Requirements for Application

• Have a dental degree from a country outside the United States and Canada.

• National Board Examination Scores: The college requires that all applicants pass the National Board Dental Examination part I and II to be considered for admission.

For more information, please visit the American Dental Association (ADA) at https://www.ada.org.

• A highly competitive comprehensive Grade Point Average (GPA) per the ECE course-by-course evaluation is required. UIC only accepts evaluations from the Educational Credential Evaluators (ECE). An ECE course-by-course evaluation of official credentials from postsecondary schools (related to your dental education only) is required.

For more information please visit http://www.ece.org/.

• TOEFL Scores: Applicants educated in a country where English is not the primary language must take the Test of English as a Foreign Language (TOEFL). The minimum scores required by our college are as follows: Internet-based TOEFL (IBT) Writing—21, Speaking—20, Listening—17, Reading—19, Total score—80.

For more information, please visit the Educational Testing Service at http://www.ets.org/toefl/.

• Dental Education Transcripts: Copy of official credentials from all postsecondary schools you have attended (foreign and domestic).

• English Translation of Dental Education Transcripts: Copy of English translation of official credentials from postsecondary schools (foreign and domestic) that are not in English.

Please note that we recommend the American Translators Association. For more information, please visit http://atat.org/.

• Dental Degree (Diploma): Copy of your dental degree and any other dental related certificate or diploma.

• Translation of Dental Degree (Diploma): Copy of English translation of your dental degree and any other dental related certificate or diploma.

• Two Letters of Recommendation: UIC requires two letters of recommendation. Preferably, one should be from a dental practitioner. Letters of recommendation are only accepted via CAAPID. Letters should be on letterhead and signed.

• UIC Application Fee: A nonrefundable application fee will be required at the time of submission.

The UIC College of Dentistry assesses each candidate’s ability to fulfill safety and technical standards; applicants and students must possess the skills and abilities that will allow them to successfully complete the course of study and receive the full benefit of the education.

In the process, the student is required to treat patients of the UIC College of Dentistry. The college is responsible for ensuring the safety of the patients. This includes completion of treatment safely and within acceptable time limits.

The Safety and Technical Standards form and specifics are located on our website at https://dentistry.uic.edu.

Under the Americans With Disabilities Act
Access and reasonable accommodations can be arranged for students with various types of documented disabilities. Students with disability/access needs or questions may contact the Disability Resource Center at (312) 413-2183 (voice), (312) 413-7781 (fax), or visit their website at http://drc.uic.edu.

Financial Aid
Although the cost of an education at the University of Illinois at Chicago is moderate, it can still be beyond the financial resources of many students and their families.

The Office of Student Financial Aid provides a wide range of financial services designed to help students and their families meet the cost of attending the university. Additionally, students enrolled in professional/graduate programs may obtain a computer generated listing of available scholarships in the Office of Student Financial Aid (OSFA).

For application materials, please visit the OSFA website at http://financialaid.uic.edu or call (312) 996-3126.
Earn a DMD, and practice in the United States.

The College of Dentistry offers a program of study for dentists who were trained outside the United States of America and Canada who wish to practice dentistry within the US.

Upon the successful completion of the program the participant is awarded a Doctor of Dental Medicine (DMD) degree.

DMDAS Curriculum
The DMD Advanced Standing Program (DMDAS) is designed to provide dentists who were trained outside the United States of America and Canada with the enhanced clinical skills and knowledge that are necessary to practice dentistry in the United States. The program curriculum is intended to graduate oral health professionals with strong competencies in health promotion and disease prevention, diagnosis, evidence-based practice, communication, collaboration, and community engagement.

The program consists of a total of seven semesters: two semesters of pre-patient care designed specifically for the DMDAS students and five semesters of clinical patient care. During the five semesters of clinical patient care, the DMDAS students will track with students in the D3 and D4 years of the DMD four-year program.

The first two terms (A-2: Spring and Summer) focus on pre-patient care activities and comprehensive care courses that integrate foundational learning and clinical learning throughout the seven-semester program. Interdisciplinary learning will be prompted by patient scenarios that place all learning in the context of dental practice. Scenarios will emphasize the relationship between systemic and oral diseases, health and prevention, family and community context, disease diagnosis, and evidence-based practice.

The DMD features team-based learning (TBL) that integrates the clinical, biomedical, and behavioral sciences through the use of clinical case studies. These case scenarios place learning in the context of a patient problem/concern and emphasize the relationship between systemic and oral diseases, health and prevention, family and community context, disease diagnosis, and evidence-based practice.

A central feature of the DMD curriculum is the application of knowledge, skills, and attitudes through team discussions. In addition to acquiring content knowledge, the goals of TBL are:

- to develop students' capacity to find and apply information relevant to clinical cases,
- to foster critical thinking and higher-order reasoning skills,
- to promote accurate self-assessment and a sense of responsibility for one's own learning, and
- to build effective communication skills and collaboration skills.

To advance these goals, TBL sessions are skillfully facilitated to ensure that learning remains on target. Our trained faculty facilitators ensure that specified learning objectives are achieved and that the group dynamics are healthy and productive for all members of each team.

Throughout the five clinical semesters, DMDAS students will have sufficient clinical time to ensure full engagement and a rich experience in comprehensive patient care including community-based extramural activities as well as participation in honor programs such as implant dentistry, oral surgery, and orthodontics.

How to Apply
The UIC College of Dentistry participates in the American Dental Education Association (ADEA) Centralized Application for Advanced Placement for International Dentists (CAAPID).

Applications must be submitted through this service at https://caapid.liaisoncas.com/applicant-ux/#/login.

For detailed application dates, please visit the DMD Advanced Standing site at http://dentistryuic.edu/. It is also recommended that you review the UIC information listed in the ADEA CAAPID Directory at https://www.adea.org/CAAPIDapp/deadlines-and-requirements.aspx.

A rolling admissions process is used, with preference given to earlier applications. Admission to the College of Dentistry is competitive, and it should be recognized that not all candidates that apply will be admitted. (New classes enroll in the spring semester only, in January)

Highly qualified candidates will be invited to interview in the months of April–July. Interviews are mandatory, and by invitation only.
University of Illinois at Chicago, College of Dentistry
Profile of Doctor of Dental Medicine Advanced Standing Program Entering Classes 2018- 2022
The following is a report of the demographics of the University of Illinois at Chicago College of Dentistry DMDAS Classes of 2017 through 2021. Students in the Class of 2021 matriculated in January 2019 and are expected to graduate in May 2021.

ENROLLMENT DEMOGRAPHICS OF DMDAS CLASS:

<table>
<thead>
<tr>
<th>Class Profile Information</th>
<th>Class of 2018</th>
<th>Class of 2019</th>
<th>Class of 2020</th>
<th>Class of 2021</th>
<th>Class of 2022</th>
</tr>
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<tbody>
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<td>52/52/(100%) passage rate for NBDE II</td>
<td>52/52/(100%) passage rate for NBDE II</td>
<td>52/52/(100%) passage rate for NBDE II</td>
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<tr>
<td>TOEFL</td>
<td>100 iBT</td>
<td>102 iBT</td>
<td>99.7 iBT</td>
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</table>

AGE/ GENDER

Average Age

Male Students

Female Students

ETHNICITY (Please note that students can report more than one ethnicity) *no designation

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Class of 2018</th>
<th>Class of 2019</th>
<th>Class of 2020</th>
<th>Class of 2021</th>
<th>Class of 2022</th>
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<tbody>
<tr>
<td>African / Black</td>
<td>4/52 (7.6%)</td>
<td>3/52 (5.7%)</td>
<td>2/52 (3.8%)</td>
<td>1/52 (2%)</td>
<td>4/52 (7.6%)</td>
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<tr>
<td>Asian</td>
<td>25/52 (50%)</td>
<td>19/52 (36.5%)</td>
<td>20/52 (38.4)</td>
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<tr>
<td>Hispanic</td>
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<tr>
<td>White</td>
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<td>18/52 (34.6%)</td>
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<tr>
<td>Other</td>
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<td>5/52 (9.6%)</td>
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<td>2/52 (4%)</td>
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COUNTRY of PRIMARY DENTAL EDUCATION

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<th>Country</th>
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**TOTAL APPLICANT DEMOGRAPHICS:**

<table>
<thead>
<tr>
<th></th>
<th>Class of 2018</th>
<th>Class of 2019</th>
<th>Class of 2020</th>
<th>Class of 2021</th>
<th>Class of 2022</th>
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</thead>
<tbody>
<tr>
<td>Total Applications</td>
<td>632</td>
<td>628</td>
<td>704</td>
<td>1051</td>
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<tr>
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<td>82</td>
<td>80</td>
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<td># of Nonresidents</td>
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<td># of Nonresidents</td>
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**EXAMS**

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<th>100% passage rate</th>
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<th>100% passage rate</th>
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<tbody>
<tr>
<td>National Board Dental Exam Part I</td>
<td>437/632 Passed NBDE II</td>
<td>481/628 Passed NBDE II</td>
<td>566/704 Passed NBDE II</td>
<td>824/1051 Passed NBDE II</td>
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<td>TOEFL</td>
<td>96 iBT</td>
<td>99 iBT</td>
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**GENDER**

<table>
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<tr>
<th>Gender</th>
<th>Male Students</th>
<th>Female Students</th>
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<tr>
<td></td>
<td>229 (36%)</td>
<td>403 (64%)</td>
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<td>219 (35%)</td>
<td>409 (65%)</td>
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<td></td>
<td>247 (35.4%)</td>
<td>455 (64.6%)</td>
</tr>
<tr>
<td></td>
<td>334 (32%)</td>
<td>717 (68%)</td>
</tr>
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**COUNTRY of PRIMARY DENTAL EDUCATION**

<table>
<thead>
<tr>
<th>Country</th>
<th>Class of 2018</th>
<th>Class of 2019</th>
<th>Class of 2020</th>
<th>Class of 2021</th>
</tr>
</thead>
<tbody>
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<td>India</td>
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<td>Syria</td>
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**THE FOLLOWING COUNTRIES HAVE LESS THAN 10 APPLICANTS EACH YEAR:** Albania, Argentina, Bahrain, Bangladesh, Belarus, Belgium, Bolivia, Bosnia-Herzegovina, Brazil, Bulgaria, Burma, Cuba, Dominican Republic, Ecuador, El Salvador, England, Estonia, France, Ghana, Haiti, Hungary, Kenya, South Korea, Kuwait, Lebanon, Libya, Lithuania, Macedonia, Mauritania, Mexico, Moldova, Myanmar, Nepal, Nicaragua, Nigeria, Peru, Philippines, Poland, Russia, South Korea, Sudan, Sweden, Taiwan, Tajikistan, Tanzania, Turkey, Uganda, United Arab Emirates, Uruguay, Uzbekistan, Venezuela, and Vietnam, Yemen.

*Updated by Admissions 1/2020*
# DMD Advanced Standing

## Estimated Tuition and Fees

### Academic Year 2020-2021

#### Illinois Resident Tuition

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<th></th>
<th>AS-2 year (2 semesters)</th>
<th>AS-3 year (2 semesters)</th>
<th>AS-4 year (3 semesters)</th>
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<td>Clinic infrastructure asst.-Spring</td>
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<td>Textbooks &amp; other educational expenses</td>
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#### Fall 2019

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<td>$2,343.00</td>
<td>$1,448.00</td>
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*Published rates are subject to change pending approval of the U of I Board of Trustees.*

Loupes are included as part of the Clinic Infrastructure assessment fee for AS2's.

Expenses associated with licensing exams and extramural rotations are included in the textbook section.

The estimate does not include living expenses, estimated at $20,000 per year.

The summer university fees are an estimate based on summer 2020 expenses.

**SOURCE:** Board of Trustees minutes & UIC Admissions website
DMD Advanced Standing
Estimated Tuition and Fees
Academic Year 2020-2021
Non-Resident Tuition

<table>
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<tr>
<th></th>
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<th>AS-3 year (2 semesters)</th>
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**BREAKDOWN OF UNIVERSITY FEES**

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Loupes are included as part of the Clinic Infrastructure assessment fee for AS-2’s.
Expenses associated with licensing exams and extramural rotations are included in the textbook section.
The estimate does not include living expenses, estimated at $20,000 per year.
The summer university fees are an estimate based on summer 2020 expenses.

**SOURCE:** Board of Trustees minutes & UIC Admissions website
DMD Advanced Standing (DMDAS) Curriculum Description

The DMD Advanced Standing Program (DMDAS) is designed to provide dentists who were trained outside the United States of America and Canada with the enhanced clinical skills and knowledge that are necessary to practice dentistry in the United States. The program curriculum is intended to graduate oral health professionals with strong competencies in health promotion and disease prevention, diagnosis, evidence-based practice, communication, collaboration, and community engagement.

The program consists of a total of seven semesters: two semesters of pre-patient care designed specifically for the DMDAS students and five semesters of clinical patient care. During the five semesters of clinical patient care, the DMDAS students will track with students in the D3 and D4 years of the DMD four-year program.

The first two terms (A-2: Spring and Summer) focus on pre-patient care activities and comprehensive care courses that integrate foundational learning and clinical learning throughout the 7 semester program. Interdisciplinary learning will be prompted by patient scenarios that place all learning in the context of dental practice. Scenarios will emphasize the relationship between systemic and oral diseases, health and prevention, family and community context, disease diagnosis and evidence based practice.

An important feature of the DMDAS curriculum is case-based learning utilizing patient scenarios. In addition to acquiring content knowledge, the goals of small group discussion are to develop students’ capacity to find and apply relevant information to clinical cases, foster higher-order reasoning skills, promote accurate self-assessment and a sense of responsibility for one’s own learning, and build effective communication and collaboration skills.

In the last five clinical terms students will study and discuss actual patient cases that are selected by the faculty to illustrate important disease topics at an in-depth level. They will also discuss cases from among their own patients of record, allowing them to explore in depth particular issues that personally interest them, while reviewing their basic knowledge of biomedical sciences. In addition, there are also robust patient clinical experiences designed to assure entry level competency in all aspects of clinical care.

Throughout the 5 clinical semesters, DMDAS students will have sufficient clinical time to assure full engagement and a rich experience in comprehensive patient care including community-based extramural activities as well as participation in honor programs such as implant dentistry, oral surgery and orthodontics.
Dental Reference Texts for the National Board Dental Examination (NBDE) Part I

National Board test items are not based on specific textbooks. References used by NBDE Part I item writers include, but are not limited to, the latest editions of the following:

**Anatomic Sciences**
*Anatomy for Dental Medicine*, Baker, et al. (Thieme)
*Barr's The Human Nervous System: An Anatomical Viewpoint*, Kiernan (Lippincott Williams & Wilkins)
*Clinical Neuroanatomy*, Snell (Lippincott Williams & Wilkins)
*Clinically Oriented Anatomy*, Moore and Agur (Lippincott Williams & Wilkins)
*Color Atlas and Text of Histology*, Gartner and Hiatt (Lippincott Williams & Wilkins)
*The Developing Human*, Moore and Persaud (Elsevier)
*Essential Clinical Anatomy*, Moore and Agur (Lippincott Williams & Wilkins)
*Grant's Atlas of Anatomy*, Agur and Dalley (Lippincott Williams & Wilkins)
*Gray's Anatomy for Students*, Drake, et al. (Elsevier)
*Head, Neck, and Neuroanatomy (THIEME Atlas of Anatomy)*, Schuenke, et al. (Thieme)
*Oral Development and Histology*, Avery (Thieme)
*Sobotta Atlas of Human Anatomy*, Putz and Pabst (Elsevier)
*Stevens and Lowe's Human Histology*, Lowe and Anderson (Elsevier)
*Ten Cate's Oral Histology*, Nanci (Elsevier)
*Textbook of Histology*, Gartner (Elsevier)
*Wheater's Functional Histology: A Text and Colour Atlas*, Young, et al. (Elsevier)

**Biochemistry-Physiology**
*Berne and Levy Physiology*, Koeppen and Stanton (Mosby, Elsevier)
*Biochemistry*, Berg, et al. (WH Freeman)
*Biochemistry*, Ferrier (Lippincott Williams & Wilkins)
*Biochemistry: A Short Course*, Tymoczko, et al. (WH Freeman)
*Guyton and Hall Textbook of Medical Physiology*, Hall (Elsevier)
*Lehninger Principles of Biochemistry*, Nelson and Cox (WH Freeman)
*Molecular Biology of the Cell*, Alberts, et al. (Garland Science)
*Principles of Medical Biochemistry*, Meisenberg and Simmons (Saunders, Elsevier)
*Textbook of Biochemistry with Clinical Correlations*, Devlin (Wiley-Liss)
*Vander's Human Physiology*, Widmaier, et al. (McGraw Hill Education)

**Dental Anatomy and Occlusion**
*Concise Dental Anatomy and Morphology*, Fuller (University of Iowa)
*Dental Functional Morphology*, Lucas (Cambridge)
*Management of Temporomandibular Disorders and Occlusion*, Okeson (Elsevier)
*Wheeler's Dental Anatomy, Physiology, and Occlusion*, Nelson (Elsevier)
*Woelfel's Dental Anatomy: Its Relevance to Dentistry*, Schneid and Weiss (Lippincott Williams & Wilkins)

(Continued on next page)
Dental Reference Texts for the National Board Dental Examination (NBDE) Part I

**Microbiology-Pathology**
Contemporary *Oral Microbiology and Immunology*, Slots, Taubman, Yankell (Mosby Yearbook)
*Essential Microbiology for Dentistry*, Samaranayake (Churchill Livingstone, Elsevier)
Jeneway’s *Immunobiology*, Murphy and Weaver (Garland Science)
*Jawetz, Melnick & Adelberg’s Medical Microbiology*, Brooks, et al. (Lange, McGraw Hill Education)
*Medical Microbiology*, Murray, et al. (Elsevier)
*Microbiology*, Harvey, et al. (Lippincott Williams & Wilkins)
*Oral and Maxillofacial Pathology*, Neville, et al. (Elsevier)
*Oral Microbiology*, Marsh and Martin (Churchill Livingstone, Elsevier)
*Review of Medical Microbiology and Immunology*, Levinson (McGraw Hill Education)
*Robbins Basic Pathology*, Kumar, et al. (Saunders, Elsevier)
*Robbins and Cotran Pathologic Basis of Disease*, Kumar, et al. (Saunders, Elsevier)
*Schaechter’s Mechanisms of Microbial Disease*, Engleberg, et al. (Lippincott Williams & Wilkins)

**Testlet**
*Concepts in Medical Physiology*, Seifert, et al. (Lippincott Williams & Wilkins)
*Dental Ethics at Chairside*, Ozar and Sokol (Georgetown University Press)
*Dental Functional Morphology*, Lucas (Cambridge)
*The Medical History: Clinical Implications and Emergency Prevention in Dental Settings*, Pickett and Gurenlian (Lippincott Williams & Wilkins)
*Medical Microbiology*, Murray, et al. (Elsevier)
*Physiology*, Costanzo (Elsevier)
*Woelfel’s Dental Anatomy: Its Relevance to Dentistry*, Schneid and Weiss (Lippincott Williams & Wilkins)
Reference Texts for National Board Dental Examination (NBDE) Part II

National Board test items are not based on specific textbooks. References used by NBDE Part II item writers include, but are not limited to, the latest editions of the following:

**Dental Materials**
*Phillips’ Science of Dental Materials*, Anusavice (Saunders, Elsevier)
*Applied Dental Materials*, McCabe and Walls (Wiley-Blackwell)
*Craig’s Restorative Dental Materials*, Sakaguchi and Powers (Mosby, Elsevier)
*Dental Materials: Foundations and Applications*, Powers and Wataha (Elsevier)
*Dental Materials: Properties and Manipulation*, Powers and Wataha (Elsevier)

**Endodontics**
*Cohen’s Pathways of the Pulp*, Hargreaves and Berman (Mosby, Elsevier)
*Endodontic Therapy*, Weine (Mosby, Elsevier)
*Endodontics: Principles and Practice*, Torabinejad, et al. (Elsevier)
*Grossman’s Endodontic Practice*, Krishna (Lippincott, Williams & Wilkins)
*Inflammation: A Review of the Process*, Trowbridge and Emling (Quintessence Publishing Co.)
*Ingle’s Endodontics*, Rotstein and Ingle (People’s Medical Publishing House)
*Seltzer and Bender’s Dental Pulp*, Hargreaves, et al. (Quintessence Publishing Co.)

**Operative Dentistry**
*Operative Dentistry: Modern Theory and Practice*, Marzouk, et al. (Ishiyaku Euramerica)
*Principles and Practice of Operative Dentistry*, Akpata, et al. (Quintessence Publishing Co.)
*Sturdevant’s Art and Science of Operative Dentistry*, Heymann, et al. (Elsevier)
*Textbook of Operative Dentistry*, Baum, et al. (Saunders, Elsevier)

**Oral and Maxillofacial Surgery and Pain Control**
*Contemporary Oral and Maxillofacial Surgery*, Hupp, et al. (Mosby, Elsevier)
*Handbook of Local Anesthesia*, Malamed (Mosby, Elsevier)
*Little and Falace’s Dental Management of the Medically Compromised Patient*, Little, et al. (Mosby, Elsevier)
*Medical Emergencies in the Dental Office*, Malamed (Mosby, Elsevier)
*Oral and Maxillofacial Infections*, Topazian and Goldberg (Saunders, Elsevier)

**Oral Diagnosis (Oral Pathology, Oral Radiology)**
*Cawson’s Essentials of Oral Pathology and Oral Medicine*, Cawson and Odell (Churchill Livingstone, Elsevier)
*Clinical Outline of Oral Pathology*, Eversole (People’s Medical Publishing House)

(Continued on next page)
Reference Texts for National Board Dental Examination (NBDE) Part II

*Essentials of Rubin’s Pathology*, Rubin and Reisner (Lippincott Williams & Wilkins)
*Medical Effects of Ionizing Radiation*, Mettler and Upton (Saunders, Elsevier)
*Oral and Maxillofacial Pathology*, Neville, et al. (Saunders, Elsevier)
*Oral Radiology: Principles and Interpretation*, White and Pharoah (Mosby, Elsevier)
*Pathology of the Hard Dental Tissues*, Schuurs (Wiley-Blackwell)
*Rubin’s Pathology: Clinicopathologic Foundations of Medicine*, Strayer and Rubin (Lippincott Williams & Wilkins)
*Shafer’s Textbook of Oral Pathology*, Rajendran and Sivapathasundharam (Elsevier India)

**Orthodontics**
*Contemporary Orthodontics*, Proffit, et al. (Mosby, Elsevier)
*Handbook of Orthodontics*, Cobourne and DiBiase (Elsevier)

**Patient Management (Dental Public Health and Occupational Safety, Behavioral Science)**
*The ADA Practical Guide to Patients with Medical Conditions*, Patton (Wiley-Blackwell)
*Biostats: Data Analysis for Dental Health Care Professionals*, Weintraub (Joshi International)
*Communication Skills for Dental Health Care Providers*, Young, et al. (Quintessence Publishing)
*Dental Communication*, Chambers and Abrams (Appleton & Lange)
*Dentistry, Dental Practice and the Community*, Burt and Eklund (Saunders, Elsevier)
*Geriatric Dentistry: Caring for Our Aging Population*, Friedman (Wiley-Blackwell)
*Jong’s Community Dental Health*, Gluck and Morganstein (Mosby, Elsevier)
*Medical Emergencies in Dental Office*, Malamed (Mosby, Elsevier)
*Primary Preventive Dentistry*, Harris, et al. (Prentice Hall)
*Textbook of Geriatric Dentistry*, Holm-Pedersen, et al. (Wiley-Blackwell)

**Pediatric Dentistry**
*Behavior Management in Dentistry for Children*, Wright and Kupietzky (Wiley-Blackwell)
*McDonald and Avery’s Dentistry for the Child and Adolescent*, Dean (Mosby, Elsevier)
*Pediatric Dentistry: Infancy through Adolescence*, Casamassimo, et al. (Saunders, Elsevier)
*Textbook of Pediatric Dentistry*, Marwah (Jaypee Brothers Medical Publishing)

**Periodontics**
*Carranza’s Clinical Periodontology*, Newman, et al. (Saunders, Elsevier)
*Clinical Cases in Periodontics*, Kanimbux (Wiley-Blackwell)
*Dental Implants: The Art and Science*, Babbush, et al. (Saunders, Elsevier)
*Fundamentals of Periodontal Instrumentation and Advanced Root Instrumentation*, Nield-Gehrig, (Lippincott Williams & Wilkins)

(Continued on next page)
Reference Texts for National Board Dental Examination (NBDE) Part II

Pharmacology
Basic and Clinical Pharmacology, Katzung and Trevor (McGraw-Hill Education)
Drug Information Handbook for Dentistry, Wynn (Lexicomp)
Goodman and Gilman’s The Pharmacological Basis of Therapeutics, Brunton, et al. (McGraw-Hill)
Pharmacology and Therapeutics for Dentistry, Dowd, et al. (Mosby, Elsevier)

Prosthodontics
Clinically Oriented Anatomy, Moore, et al. (Lippincott Williams & Wilkins)
Contemporary Fixed Prosthodontics, Rosenstiel, et al. (Mosby, Elsevier)
Contemporary Implant Dentistry, Misch (Mosby, Elsevier)
Craig’s Restorative Dental Materials, Sakaguchi and Powers (Mosby, Elsevier)
Dental Implant Complications: Etiology, Prevention, and Treatment, Froum (Wiley-Blackwell)
Diagnosis and Treatment in Prosthodontics, Laney, et al. (Quintessence Publishing Co.)
Fundamentals of Implant Dentistry, Byrne (Wiley-Blackwell)
Functional Occlusion: From TMJ to Smile Design, Dawson (Mosby, Elsevier)
Fundamentals of Fixed Prosthodontics, Shillingburg, et al. (Quintessence Publishing Co.)
Management of Temporomandibular Disorders and Occlusion, Okeson (Mosby, Elsevier)
McCracken’s Removable Partial Prosthodontics, Carr and Brown (Mosby, Elsevier)
Osseointegration in Dentistry: An Overview, Worthington, et al. (Quintessence Publishing Co.)
Prosthetic Treatment of the Edentulous Patient, Basker, et al. (Wiley-Blackwell)
Prosthodontic Treatment for Edentulous Patients: Complete Denture and Implant-Supported Prostheses, Zarb, et al. (Mosby, Elsevier)
Stewart’s Clinical Removable Partial Prosthodontics, Zarb, et al. (Quintessence Publishing Co.)
Summitt’s Fundamentals of Operative Dentistry, Hilton, et al. (Quintessence Publishing Co.)
Textbook of Complete Dentures, Rahn, et al. (People’s Medical Publishing House)
INBDE Information for Test Takers

The Integrated National Board Dental Examination (INBDE) is a new written cognitive examination for dental licensure scheduled to replace the current National Board Dental Examination (NBDE) Part I and Part II examinations on August 1, 2020. The purpose of the INBDE is the same as that of the NBDE Part I and Part II: to assist state boards of dentistry in making decisions about candidates for dental licensure. By integrating content covering the basic, behavioral, and clinical sciences, the INBDE simulates decision-making processes is expected to be more relevant than the current NBDE Part I and Part II examinations.

INBDE Implementation

The JCNDE has issued a formal notification that the INBDE will be available for administration beginning on August 1, 2020. The NBDE Part I will be discontinued on July 31, 2020, and the NBDE Part II will be discontinued on August 1, 2022.

About the INBDE

The JCNDE is developing the INBDE because of changes in educational curricula and new accreditation standards that took effect in 2013, requiring the integration of basic sciences with behavioral and clinical science instruction. In reviewing content, the Joint Commission considered the state boards’ perspective.

For a detailed chronological overview of activities since the inception of the new examination in 2009, please see the INBDE Timeline.

The INBDE’s purpose

The purpose of an examination is foundational, and drives all aspects of its development. The INBDE is a cognitive examination intended to help state boards determine whether an individual has the entry-level knowledge and cognitive skills necessary to safely practice dentistry. The INBDE does not include a demonstration of clinical skills.

How INBDE differs from NBDE Part I and Part II

The new test relies less on rote knowledge and information recall than the current NBDE examinations do, and instead it emphasizes the decision-making process relevant to the safe practice of dentistry through the integration of the basic sciences and dental and clinical science.

The JCNDE expects the INBDE will include 500 items, compared with a total of 900 questions on the NBDE Part I and Part II.
Opportunities for Current and Future Dental Students

Current college students who enrolled in dental school in 2017 or later could be eligible to take the INBDE instead of the NBDE Part II in 2020. Students who expect to enroll in dental school in 2019 or later could be eligible to take the INBDE instead of the NBDE Part I. The NBDE Part II will not be available after July 31, 2022, so these students might be required to take the INBDE for certification. After students take the INBDE, they will no longer be allowed to take the NBDE Part I or Part II.

To help future candidates understand their options during the transition period, please consider the following paths:

I prefer to take the NBDE Part I and Part II. How should I proceed?

You must receive eligibility from your dental program to take the NBDE, and you must pass the NBDE Part I before administration of the exam ceases, which is expected to occur around August 1, 2020. After you pass the NBDE Part I, you must successfully complete the NBDE Part II before administration ceases on August 1, 2022. To take the NBDE Part II, you must receive eligibility from your dental school. However, if time runs out for either NBDE administration and you are eligible for the INBDE, you would be eligible for five attempts on the INBDE.

I prefer to take the INBDE. How should I plan ahead?

INBDE administration is expected to begin in 2020, and candidates will have five attempts in five years to complete the exam successfully. You must receive eligibility from your dental school to take the INBDE. After you take the INBDE, you will not be permitted to take the NBDE Part I and Part II exams.

I'm not sure if I should take the NBDE Part II or the INBDE. What should I consider?

If you have passed the NBDE Part I, and you have received eligibility from your dental school to take the NBDE Part II, you may take the Part II until administration ceases in 2022 or until you take the INBDE. If you forgo the NBDE Part II and test on the INBDE, you will have five test attempts on the INBDE. If you are unsuccessful on the INBDE, you will not be permitted to test on the NBDE Part II.

Information for future dental students

The Joint Commission expects each dental school program to assist students in determining the appropriate time to test on the National Board Examinations. The timing will help determine what examinations students should plan to take. Each school determines when students are sufficiently prepared for the National Board Examinations.

Plans for INBDE scoring

The INBDE is designed to be scored as pass/fail. Numeric scores are not expected to be provided to students who pass the examination. The Joint Commission is still determining how results for remediation purposes will be provided to candidates who receive failing scores.
Retest policy

The Joint Commission expects each dental school program to assist students in determining the appropriate time to test on the National Board Examinations. Each student must qualify to take the National Board Examinations. Most often eligibility is provided through verification from the dean of an accredited dental program. The timing of students’ eligibility will help determine what examinations they should plan to take.

Students who expect to enroll in dental school in 2019 or later could be eligible to take the INBDE instead of the NBDE Part I; depending on their enrollment year, they might be required to take the INBDE for certification as the NBDE Part II will not be available after July 31, 2022. After students take the INBDE, they will no longer be allowed to take the NBDE Part I or Part II.

Students who have had five unsuccessful attempts on the NBDE Part II will still be permitted five attempts on the INBDE. After students have successfully completed the NBDE Part I and Part II or the INBDE with passing scores, they are no longer eligible to take any of the National Board Dental Examinations.

Candidates must wait a minimum of 90 days between unsuccessful test attempts. After their third failed attempt, candidates must wait one year before they can retest on the INBDE. The JCNDE will review this policy again in 2021. Additional information on the INBDE retest policy, and the retest policy during the transition to the INBDE, is available on the INBDE website.

INBDE and state board licensure

As the replacement for the NBDE Part I and Part II, the Joint Commission intends the INBDE to be adopted as the written component for state board licensure in all U.S. licensing jurisdictions that recognize NBDE results, including the 50 states, the District of Columbia, Puerto Rico, Guam, and the Virgin Islands of the United States. Each jurisdiction determines licensing requirements. Like the NBDE Part I and Part II examinations, the INBDE’s purpose as an assessment is to assist state boards in making valid decisions in dental licensure.

INBDE Practice Questions

The JCNDE has provided practice questions to help students prepare for the INBDE, and to help faculty members understand the types of questions on the exam. All practice items are the copyrighted property of the JCNDE. The practice items are intended for the use of educators and students within the educational environment or for individual study and may not be reproduced in any format, whether paper or electronic, without expressed written permission of the JCNDE.

INBDE Updates

The JCNDE website is regularly updated as new information becomes available. In addition, the Joint Commission communicates annual updates to the academic deans of all accredited U.S. dental schools.
The TOEFL iBT® Special Home Edition is a safe and convenient option for students who are unable to take the TOEFL iBT test at a test center due to public health concerns. The test is:

- offered everywhere that TOEFL iBT testing is normally available, based on the country of your account address, except Mainland China and Iran
- identical in content, format and on-screen experience to a test taken at a test center
- taken on your own computer at home and monitored by a human proctor online through ProctorU®
- available 24 hours a day, 4 days a week, through December 31, 2020, with appointments as early as 24 hours after you register
Here's How It Works

Watch our TOEFL iBT Special Home Edition video for a preview of the entire testing from home process including:

- equipment and environment requirements
- two-step registration process
- what to expect on test day
- after the test

View Transcript

Get Started

To make sure you meet the requirements and properly register, you must follow the steps below in order. If you don't, you may delay the testing process or be unable to test. You may find it helpful to visit this website throughout the process to make sure you're completing steps at the appropriate times.
1 Equipment and Environment Requirements
Confirm these requirements for your computer and testing room before registering.

2 Start Your Registration with ETS
Log in, select the Special Home Edition option and pay for your test.

3 Complete Your Registration with ProctorU
From the email link, select a test date and time, and complete your registration.

4 What to Expect on Test Day
Learn what is expected of you and what you should expect when taking the test.
After the Test
Receive your scores and learn about retesting if needed.
To advance quality and equity in education by providing fair and valid assessments, research and related services. Our products and services measure knowledge and skills, promote learning and performance, and support education and professional development for all people worldwide.
SAFETY AND TECHNICAL STANDARDS

The University of Illinois at Chicago College of Dentistry (UIC-COD) assesses each candidate's ability to fulfill safety and technical standards; applicants and students must possess the skills and abilities that will allow them to successfully complete the course of study and receive the full benefit of the education. In the process, the student is required to treat patients of the UIC-COD. The UIC-COD is responsible for ensuring the safety of the patients. This includes the completion of treatment safely and within acceptable time limits. The UIC-COD Safety and Technical Standards are based upon the model developed by the American Association of Dental Schools Section on Dental School Admission Officers; in conjunction with the AADS General Counsel (J. of Dental Education 1998: 62:387-390). The statements below are modified to reflect essential functions in the UIC-COD program. The UIC-COD is committed to the principle of diversity in all areas. Admission is based upon published criteria and is open to all qualified individuals. The UIC-COD complies with Sect. 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act. Applicants are required to complete this Safety and Technical Standards form.

Criteria: Students matriculating in and graduating from the UIC-COD must be able to meet the technical requirements of the academic program and must not pose a threat to the well-being of patients, other students, staff, attending dentists, or themselves. Therefore, the UIC-COD has determined that students must be able to perform the essential functions listed below with or without accommodation.

I. Observation:
A candidate must be able to attain a defined level of essential information as presented through lectures, readings, demonstrations and experiences in the biomedical and dental sciences. Furthermore, a candidate must be able to observe a patient accurately, at a distance and close at hand, and observe and appreciate nonverbal communications when performing dental operations or administering medications.

- Observe/participate in demonstrations/experiments in the basic sciences including, but not limited to, human dissection, microbiologic cultures, and microscopic studies of microorganisms and normal/pathologic tissues;
- Observe a patient accurately at a distance and close at hand; observation necessitates the functional use of the senses of vision and somatic sensation and is enhanced by the functional use of the sense of smell;
- Visually discern small increments (0.25 mm) and possess visual depth perception (discern angles and depths measured in mm and 2-5 degrees) for performing dental examinations, performing dental procedures and evaluating treatment outcomes; read x-rays; discern changes in color, texture and translucency of oral tissues;
- Perform the customary techniques used in a physical/oral examination such as auscultation (listening with a stethoscope) and palpation (feeling various body parts such as neck and tongue with the ability to discern the size, shape, and consistency of masses).

II. Coordination and Dexterity: Candidates and students ordinarily should have sufficient motor function such that they are able to execute movements reasonably required to provide general care and treatment of patients.

- Elicit patient information by palpation, auscultation, percussion, and other diagnostic maneuvers;
- Perform dental procedures such as tooth preparation and root canal therapy (measured in increments as small as 0.25 mm), extractions and the administration of dental anesthetic; carry out diagnostic procedures (periodontal probing, examination of teeth for caries, etc.); and evaluate treatment outcomes. Instruments utilized for these procedures will include high and low speed dental hand pieces, scalpels and small hand instruments;
- Operate foot controls utilizing fine movements;
- Transfer and position disabled patients, and position and reposition self around the patient and chair in a sitting or standing position;
- Execute motor movements required to provide emergency treatment to patients, such as cardiopulmonary resuscitation. Above listed actions require coordination of both gross and very fine muscular movements, equilibrium, and functional use of the senses of touch and vision.
III. Communication: A candidate must be able to communicate effectively and sensitively with patients; convey or exchange information at a level allowing development of a health history; identify problems presented; explain alternative solutions; answer questions and give directions during treatment and post-treatment. Communication includes speech and writing.

- Speak, hear, and observe patients in order to conduct patient interviews, elicit information, describe changes in mood, activity, and posture, and receive nonverbal communications;
- Talk and listen to people so as to make assessments and plans known to others on the health care team;
- Communicate effectively, efficiently and sensitively with patients, colleagues and members of the health care team.
- The ability to learn, and contribute to the learning of others, through collaboration with peers.

IV. Intellectual reasoning: A candidate must be able to acquire information, memorize, calculate, reason, analyze, synthesize, integrate and problem solve in a timely manner and as is necessary both in dental education and practice;
- Comprehend three-dimensional relationships and to understand the spatial relationships of structures;
- Perform quickly and effectively emergency procedures such as cardiopulmonary resuscitation, the administration of emergency medications and coordination of the health care team.

V. Behavior, Social Abilities and Health: A candidate must possess the emotional health required for full utilization of his or her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients.
- Develop mature, sensitive, and effective relationships with patients;
- Manage apprehensive patients with a range of moods in a tactful and congenial manner;
- Accept critical feedback and respond by appropriate modification of behavior;
- Tolerate physically taxing workloads; function effectively under stress; withstand the rigors of dental education and practice; adapt to changing environments; display flexibility; function in the face of uncertainties inherent in dentistry. Both dental education and practice may entail physical, mental and emotional stress such as long hours, close patient contact and treating seriously ill patients.

UIC NON DISCRIMINATION STATEMENT
The University of Illinois will not engage in discrimination or harassment against any person because of race, color, religion, sex, national origin, ancestry, age, order of protection status, genetic information, marital status, disability, sexual orientation including gender identity, unfavorable discharge from the military status as a protected veteran and will comply with all federal and state nondiscrimination equal opportunity, and affirmative action laws, order and regulations. This nondiscrimination policy applies to admissions, employment access to an treatment in the University programs and activities. Source: Office of Access and Equity: Policy Council Revised June 24, 2010.

The UIC-COD has determined that students must be able to perform the above listed essential functions with or without accommodation. Requests for accommodation should be initiated with the University of Illinois at Chicago Disability Resource Center: 1200 W. Harrison Street, Room 1190, SSB (MC 321), Voice (312) 413-2183, Video Phone (312) 957-4822, Chicago, IL 60607. Website: www.drc.uic.edu

Certification:
I certify that I have read the UIC –COD Safety and Technical Standards Form and understand that as part of the dental school curriculum I will be required to meet all of the above stated technical standards with or without accommodation.

Name: (PLEASE PRINT)
___________________________________________________________

Signature ______________________________________________________

Date ____________________________________________________________________________

Please return the completed form to Braulia Espinosa or Carolyn Feller, 801 S. Paulina, Rm. 104, Chicago, IL 60612

Updated April 2014
i:/studentaffairs/admissions/dmd/forms