td>
</tr>
<tr>
<td></td>
<td>Card Reader w/ Terrier Card</td>
<td>Monday–Sunday</td>
</tr>
<tr>
<td><strong>Elevator Lobby doors: Floors 2, 5, 6, 7</strong></td>
<td>Door contacts-<strong>locked</strong></td>
<td>Monday – Friday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Saturday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sunday</td>
</tr>
<tr>
<td><strong>Elevator Lobby doors: 5th floor clinics</strong></td>
<td>Card Readers- <strong>locked</strong></td>
<td>Monday – Friday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Saturday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sunday</td>
</tr>
<tr>
<td><strong>G-08 SDM Supply Store</strong></td>
<td>Card Reader- ****</td>
<td>Monday-Friday</td>
</tr>
<tr>
<td><strong>G521 &amp; 703 Sterilization—dispensaries</strong></td>
<td>Card Reader- ****</td>
<td>Monday-Sunday</td>
</tr>
<tr>
<td><strong>G-401 SDM Oral Surgery</strong></td>
<td>Card Reader- ****</td>
<td>Monday-Sunday</td>
</tr>
<tr>
<td><strong>G-707 Educational Resource Center</strong></td>
<td>Card Reader – unlocked</td>
<td>Monday - Sunday</td>
</tr>
</tbody>
</table>

Students should have their BU Terrier ID cards in their possession at all times. BU Terrier cards are not only for identification purposes, but will allow you access to student authorized areas in the School after hours. If you lose your BU Terrier ID card, there is a replacement fee.
Sample Resident Feedback on Didactic Instruction Survey

<table>
<thead>
<tr>
<th>1. Resident Feedback on Didactic Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rate the organization of the course.</td>
</tr>
<tr>
<td>- Excellent</td>
</tr>
<tr>
<td>- Very good</td>
</tr>
<tr>
<td>- Good</td>
</tr>
<tr>
<td>- Fair</td>
</tr>
<tr>
<td>- Poor</td>
</tr>
<tr>
<td>2. Were the course objectives made clear?</td>
</tr>
<tr>
<td>- Yes</td>
</tr>
<tr>
<td>- No</td>
</tr>
<tr>
<td>- Unsure</td>
</tr>
<tr>
<td>3. The time allotted for this course was:</td>
</tr>
<tr>
<td>- Much too short</td>
</tr>
<tr>
<td>- Somewhat short</td>
</tr>
<tr>
<td>- About right</td>
</tr>
<tr>
<td>- Somewhat long</td>
</tr>
<tr>
<td>- Much too long</td>
</tr>
<tr>
<td>4. I can see the relevance of the course content to the course objectives.</td>
</tr>
<tr>
<td>- Strongly agree</td>
</tr>
<tr>
<td>- Agree</td>
</tr>
<tr>
<td>- Neither agree nor disagree</td>
</tr>
<tr>
<td>- Disagree</td>
</tr>
<tr>
<td>- Strongly disagree</td>
</tr>
<tr>
<td>- Was not aware of course objectives</td>
</tr>
<tr>
<td>5. Rate the evaluation/testing methods for this course.</td>
</tr>
<tr>
<td>- Very fair</td>
</tr>
<tr>
<td>- Mostly fair</td>
</tr>
<tr>
<td>- Neither fair nor unfair</td>
</tr>
<tr>
<td>- Mostly unfair</td>
</tr>
<tr>
<td>- Very unfair</td>
</tr>
<tr>
<td>6. Assess the overall quality of this course.</td>
</tr>
<tr>
<td>- Excellent</td>
</tr>
<tr>
<td>- Very good</td>
</tr>
<tr>
<td>- Good</td>
</tr>
<tr>
<td>- Fair</td>
</tr>
<tr>
<td>- Poor</td>
</tr>
<tr>
<td>7. Comment on the overall quality of this course.</td>
</tr>
<tr>
<td>- [Blank]</td>
</tr>
<tr>
<td>8. The course director explained ideas clearly.</td>
</tr>
<tr>
<td>- Strongly agree</td>
</tr>
<tr>
<td>- Agree</td>
</tr>
<tr>
<td>- Neither agree nor disagree</td>
</tr>
<tr>
<td>- Disagree</td>
</tr>
<tr>
<td>- Strongly disagree</td>
</tr>
<tr>
<td>9. The course director was respectful of student questions and comments.</td>
</tr>
<tr>
<td>- Strongly agree</td>
</tr>
<tr>
<td>- Agree</td>
</tr>
<tr>
<td>- Neither agree nor disagree</td>
</tr>
<tr>
<td>- Disagree</td>
</tr>
<tr>
<td>- Strongly disagree</td>
</tr>
<tr>
<td>10. Rate the course director on the overall quality of his/her teaching.</td>
</tr>
<tr>
<td>- Excellent</td>
</tr>
<tr>
<td>- Very good</td>
</tr>
<tr>
<td>- Good</td>
</tr>
<tr>
<td>- Fair</td>
</tr>
<tr>
<td>- Poor</td>
</tr>
<tr>
<td>11. Comment on the overall quality of the course director’s teaching.</td>
</tr>
<tr>
<td>- [Blank]</td>
</tr>
</tbody>
</table>
COURSE EXEMPTION

Students may receive approval for course exemptions if they have previously taken the course or a similar course at a postdoctoral level, have relevant professional experience, or have passed an exemption examination. Exemptions will not be valid without the signature of the chair/program director. Completed forms must be submitted to the Registrar’s Office. A grade of “AS” will be entered for all exempted courses.

<table>
<thead>
<tr>
<th>U__ _ _ _ _ _ _ _ _</th>
<th>Last Name (include any former names)</th>
<th>First Name</th>
<th>Middle Name</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Phone Number</th>
<th>BU Email Address</th>
<th>Current Academic Year</th>
</tr>
</thead>
</table>

Degree: □ CAGS □ MSD □ DScD □ DSc □ in □ Digital □ DPH □ Endo □ Geriatric □ Operative □ Fellowship/Internship □ OB □ OS □ Ortho □ Pedo □ Perio □ Pros

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDM ___ _______</td>
<td></td>
</tr>
</tbody>
</table>

Required Signature:

__________________________
Chair/Program Director (print name) (signature) Date

Office use only:

Data Received Received by Date Entered Entered by
RESIDENT’S LEAVE REQUEST
EXAMPLE: PROSTHODONTICS

Resident’s Name: _____________________________ Date: __________________

Date(s) Requested : ______________________________________________________

Reason:
□  Meeting/conference □  Vacation □  Other

Explanation:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

PLEASE NOTE: THE PROGRAM DIRECTOR CANNOT EXCUSE YOU FROM AN INTERDISCIPLINARY CLASS. YOU MUST OBTAIN THE AUTHORIZATION OF YOUR INTERDISCIPLINARY INSTRUCTOR(S) BEFORE THE PROGRAM DIRECTOR WILL AUTHORIZE YOUR LEAVE.

□ Approve □ Disapprove □ Approve □ Disapprove
Course: Course:

Instructor Date Instructor Date

□ Approve □ Disapprove □ Approve □ Disapprove
Course: Course:

Instructor Date Instructor Date

To be completed by Program Director.

□ Approve □ Disapprove

Program Director ___________________________ Date ________________

Program Director’s comments:

AN APPROVED COPY MUST BE SUBMITTED TO THE FRONT DESK FOR SCHEDULING.
Guidelines for MScD/DScD/DSc Thesis/Dissertation Submission

Boston University Medical Center
Alumni Medical Library
Henry M. Goldman School of Dental Medicine

Revised by the Postdoctoral Curriculum Committee 2/26/2009
(the Postdoctoral Curriculum Committee was renamed the Advanced Education Committee 2/14/2013)
A major requirement for the Master of Science in Dentistry (MSD), Doctor of Science in Dentistry (DScD) and Doctor of Science in Oral Biology (DSc) degrees at the Boston University Henry M. Goldman School of Dental Medicine is the completion of a dissertation or thesis.

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O. Sample of Dental School Thesis/Dissertation Submission Form 93
A. Introduction

A major requirement for the Master of Science in Dentistry (MSD), Doctor of Science (DSc), and Doctor of Science in Dentistry (DScD) degrees at the Boston University Henry M. Goldman School of Dental Medicine is the completion of a dissertation or thesis. A graduate thesis is a contribution to knowledge. It is important that the findings be presented in a formal standard to increase their usefulness to others. If a thesis is not presented in the form required in these instructions, it will not be accepted, nor will a degree be conferred until corrections have been made. A satisfactorily completed thesis must be approved by a committee of readers (thesis defense committee).

This guide in no way sets stylistic or bibliographic rules for the author. These should be determined by the candidate and his/her advisor. Neither does this guide deal with detailed information on how to prepare, research, and write a thesis or dissertation. A bibliography of sources that would be helpful in this area is provided on pg. 58. The purpose of this guide is to inform graduate students of the standards established and adhered to by the Alumni Medical Library and the School.

B. Number of Copies

In order to preserve a record of the achievements of Boston University scholars, and to share the benefits of their research with others, two identical copies of the final version of the thesis are needed for submission to the Library: one for the archives and one to circulate to interested members of the Boston University community. The Department Chairman, Advisor, and other advisory committee members, may require extra copies of the thesis. Submission of the thesis or dissertation to the Library should be the last step before graduation.

C. Deadlines for Submission of Thesis or Dissertation

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

The dates for the submission of the thesis to the thesis defense committee are critical for a successful review and for the defense process. Individual departments or programs will set the deadline for submission of the thesis to the defense committee. However, it is expected that the Master’s thesis be defended within 45 days of the expected degree award date and that the Doctorate thesis be defended before the expected degree award date.

D. Submission to the Library

1). The thesis must not be bound at the time of the thesis defense. When a thesis has been successfully defended, edited, and approved by the thesis defense committee, the Department Head must sign a multipart Dental School Thesis/Dissertation Submission Form. Each member of the thesis defense committee must sign two Library copies of the thesis. These signatures are to be placed on the Reader’s approval page found on pg.
64 of this document. Each signature must be original. The Library does not accept photocopies.

2). The copies (2) intended for the Library are submitted, **unbound**, to the Technical Services Department, Boston University Medical Center Library, together with the signed multipart Dental School Thesis/Dissertation Submission Form. The thesis must be submitted either in a large manila envelope, covered box or temporary binder or folder. Elastic (rubber) bands alone are unacceptable. These copies must meet the particulars given in the following instructions. Read these instructions carefully and consult the Library and your advisor for assistance with problems. Do so before starting the final draft.

3). A prearranged appointment with the Technical Services Department of the Library is highly recommended to ensure sufficient time for the library review process. Typically, review of the thesis or dissertation takes 20-30 minutes. If an appointment is not made, the Library reserves the right to have 5 working days for the review and acceptance procedure. Students with a deadline for graduation or those who are leaving the area should incorporate these requirements into their timetable. The students are encouraged to obtain advice on the submission process from the Technical Services Department of the Library prior to submission of the thesis.

4). After accepting the Library’s copies, the Technical Services staff will sign the multipart Dental School Thesis/Dissertation Submission Form and retain the Library’s receipt copy. The candidate will deliver to the Registrar and Department Chair their parts of the multipart Dental School Thesis/Dissertation Submission Form and retain the student copy for personal files. No degree requiring a thesis will be conferred until the Registrar and the Department Head have received this notification.

5). If a thesis or dissertation does not meet the Library’s requirements, the rejection section of the multipart Dental School Thesis/Dissertation Submission Form will be checked off with an explanation for the rejection provided. This part of the form will be signed and dated by the Technical Services staff member. A photocopy of the form will be retained by the Library. The multipart Dental School Thesis/Dissertation Submission Form and thesis will be returned to the student for correction(s). Once the student addresses the Library’s concerns, the acceptance section of the multipart Dental School Thesis/Dissertation Submission Form will be filled in, signed and dated by the Technical Services staff member. If the problem with the thesis/dissertation is not resolved within 60 days from the initial presentation to the Library, it will be sent back to the Department Chair with an explanatory form. A copy will also be sent to the Registrar.

6). The Library will catalog and bind all copies of accepted dental theses/dissertations and they will become part of the Library’s circulating collection. Bibliographic information for each thesis/dissertation will be made available on the University’s online catalog; the worldwide catalog of OCLC (Online Cooperative Library Cataloging), a bibliographic utility, and index to Dental Literature.

7). Neither ordering of microfilm nor application for copyright is done by the Library.
E. Thesis Format

**Preliminary Pages in sequence**

<table>
<thead>
<tr>
<th>Page No.</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>Title Page**</td>
</tr>
<tr>
<td>ii</td>
<td>Copyright Page (if applicable)</td>
</tr>
<tr>
<td>iii</td>
<td>Reader's Approval Page**</td>
</tr>
<tr>
<td>iv</td>
<td>Dedicatory Page (optional)</td>
</tr>
<tr>
<td>v</td>
<td>Acknowledgments (optional)</td>
</tr>
<tr>
<td>vi</td>
<td>Abstract**</td>
</tr>
<tr>
<td>vii</td>
<td>Preface (optional)</td>
</tr>
<tr>
<td>viii</td>
<td>Table of Contents**</td>
</tr>
<tr>
<td>ix</td>
<td>List of Tables (if any)</td>
</tr>
<tr>
<td>x</td>
<td>List of Figures (if any)</td>
</tr>
<tr>
<td>xi</td>
<td>List of Illustrations or Schemes (if any)</td>
</tr>
<tr>
<td>xii</td>
<td>List of Abbreviations (if applicable)</td>
</tr>
<tr>
<td>xiii</td>
<td>Glossary (if applicable)</td>
</tr>
</tbody>
</table>

** Required

**First page of text**

Following the preliminary pages is the text of the dissertation or thesis, which begins with **Arabic numeral 1**.

Following the conclusion of the thesis/dissertation is, in the following order:
- Bibliography (required)
- Appendices (if applicable)
- Vita (required, the last numbered pages)

1) **Title page:**

The form and contents of the title page must follow the sample shown on pg. 62. All the information shown on the sample (from the title to the copyright statement) is required. Scientific formulas and abbreviations should be avoided in titles whenever possible. Please note that the title should be in full caps as noted in the example.

2) **Copyright Page (if applicable):**

It is your decision whether or not to have your work copyrighted. You may want to ask your advisor their opinion on the subject, but even if you do not officially register your copyright, you still will have some basic copyright protections.

Should you register copyright on your dissertation? Copyright legislation of 1976 ensures that your work already has a degree of protection even if you do not register it. Registration, however, establishes a public record of your copyright. You cannot file an infringement suit until you have registered, nor can you sue for infringement that occurred prior to registration. Also, you may be unable to recover attorney’s fees or sue for so-called “statutory damages” which the law provides in cases where real damage is difficult to show.
A sample copyright page is provided on pg. 85 of this Guide. Thesis/Dissertation writers may register copyright on their own by downloading forms from the Copyright Office at http://www.copyright.gov. Since theses are not microfilmed, authors wishing to copyright their work will have to do so, on their own. If you decide you do not want to have your manuscript copyrighted, do not include a copyright page in the work.

3) Readers Approval Page:

Every copy of a thesis and dissertation submitted to Alumni Medical Library must have an approval page with the original signatures of all of the candidate’s committee members, or readers. Photocopied or faxed signatures are not acceptable. Administrative assistants cannot sign and initial for readers who are out of town. The signatures cannot be divided up and placed onto two or more pages. A sample approval page is provided on pg. 64 of this Guide. Authors should place a reader’s official title after their name (e.g., Professor of Oral and Maxillofacial Surgery). If one or more of your readers is not a B.U. faculty member, you should place the name of their institution after their official title.

4) Dedicatory Page (optional):

Most students choose to place the dedication, if any, as part of the acknowledgments; although, you may use a separate page.

5) Acknowledgments (optional):

Although not required, some candidates insert a brief dedication or foreword. This must be placed at the correct pagination of the preliminary section and must be numbered and noted in the Table of Contents.

6) Abstract:

The abstract should give a succinct account of the dissertation so that a reader can decide whether or not he or she wants to read the complete work. A thesis abstract is limited to 500 words. An abstract contains a clear and brief statement of the problem, procedure and/or method followed, the results, and the conclusions.

The abstract should be prepared carefully, as it will be published in Dissertation Abstracts International without editing or revision. The Abstract copy should be typed on one side of the paper and double-spaced. Graphs, charts, tables, and illustrations should not be included in the abstract. Symbols and foreign words or phrases should be printed clearly and accurately to avoid errors or delays.

7) Preface (optional):

Usually there is no reason to include a preface in your thesis or dissertation. Only in cases where the work needs to be explained or where the author’s contribution to work with several authors needs to be noted is a preface necessary. (Note: A preface includes acknowledgments and appears where the acknowledgments normally would appear.)
8) **Table of Contents:**

The Table of Contents is the only index the reader has to your paper. Be sure the organizational order you display in the Table of Contents matches the order in the text. In addition, titles of sections listed in the Table of Contents must match exactly the titles that appear in the text. Page numbers must be accurate and include the page numbers where each entry occurs. This must include the abstract, list of tables and or figures, if applicable, and acknowledgments as well as all the main divisions of the thesis, subdivisions, the bibliography, and the appendix.

9) **List of Tables and Figures:**

**List of Illustrations and Schemes:**

The List of Tables, Figures etc. must include the page number on which each respective table, figure, etc. falls. Figures (i.e. graphs, photographs, and other illustrative materials) are to be listed on a separate page. Figures must be numbered in Arabic numerals consecutively (Figure or Fig. 1, 2, 3, etc. or 2.1, 2.2 etc.) in order of appearance and captioned.

10) **List of Abbreviations (if applicable):**

If you include a List of Abbreviations, it must be arranged alphabetically, not by order of appearance of the abbreviation in the text.

11) **Glossary**

A glossary is a list of terms in a particular domain of knowledge containing the definition for those terms. Traditionally, a glossary appears at the end of a book and includes terms within that book which are either newly introduced or at least uncommon.
Text:

While not all the parts of the text listed here are required in all theses, those present are to be in the following order:

- Introduction
- Main Body
- Concluding Section
- Nomenclature (if applicable)
- Bibliography
- Appendices (if applicable)
- Vitae

Particular attention should be given to check spelling and grammar. Try to insert plots, graphs and tables into body of the text, and **NOT** at the end of the thesis. Do not repeat references as NEW references.

1) Bibliography:

Single-space your citations and leave one double space between each. If you are using an article-style format for your work, where each chapter has its own separate bibliographic section, then you must also include a cumulative bibliography at the end of the work, arranged alphabetically by the last name of the primary author. If you use abbreviated journal or conference titles in your references, then you must add a list of all those abbreviations, in alphabetical order, with the corresponding complete titles. The List of Abbreviated Journal Titles should be placed at the start of your bibliography. Some journal abbreviations have now become the accepted title of the periodical, (e.g. EMBO J is simply EMBO Journal, not European Molecular Biology Organization Journal). Below is an example of how your list may appear, along with some commonly-used journal abbreviations and their corresponding full titles:

**List of Abbreviated Journal Titles:**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMJ</td>
<td>BMJ: British Medical Journal</td>
</tr>
<tr>
<td>EMBO J.</td>
<td>EMBO Journal</td>
</tr>
<tr>
<td>FASEB J.</td>
<td>FASEB Journal</td>
</tr>
<tr>
<td>FEBS Lett.</td>
<td>FEBS Letters</td>
</tr>
<tr>
<td>JAMA</td>
<td>JAMA: the Journal of the American Medical Association</td>
</tr>
<tr>
<td>Proc. Nat. Acad. Sci. USA</td>
<td>Proceedings of the National Academy of Sciences of the United States of America</td>
</tr>
</tbody>
</table>

2) Appendices:

Appendices should precede the bibliography. Rare exceptions are allowed at the discretion of your major advisor. If you are using copied materials from another source, make sure the print is clear, dark, and legible. Also be sure to check that you have permission if you are reproducing copyrighted materials in your work.
3) **Vitae:**

This is a short description of your professional life, up to the point of being awarded your degree. Your vita may be written in either résumé or narrative format. You must include such basic information as your full name, your year of birth, and a contact address (e.g., your department) where you can be reached for at least the next 1–2 years. A vita may also include (but is not limited to) your previous education, degrees, awards or honors, professional positions held, and publications. Please try to limit your vita to no more than three pages. Both Master and Doctoral degree candidates must include a vita in their work.

**Footnotes:**

The footnotes or notes may be numbered consecutively throughout the thesis/dissertation, or throughout each chapter. They may be at the bottom of pages, at the end of chapters, or at the end of the main body of the text immediately preceding the bibliography. Candidates are reminded that a consistent and established style must be followed in the bibliography, footnotes, and notes.

**Publication of a Series of Papers as a Thesis**

It is not acceptable to bind together a series of published papers in reprint format and submit this collection as a thesis.

The thesis must be a coherent document with an overall introductory section, a main body, and an overall concluding section. Terminology and nomenclature must be consistent throughout the thesis. Subject to these constraints, to copyright considerations, and to permission from the Advisory Committee, it may be possible to utilize material previously published, submitted, or accepted for publication as chapters or sections of the thesis. However, this material must be typed and presented in the same typeface and format as the rest of the thesis. Care should be taken to eliminate redundancies in such topics as methodology and introductory comments.

Where material previously published (or in press) by the author is included as part of the thesis, it is mandatory to provide full details of authorship, journal name, volume, page limits, year and title of article (or comparable information for Proceedings, Books, etc.) in a Preface or Foreword. In the case of joint authorship, there must be a statement clearly stating the role of the respective authors and, in particular, making very clear the extent and nature of the contribution of the thesis author. This statement should be signed by the co-authors or at least by the senior author other than the candidate to indicate that they are in agreement that the contributions of the thesis author are as stated.
F. Specifications:

1) Printouts:
One typeface and one size of type throughout the thesis are preferred. A high standard, letter quality print is expected; poor print and inferior grades of paper will not be approved. Dot-matrix characters are not acceptable.

2) Typing:
A laser printer is strongly recommended. A medium-sized, clear typeface - e.g. pica or elite is advised; Times Roman font size 12 is recommended. One typeface and one size must be used throughout; each page must be typed on one side only. For further instructions, see appropriate sections below.

3) Paper:
High quality bond paper, 8 1/2 x 11 inches (21.5 x 28 cm), must be used; 20-24 pound (75 - 90 gm²) stock. Paper must be white, not cream, grayish, nor colored. Erasable paper must not be used. Recycled paper must be white (not off-white) and acid-free. Pages with holes, such as those made by binder rings, are not acceptable for the Library's copy.

4) Pagination:
The preliminary pages are to be numbered in small roman numerals (ii, iii, iv, etc.); the text in Arabic. The title page is "i" but is not numbered. For subsequent numbering, please refer to E. Thesis Format, Preliminary Pages in Sequence, p. 55 in this document. The first page of the text is “1” and the numbering continues throughout, including pages with tables and figures, the bibliography, and appendices. Every page - other than the title page- must be numbered. To avoid being trimmed away by the binder, the numbers should be placed at least 1/4 inch (7 mm) from the edge of the page; they may be either in the center at the bottom or on the right of the page.

5) Margins:
These must be at least 1 1/4 inches (32 mm) on the left or binding edge, and 3/4 inch (19 mm) on the three outer edges of each page of the typescript, printouts (including tear-off), and photocopies.

6) Spacing:
Copy must be double-spaced except the acknowledgment, block quotations, notes, footnotes, captions on tables and figures, appendices, and index; these may be single spaced. The bibliography should be single-spaced but with double spacing between entries.
7) **Graphs, Symbols, Accents, etc.:**

When graphs are used in the thesis, label all axes with correct units. Avoid 3D rendered graphs - use 3D graphs if there are 3 axes. Show standard deviation as error bars. All graphs should have clear and concise captions. If you use colors, choose colors, line style, line widths and symbols that can be discernible after black and white copying. Set same scale range, breaks, and units for plots that are to be compared. Double check the table of contents for figure numbers. Characters not available on standard keyboards or computer printers - e.g., those needed for the mathematical equations, chemical formula, and accenting languages - should be neatly executed by hand in black ink. Adhesive prints must not be used. It is recommended to distribute graphs, figures, and tables throughout the text.

8) **Quality of Type, Print, and Photocopies:**

The quality of type, print, and photocopies must be high (minimum resolution: 300 dpi) and this excellence maintained throughout; the letters should be sharp, black, unbroken, and unvarying in intensity from line to line and page to page.

9) **Photographs:**

When used, photographs should be clear, with strong contrast. Dry-mounting tissue provides the neatest and most permanent method of affixing photos. Each Library copy must have a set of original photographs. Black and white graphs are recommended whenever possible. Avoid "color" graphs since they do not copy well. Use symbols and line features to distinguish curves within any given plot.

10) **Scanning Electronic Microscopes (SEM’s) and Photomicrographs:**

When included in the thesis, SEMs and photomicrographs should use same units for figures to be compared. Import scale bar for photomicrographs (e.g. a scale bar labeled as “100 mm”). Use visible arrows, triangles, and labels to point out key features. Double-check the table of contents for figure numbers.

G. **Delayed Circulation or Publication**

If the candidate wishes the dissertation or thesis not to circulate for a stated period of time, a written statement to that effect, approved by the Thesis Advisor and Department Chair, must be submitted to the Library when the two copies of the manuscript are submitted. This is done only if the materials cover a sensitive subject, which cannot safely be published at this time. The maximum amount of time the Library will delay publication is five years.
H. Patentable Materials

By University policy, the University owns the rights to inventions, software and other products of research developed by students as part of their graduate work. It should be noted that any form of public disclosure of patentable material before a formal patent application has been filed in at least one country, might compromise potential patent protection in other countries. Deposition of a thesis in the University Library constitutes such disclosure. If it appears that the subject matter of the research to be incorporated into the thesis is likely to lead to patentable or licensable material, the matter should be discussed with the primary advisor and department head before the intended date of depositing the thesis in the Library.
Sample Title Page:

BOSTON UNIVERSITY HENRY M. GOLDMAN
SCHOOL OF DENTAL MEDICINE

THESIS/DISSERTATION

TITLE IN FULL CAPITALS
(double spaced)

FULL LEGAL NAME IN ALL CAPITAL LETTERS AND CENTERED

(Students with compound last names, or names frequently inverted in native usage, should indicate verbally or in writing to the library what the last name is to ensure accurate bibliographic citation)

Other Earned Degrees, Colleges, Years

(Each previous degree earned should be on a separate line, e.g.,
B.A. Boston University, 1995
M.A. University of Pennsylvania, 1997)

Submitted in partial fulfillment of the requirements for the degree of

Doctor of Science in Dentistry
In the Department of ________

20__
(Year of Graduation, not year in which dissertation is completed)

----------
Sample Copyright Page:

© Copyright by
FULL NAME IN ALL CAPTIALS
20___

A Roman numeral does not appear on this page, although the page is counted
Sample Reader’s Approval Page:

Approved by:

First Reader ________________________________________________
Name of First Reader, Ph.D.
Professor of.............................................

Second Reader______________________________________________
Name of Second Reader, Ph.D.
Associate Professor of ........................................

Third Reader ________________________________________________
Name of Third Reader, Ph.D. (if applicable)
Lecturer in .............................................
Forsyth Institute

A Roman numeral does not appear on this page, although this page is counted.
The first page on which a number appears is the acknowledgments page.
If no acknowledgments, then the first page on which a number appears is the first page of the abstract.
Sample of Abstract Heading for Final Copies of the MSD Thesis:

TITLE OF MASTER’S THESIS IN FULL CAPITALS AND CENTERED

FULL NAME IN ALL CAPITALS AND CENTERED
(as it appears on title page)

Boston University, Henry M. Goldman School of Dental Medicine, 20__

Major Professor: (name) , Professor of .

ABSTRACT

(Body of abstract follows on the same page - double-spaced, not to exceed 500 words.)
Sample of Abstract Heading for Final Copies of DScD or DSc:

TITLE OF DOCTORAL THESIS IN FULL CAPITALS AND CENTERED

FULL NAME IN ALL CAPITALS AND CENTERED
(as it appears on title page)

Boston University, Henry M. Goldman School of Dental Medicine, 20__

Major Professor: (name) , Professor of .

ABSTRACT

(Body of abstract follows on the same page - double-spaced, not to exceed 500 words.)
Checklist for Submission of Thesis (MSD) or Dissertation (DSc/DScD)

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

The checklist below is intended to provide you with a brief review of some important facts for thesis/dissertation submission. Please refer to Appendix V “Guidelines for MSD/DScD/DSc Thesis/Dissertation Submission”, in the Postdoctoral Student Handbook provided at your Orientation, for a more detailed explanation of the requirements for completing your thesis or dissertation.

Checklist

☐ When a thesis/dissertation has been successfully defended, edited, and approved by the Thesis Defense Committee and Department Head; please make an appointment with the Technical Services Department of the Library (Emily Beattie, Director of Technical Services: 617-638-4236) at least one week in advance of requesting the Library review and acceptance. Please bring your thesis in electronic format via laptop or memory/flash stick. Recommendations for corrections may be provided by the Library staff. The review generally takes 20 minutes. If an appointment is not made, the Library reserves the right to have 5 business days for the review and acceptance procedure.

☐ Acceptable paper for final copies: high quality bond paper, 8 ½ x 11” must be used; 20-24 pound stock.

☐ Complete the Title Page as per directions on pg. 83

☐ Copyright Page (if applicable.)

☐ Complete the Reader’s Approval Page as per directions on pg. 87 of Guidelines for MScD/DScD/DSc Thesis/Dissertation Submission.

☐ Dedicatory Page and/or Acknowledgments.

☐ Abstract (limited to 500 words).

☐ Table of Contents. Make sure the organizational order match the content. Page numbers must be accurate. It pays to double check these details; they are a source of frequent errors.

☐ List of Tables, Figures, and Illustrations (if applicable).

☐ List of Abbreviations (if applicable).

☐ Bibliography.
☐ Appendices (if applicable).

☐ Vita.

☐ Count all the pages in both copies before submitting them.

☐ Two complete, identical, original copies of the final version of the thesis are needed for submission to the Library. (The library does not accept photocopies.) The copies (2) intended for the Library are submitted, unbound, to the Technical Services Department of Library. The thesis must be submitted either in a large manila envelope, covered box, or temporary binder or folder. After the Library review and approval, the Technical Services staff will sign the multipart Dental School Thesis/ Dissertation Submission.
Course Materials - Copyright Guidelines and Best Practices

It is the policy of Boston University to comply with the United States Copyright Act of 1976, as amended (17 U.S.C.)\(^1\) The making of either a paper or an electronic copy of a copyrighted work constitutes reproduction that is governed by the copyright law. Copyright infringement is a violation of both law and University policy. The computer privileges of University faculty, students, and employees may be terminated for repeated infringement of copyright laws.

The copyright principles governing educational use of copyrighted works in electronic environments such as CourseInfo or WebCT are the same as those that apply to the creation of course packs and other paper copies. Use of copyrighted electronic course content that would require permission from the copyright owner if the content were part of a photocopied course pack normally requires the owner’s permission when made available in electronic format as well.

Boston University supports the full exercise of the rights accorded to users of copyrighted works under the “fair use” provisions of the federal copyright law, which expressly provide that certain uses of copyrighted works for teaching, scholarship and research, including multiple copies for classroom use, are not an infringement. It must be remembered, however, that the law of fair use does not allow free use of copyrighted materials in all instances. Fair use is a judgment call, made on a case-by-case basis. The application of fair use principals, particularly in borderline cases, is neither simple nor definitive.\(^2\) Most of the time, however, a reasonable approach can be devised. The following best practices are provided to guide the assessment of whether fair use applies to the educational use of copyrighted materials. As dictated by your educational objectives:

- Use your own original works, government works and public domain works to the greatest degree feasible
- In websites and on CourseInfo/WebCT, link to the owner’s site rather than providing a copy of the work
- Display/project/play a single copy of any work, without limitation, in face-to-face teaching
- If you rely on fair use, limit handouts or online postings to short, single chapters, single articles, a few photos, etc.
- If third party materials are used online, limit access to students registered in the course through a password-protected site
- Terminate online access to third party materials at the end of the term


\(^2\) See, e.g., discussion by offered by the University of Texas [http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm](http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm) and Stanford [http://fairuse.stanford.edu/Copyright_and_Fair_USE_Overview/chapter9/index.html](http://fairuse.stanford.edu/Copyright_and_Fair_USE_Overview/chapter9/index.html)
• When possible and appropriate to your objectives, copy-protect course materials posted online
• Include copyright notices and other appropriate attribution
• Provide notice to students: “Posted materials are for educational use only. Do not copy or distribute.”

Warning Signs

Although it is inaccurate to declare any of the below as categorically improper regardless of the circumstances, you are well advised to be wary of:

• using the same third party materials year after year -- check availability for license
• posting multiple chapters from the same book or multiple articles from the same journal or magazine
• posting multiple photos or graphics from one textbook
• posting any third party materials to sites accessible to the internet at large
• using more than 10% or 3 minutes of a video
• using more than 10% or 30 seconds of a musical work
• failure to provide proper attribution

Remember that posting third party materials, even for purely educational uses, on the internet where they can be accessed and copied for free by anyone in the world, can be particularly damaging to an author or publisher who normally licenses such materials for a fee or otherwise manages distribution in some way.