The Dental Hygiene Program in the Nation’s Capital

Established in 1934’

Celebrating 82 Years

Howard University College of Dentistry
Department of Dental Hygiene
600 W Street NW, Room 401
Washington, DC 20059
For Further Information, Call (202) 806-0081 or (202) 806-0079
Dear Prospective Applicant,

Thank you for your interest in pursuing an education in dental hygiene at the Howard University College of Dentistry. The information enclosed should be very helpful in answering questions you might have about the dental hygiene profession and the dental hygiene program.

The dental hygienist is a valuable member of the dental health team whose major responsibilities involve preventing oral disease through patient education, removing deposits from the teeth, exposing radiographs (x-rays), applying fluoride and sealants, administering local anesthesia, and nutritional counseling. Opportunities for employment include working in a private dental office, state or federal government agencies, public and private schools, industry, dental product sales, and dental hygiene education.

The faculty and staff at the Howard University College of Dentistry Department of Dental Hygiene have devoted their career to educating each student to achieve the goal as a dental hygienist.

The dental hygiene program at the Howard University College of Dentistry is fully accredited by the Commission on Dental Accreditation a division of the American Dental Association, and is recognized by the American Dental Hygienists’ Association as an accredited Dental Hygiene Institution.

Again, thank you for considering Howard University College of Dentistry Dental Hygiene Program for your educational career goals.

Sincerely,

The Faculty
Howard University College of Dentistry
Department of Dental Hygiene
Department Chair

Dawn R Smith, BSDH, RDH, MS
Associate Professor
Department Chair
dawn.smith@howard.edu
(202) 806-0079

Faculty

Sandra Osborne, RDH, MS
Assistant Professor
sdosborne@howard.edu
(202) 806-0079

Jonathan B Owens, AA, AS, BS, RDH, MS
Assistant Professor
Director of Dental Hygiene Admissions
jonathan.owens@howard.edu
(202) 806-0081

Guest Faculty

Ronald Brown, DDS
Professor

Nyree Dawson, RDH, BS
Clinical Instructor

Andre Farquharson, DDS
Associate Professor

Donna Grant-Mills, RDH, MEd, DDS
Associate Professor

Garnett Henley, MS
Assistant Professor

Yolanda Josey-Baker, RDH, MPH
Clinical Instructor

Barry Pass, DDS
Professor

Errol Reid, DDS
Associate Professor

Bridgette Rhodes, DDS
Assistant Professor

Frances Sam, DDS
Assistant Professor
The Howard University Dental Hygiene Program

Introduction

The dental hygiene program was established in the College of Dentistry in 1934, and graduated its first class in 1935. In 1947, educational requirements extended the curriculum to a two-year course of study. The program awards a Certificate in Dental Hygiene and is approved by the Commission on Dental Accreditation 211 East Chicago Avenue, Chicago IL 60611-2678, 312-440-4653. The dental hygiene program is recognized as an accredited Dental Hygiene Institution by the American Dental Hygienists’ Association 444 North Michigan Avenue, Suite 3400, Chicago IL 60611, 312-440-8900. Graduates are eligible for licensure in all 50 states and the District of Columbia as well as foreign countries after satisfactory completion of the National Board Dental Hygiene Examination and State or Regional Board Examinations.

Mission

The mission of the Howard University College of Dentistry Dental Hygiene Program is to provide graduates with competencies necessary for entry into the dental hygiene profession in the United States and in the global community. Moreover, the program is committed to providing educational opportunities to promising minority students with particular emphasis on attracting African-Americans.

Vision

The dental hygiene program recognizes the need for evidence-based paradigm shifts to address ongoing advancements in oral health care and changes in education technology. In the future, the Department of Dental Hygiene plans to offer the baccalaureate degree and a degree completion program. In addition, the program will broaden its curriculum base by increasing its interdisciplinary focus.

Goals

- To provide students and faculty with a nurturing educational environment
- To maximize each students’ potential and become exceptional healthcare professionals
- To educate future leaders
- To recruit African-Americans and other minority students in order to increase minority enrollment
- To participate in and support community activities, locally, nationally and internationally
- To develop and implement faculty and student research programs

Code of Ethics

- Model and comply with the ADHA and ADEA Codes of Ethics and Professionalism.
- Act in a manner that best serves the education and professional development of students.
- Interact with students and faculty colleagues in a professional, civil, and collegial manner in accordance with the College of Dentistry’s policies.
- Role model patient-centered care that is ethically based and legally sound.
- Impartially evaluate student performance regardless of the student’s religion, race, gender, sexual orientation, nationality, or other criteria.
- Support academic and department policies.
Health and Safety

As a healthcare provider, you will interact with a variety of patients as part of the educational process in the College of Dentistry. Dental hygiene students will have exposure to blood, saliva and other body fluids potentially containing infectious diseases. Howard University and the College of Dentistry are committed to providing a safe and healthy work environment.

ESSENTIAL SKILLS
To be successful, dental hygienists must demonstrate cognitive skills in critical and logical/analytical thinking. Dental hygienists must possess and demonstrate psychomotor skills (fine motor dexterity and coordination) and observational skills (vision, hearing and tactile abilities) sufficient to master the clinical procedures essential in the treatment and prevention of dental disease.

All individuals who apply for admission to The Howard University College of Dentistry Dental Hygiene program, without exception, must be able to perform essential functions. Essential functions are the basic activities that a student must be able to perform to complete the curriculum. An applicant who cannot perform the following essential functions -- either with or without reasonable accommodations -- will not be considered for admission:

Communication
Students must be able to communicate effectively with peers, staff, faculty, patients and patient family members, and other members of the health care team. Communication requires the ability to assess all information provided by the patient including non-verbal responses, within safety-related timeframes. Students must be able to communicate in oral and written format that is succinct, organized, and complete. These communications will include assessments, prescriptions, and dental record notes. Students must be able to demonstrate sensitivity to cultural, emotional, and societal issues.

Sensory and Psychomotor Skills
Students must be able to gather patient information needed for a dental hygiene diagnosis through adequate visual, tactile, olfactory and auditory senses. Students must have sufficient physical abilities and stamina to provide dental hygiene care and respond to emergency situations. Students must have the manual dexterity to execute the gross and fine motor movements required to provide dental hygiene care for their patients.

Cognitive Abilities
Students must have the cognitive abilities to master the dental hygiene curriculum, including the basic, behavioral and clinical sciences. Students must be able to measure, calculate, reason, analyze, synthesize, integrate and apply information. In addition, students must be able to comprehend three-dimensional relationships and to understand the spatial relationships required to provide dental hygiene care. Students must be able to demonstrate critical thinking, problem-solving and decision-making skills required in the practice of dentistry.

Behavioral and Social Attributes
Students must be able to demonstrate professional behavior and function with integrity and responsibility while maintaining a high ethical standard. In addition, the students must be able to demonstrate the ability to be compassionate, empathic and tolerant. Students must be able to interact in a collegial manner and demonstrate the ability to participate in teamwork. Students must possess the emotional health required to use their intellectual abilities fully, such as exercising good judgment, promptly completing all responsibilities attendant to the dental hygiene diagnosis and care of patients, and developing mature, sensitive and effective relationships with patients. Students must be able to tolerate physically taxing workloads and to function effectively under stress. Students must be able to adapt to changing environments, respond appropriately to unpredictable circumstances, and to display flexibility.
PLEASE NOTE:

Additional Fees and Expenses

Dental hygiene students will spend much of their time in labs and clinics. There are additional costs associated with these educational experiences. Students should plan in advance for the cost of professional membership dues, instruments, supplies, uniforms, lab fees, and other expenses they will incur during their professional education.

Criminal Offense

If you have been arrested, charged, or convicted of any criminal offense, you should investigate the impact that the arrest, charge, or conviction may have on your chances of employment in the field you intend to study.

Even though you have met background study requirements for final admission into a program/course and are satisfactorily progressing, it is important you are aware that your participation in required clinical courses may not be possible should a clinical site deny your participation at that site based on any past arrests, charges, or convictions. In this situation, Howard University is not responsible for seeking an alternate clinical site and you may be prevented from completing your program/course.

Recommendation for Eye Exam

Due to the visual demands of the dental hygiene profession, the Howard University College of Dentistry Department of Dental Hygiene strongly recommends that students undergo a complete eye examination prior to entering the program.

Post Certificate Program

The two-year Dental Hygiene certificate program is housed in the College of Dentistry, which is part of Howard University, a private non-profit institution. In compliance with the January 1, 2016 Standard 2-1, the program is transitioning to a “post certificate” program with 25% of the incoming class (beginning with the class of 2018) having either an AA, AS, BA or BS degree (or within one semester of award of the degree), 50% of the class of 2019 will have an AA, AS, BA or BS (or within one semester of award of the degree), 75% of the class of 2020 will have an AA, AS, BA or BS (or within one semester of award of the degree) and beginning with the class of 2021, 100% of applicants will be within one semester of a degree (AA, AS, BA or BS) or enrolled in the BS program offered by Howard University (currently in review phase 1; at the level of the Provost before advancing to the President of the University then to the Board of Trustees (BOT))
A Dental Hygienist

A dental hygienist is a licensed health care professional, oral health educator, and clinician who, as a co-therapist with the dentist, provide preventive, educational, and therapeutic services supporting total health for the control of oral diseases and the promotion of overall health.

The dental hygienist is the member of the oral health care team focused on preventing oral disease and identifying and treating oral disease while it is still manageable. Dental hygienists are primary care oral health professionals who administer a range of oral health services including prophylaxis, dental radiographs, sealant application, fluoride treatments, oral cancer screenings, oral health education, and in many states dental hygienists play an active role in placing restorations.

Registered dental hygienists are especially knowledgeable about the preventive aspects of oral care and view prevention as their central focus.

Generally, the dental hygienist may work in general and specialty oral health practices. Other areas of employment include programs for research, professional education, and community health; hospital and institutional care of disabled persons; federal programs, such as the armed services; or other health service locations as specified in statute or as authorized by the state board of dentistry.

Career Paths

Define your role
Working in a private dental office continues to be the primary place of employment for dental hygienists. For today’s dental hygiene professional, there are many other career pathways to explore as well. Never before has there been more opportunity for professional growth. How and where you work today is up to you.

Let your dental hygiene education and experience open doors to YOUR career path and consider the possibilities…

Clinician:
Dental hygienists in a clinical role assess, diagnose, plan, implement, evaluate and document treatment for prevention, intervention and control of oral diseases, while practicing in collaboration with other health professionals. Examples of clinical settings include:
- Private dental practices
- Community clinics
- Hospitals
- University dental clinics
- Prison facilities
- Nursing homes
- Schools

Corporate:
Corporate dental hygienists are employed by companies that support the oral health industry through the sale of products and services. Leaders throughout the dental industry often employ dental hygienists due to their clinical experience and understanding of dental practice. Examples of corporate positions include:
- Sales representatives
- Product researchers
• Corporate educators
• Corporate administrators

Public Health:
Community Health programs are typically funded by government or nonprofit organizations. These positions often offer an opportunity to provide care to those who otherwise would not have access to dental care. Examples of public health opportunities include a variety of roles and settings:
• Clinicians, Administrators, Researchers
• State Public Health Officer
• Community Clinic Administrator
• Indian Health Service
• Head Start programs
• Local health departments
• National Health Service Corps
• School sealant programs
• Rural or inner city community clinics

Researcher:
Research conducted by dental hygienists can be either qualitative or quantitative. Quantitative research involves conducting surveys & analyzing the results, while qualitative research may involve testing a new procedure, product, or theory for accuracy or effectiveness. Examples of research settings include:
• Colleges and universities
• Corporations
• Governmental agencies
• Nonprofit organizations

Educator:
Dental Hygiene educators are in great demand. Colleges and universities throughout the U. S. require dental hygiene instructors who use educational theory and methodology to educate competent oral health care professionals. Corporations also employ educators who provide continuing education to licensed dental hygienists. Examples of education positions may be full time or part time and include:
• Clinical instructors
• Classroom instructors
• Program directors
• Corporate educators

Administrator:
Dental hygienists in administrative positions apply organizational skills, communicate objectives, identify and manage resources, and evaluate and modify programs of health, education and health care. Examples of administrative positions include:
• Clinical Director, statewide school sealant program
• Program Director, dental hygiene educational program
• Dean of Health Sciences, educational institution
• Executive Director, state association staff
• Director, corporate sales

Entrepreneur:
By using imagination and creativity to initiate or finance new commercial enterprises, dental hygienists have become successful entrepreneurs in a variety of businesses. Entrepreneurial opportunities developed by dental hygienists include:
Licensure Requirements

Dental hygiene is a licensed profession. A dental hygienist is eligible for licensure (which confers the registered dental hygienist (RDH) or licensed dental hygienist (LDH) designation) after graduating from a nationally accredited educational program and successfully complete by passing both a written national board dental hygiene examination and a state or regional clinical examination. RDH or LDH practice according to the requirements of individual state dental hygiene practice acts.

Historical Perspective

Alfred C. Fones, D.D.S., founded Dental Hygiene as a preventive dental care specialty. Dr. Fones organized the first formal class for dental hygienists in Bridgeport, Connecticut 1913. As more and more dentists began to promote the importance of educating the public in preventive oral health care, there was an increase demand for dental hygiene services.

The caduceus (or Wand of Hermes) is a symbolic sum of its parts. The staff is a symbol of authority. The wand of Hermes has a winged component that reflects a tie to both the ancient and traditional alchemical sciences. This connection to the ancient science of alchemy contributed significantly to the scientific fields of chemistry, pharmacy, medicine, physics, and others. There is also a tie to the planet, God, and the element of Mercury, which represents fluidity, information, transformation, and new beginnings. As a whole, the caduceus reflects the authority to quickly deliver vital information, wisdom, aid, and enlightenment.

Dental Hygiene Programs

Dental hygienists are licensed health care providers in each of the 50 states and the District of Columbia. In order to become licensed as a dental hygienist, an individual must graduate from one of the nation’s 336 accredited dental hygiene education programs and successfully complete both a national written examination and state or regional clinical examination.

The average entry-level dental hygiene education program is 86 credits, or about three academic years, in duration. Approximately 6,700 dental hygienists graduate annually from entry level programs that offer a certificate, or an Associate’s or Bachelor’s degree. There are currently 22 Master’s degree dental hygiene education programs in 16 states. In 48 states and the District of Columbia, dental hygienists are required to undertake continuing education as part of the licensure renewal process to maintain and demonstrate continued professional competence.
The American Dental Hygienists’ Association (ADHA) was formed in 1923 to develop communication and mutual cooperation among dental hygienists. Today, ADHA is the largest national organization representing the professional interests of the more than 185,000 registered dental hygienists (RDHs) in the United States. Leading the way as a unified force, the ADHA continues to help move your career and your profession forward.

The ADHA’s core ideology is focused on leading the transformation of the dental hygiene profession to improve the public's oral and overall health. The ADHA's vision is that dental hygienists are integrated into the health care delivery system as essential primary care providers to expand access to oral health care. The mission of ADHA is to advance the art and science of dental hygiene. We work to:

- Ensure access to quality oral health care
- Increase awareness of the cost-effective benefits of prevention
- Promote the highest standards of dental hygiene education, licensure, practice and research
- Represent and promote the interests of dental hygienists
Through Student Members of the ADHA membership, you will help to secure (your future) and a future for dental hygiene. ADHA is working to protect the value of your educational credentials and to preserve the integrity of your license. Only through uniting in one voice can ADHA continue to represent dental hygienists successfully.

**Student Benefits**

As a student member, you receive all the benefits of full (Professional) membership, plus additional opportunities for personal and professional development. Later, when you make the transition from student to professional, you can count on the continued support of ADHA and your fellow members every step of the way.

**Center for Lifelong Learning**
Held in conjunction with the ADHA Annual Session, the Center for Lifelong Learning (CLL) provides hands-on, evidence-based continuing education programs. From helping you prepare for the professional licensing exams to providing guidance for advanced bachelor’s and master’s degree programs, the CLL is centered on your success.

**Community Involvement**
Get involved in a dynamic discussion of ideas and issues facing your profession. Access magazine’s student-focused column "Strive" publishes student research papers and articles of interest. Plus, ADHA’s Facebook page and dedicated YouTube channel let you stay connected as you expand your local and nationwide network of fellow students and dental hygienists.

**National Board Exam Preparation**
ADHA now offers online study courses and discounts on student guides for the National Dental Hygiene Board Exam. Log on and learn by joining our interactive online community for live exam review courses.

**Networking Opportunities**
Connect with dental hygiene professionals and other students from across the nation at our CLL at Annual Session. Serving as ADHA’s annual business meeting, this event provides opportunities to participate in dynamic group discussions and network with fellow ADHA members on a national level.

**Online Career Center**
As you start your professional career, having access to the right tools and support can make all the difference. The ADHA Career Center provides access to career opportunities across the country. Find sample resumes and contract templates in our Employment Reference Guide and post your resume online. Plus, find updated information about state licensing authorities, accredited programs and networking contacts to help you navigate everything from local regulation to advanced educational opportunities.

**Professional and Personal Savings**
Saving money and spending smart are essential as you finish your education and begin your career. Thanks to our ADHA sponsors, students receive significant discounts on professional gear like scrubs, loupes, books and national board exam study guides. The consolidated buying power of dental hygienists nationwide allows us to provide additional savings on professional and personal services and purchases as you move forward in your career.
Scholarships and Grants
The ADHA Institute for Oral Health was created to provide educational scholarships, fellowships, research grants and community service grants to dental hygienists throughout the country. As an ADHA member, you can obtain funding for your academic and professional career and expand your leadership potential by applying for a scholarship or grant that meets your specific goals.

Publications
Keep your knowledge up-to-date with two publications focused on the latest research, professional standards and issues facing the dental hygiene community. Access magazine’s quick-read format covers key topics and features a dedicated section for student research papers and articles. The Journal of Dental Hygiene, is the premier, peer-reviewed scientific research publication in dental hygiene with articles that help dental hygienists make evidence-based treatment decisions; it is available online for ADHA members.

Awards and Leadership Opportunities
You don’t have to wait until you graduate to become a champion for oral health. ADHA is proud to offer members-only opportunities for your personal and professional development. Apply today to begin representing your fellow students and sharing your views on current issues facing your profession.

Student Delegate
An applicant from each district will represent their colleagues as well as have the opportunity to attend ADHA’s Annual Session, all-expense paid.

Student Presentations and Award Program
Better known as the Table Clinic and Poster Session, student presentations provide a great way for you to grow professionally while contributing to your profession. Show what you know and you could win up to $1,000.

Community Service Award
Give the gift of oral health to those in need by creating and completing a community service project. Enter your project for a chance to win a $3,000 grant.
Dental Hygienist (Clinician):
Important Qualities, Tasks, Tools & Technology, Knowledge, Skills, Abilities, Work Activities, Work Styles, and Work Values

Important Qualities

Compassion: Sometimes patients are in extreme pain or mental stress, and the hygienist must be sensitive to their emotions.

Detail oriented: Dental hygienist must follow specific rules and protocols to help diagnose and treat a patient. Dental hygienists treat patients without the direct supervision of a dentist.

Dexterity: Dental hygienists must be good at working with their hands. They generally work in tight quarters on a small part of the body using very precise tools.

Interpersonal skills: Dental hygienists must work closely with patients and the dental team.

Stamina: Dental hygienists should be comfortable performing physical tasks, such as bending at the waistline to treat patients for a long period of time.

Technical skills: Dental hygienists must understand how to operate complex machinery, including x-ray machines and powered instruments.

Tasks

- Removal of deposit accumulations such as calculus, material alba, plaque and stains from teeth surfaces located supragingival and subgingival, using dental hygiene instruments.
- Record and review patient medical and dental histories.
- Soft tissue examination of the oral cavity by touch and visual, for signs of periodontal disease and cancerous lesions.
- Using a periodontal probe to assist in measuring unhealthy periodontal pockets and gingival recession.
- Provide clinical services and health education to improve and maintain the oral health of patients and the general public.
- Expose and scan or develop dental radiographs.
- Chart conditions of decay and disease for diagnosis and treatment by dentist.
- Maintain dental equipment and sharpen and sterilize dental hygiene instruments.
- Apply fluorides or other cavity preventing agents to arrest dental decay.
- Extraoral examination of the patient’s head and neck by feeling lymph nodes and glands to detect swelling or tenderness that could indicate presence of oral cancer.

Tools & Technology

- Tools used in the profession of dental hygiene:
  
  **Dental Lasers** — Caries detection aids; Neodymium-doped Yttrium Aluminum Garnet Nd:YAG dental lasers
  
  **Dental Probes** — Calculus explorers; Caries explorers; Nabers furcation probes; Periodontal probes
  
  **Hard and Soft Deposit Removal Instruments** — Hand instruments (Area Specific curettes, Universal curettes, and Scalers); Ultrasonic scalers, Air-driven dental polishers; Hand polishers; Motor-driven dental polishers
**Dental X-ray Units** — Dental x ray machines; Digital dental x ray units; Panoramic dental x ray units; Portable dental x ray units

Technology used in the profession of dental hygiene:

- **Accounting Software** — Dental billing software
- **Electronic Mail Software** — Email software
- **Internet Browser Software** — Web browser software
- **Dental Software** — Dental charting software; Dental office management software; Voice-activated perio charting software

**Knowledge**

- **Medicine and Dentistry** — Knowledge of the information and techniques needed to diagnose and treat human injuries, diseases, and deformities. This includes symptoms, treatment alternatives, drug properties and interactions, and preventive health-care measures.

- **Customer and Personal Service** — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

- **English Language** — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

- **Psychology** — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.

- **Education and Training** — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

**Skills**

- **Active Listening** — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

- **Speaking** — Talking to others to convey information effectively.

- **Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

- **Reading Comprehension** — Understanding written sentences and paragraphs in work related documents.

- **Social Perceptiveness** — Being aware of others' reactions and understanding why they react as they do.

- **Coordination** — Adjusting actions in relation to others' actions.

- **Service Orientation** — Actively looking for ways to help people.

- **Judgment and Decision Making** — Considering the relative costs and benefits of potential actions to choose the most appropriate one.

- **Science** — Using scientific rules and methods to solve problems.

- **Writing** — Communicating effectively in writing as appropriate for the needs of the audience.
Abilities

**Oral Comprehension** — The ability to listen to and understand information and ideas presented through spoken words and sentences.

**Oral Expression** — The ability to communicate information and ideas in speaking so others will understand.

**Problem Sensitivity** — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.

**Finger Dexterity** — The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects.

**Near Vision** — The ability to see details at close range (within a few feet of the observer).

**Arm-Hand Steadiness** — The ability to keep your hand and arm steady while moving your arm or while holding your arm and hand in one position.

**Manual Dexterity** — The ability to quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects.

**Speech Clarity** — The ability to speak clearly so others can understand you.

**Speech Recognition** — The ability to identify and understand the speech of another person.

**Written Expression** — The ability to communicate information and ideas in writing so others will understand.

Work Activities

**Documenting/Recording Information** — Entering, transcribing, recording, storing, or maintaining information in written or electronic form.

**Assisting and Caring for Patients** — Providing personal assistance, medical attention, emotional support, or other personal care.

**Getting Information** — Observing, receiving, and otherwise obtaining information from all relevant sources.

**Communicating with Supervisors, Peers, or Subordinates** — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.

**Interpreting the Meaning of Information for Others** — Translating or explaining what information means and how it can be used.

**Establishing and Maintaining Interpersonal Relationships** — Developing constructive and cooperative working relationships with others, and maintaining them over time.

**Identifying Objects, Actions, and Events** — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.

**Updating and Using Relevant Knowledge** — Keeping up-to-date technically and applying new knowledge to your job.

**Making Decisions and Solving Problems** — Analyzing information and evaluating results to choose the best solution and solve problems.
Work Styles

**Dependability** — The dental hygiene profession requires being reliable, responsible, and dependable, and fulfilling obligations.

**Integrity** — The dental hygiene profession requires being honest and ethical.

**Attention to Detail** — The dental hygiene profession requires being careful about detail and thorough in completing work tasks.

**Cooperation** — The dental hygiene profession requires being pleasant with others and displaying a good-natured, cooperative attitude.

**Self Control** — The dental hygiene profession requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.

**Concern for Others** — The dental hygiene profession requires being sensitive to others' needs and feelings and being understanding and helpful.

**Independence** — The dental hygiene profession requires developing ways to guide oneself with little or no supervision, and depending on oneself to get things done.

**Social Orientation** — The dental hygiene profession requires preferring to work with others rather than alone, and being personally connected with others.

**Stress Tolerance** — The dental hygiene profession requires accepting criticism and dealing calmly and effectively with high stress situations.

**Initiative** — The dental hygiene profession requires a willingness to take on responsibilities and challenges.

Work Values

**Relationships** — Occupations that satisfy this work value allow employees to provide service to others and work with co-workers in a friendly non-competitive environment. Corresponding needs are Co-workers, Moral Values and Social Service.

**Support** — Occupations that satisfy this work value offer supportive management that stands behind employees. Corresponding needs are Company Policies, Supervision: Human Relations and Supervision: Technical.

**Independence** — Occupations that satisfy this work value allow employees to work on their own and make decisions. Corresponding needs are Creativity, Responsibility and Autonomy.
Admission Requirements

Admission criteria and application procedures are subject to change. Please contact the Director of Dental Hygiene Admissions for updated information.

Prerequisite Courses

Admission policy requires the following prerequisite science and general education courses.

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<tr>
<th>Course</th>
<th>Credits</th>
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<td>*Science</td>
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<tr>
<td>Anatomy</td>
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<tr>
<td>College Chemistry</td>
<td>4</td>
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<tr>
<td>Microbiology</td>
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<tr>
<td>Physiology</td>
<td>4</td>
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<tr>
<td>+General Education</td>
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<tr>
<td>College English I</td>
<td>3</td>
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<tr>
<td>College English II</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Psychology</td>
<td>3</td>
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<tr>
<td>Introduction to Sociology</td>
<td>3</td>
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<tr>
<td>Principles of Speech</td>
<td>3</td>
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</tbody>
</table>

* Science prerequisite courses must include a laboratory and be completed at a GPA 2.75 or greater, and completed within five years prior to admissions. Most competitive applicants will have a science grade point average above 3.0. The average science grade point for admitted students in recent years was 3.1 – 3.2.

+ General education prerequisite courses must be completed within ten years prior to admissions.

Overall prerequisite courses must be completed at a GPA 2.50 or greater. Most competitive applicants will have an overall prerequisite grade point average above 3.0. The average grade point for admitted students in recent years was 3.2 – 3.3.

NOTE: To be a candidate for first selection of applicants all prerequisite courses must be completed by the application deadline February 15 annually.

Prerequisite courses

Prerequisite courses may be completed at other accredited post-secondary institution. Transfer credits will be awarded for courses completed with a grade of “C” or better. Transfer students must submit official transcripts from all post-secondary institutions attended, and be in good academic standing. Evaluation of an applicant’s qualification is based on prerequisite course work, grade point average, and statement of interest, autobiographical sketch/essay, and letters of recommendation.

Credits received during the dental hygiene program at Howard University can be applied to obtaining a baccalaureate degree in the College of Arts and Sciences at Howard University, or in a degree completion program at another institution. Students interested in obtaining a baccalaureate degree at Howard University after completion of the two-year dental hygiene program must apply to the College of Arts and Sciences.
Application Procedure

For Admission Consideration, you must:

1. Complete the Howard University Undergraduate Admission (Common Application) this is the application for the Howard University Dental Hygiene Program

   Applicant is: “Transfer”
   Course of Study selection: “Certificate of Dental Hygiene”
   Admissions application fee paid online: US$45.00

Online COMMON APPLICATION: Howard University Application for Undergraduate Admission / Dental Hygiene Program is online at “www.howard.edu” from Howard University’s homepage place cursor on “ADMISSIONS” then on UNDERGRADUATE” click “ADMISSION PROCESS” then “COMMON APPLICATION” from this point fellow instructions provided on each page to complete the online common application.

2. Mail official application file (supporting documents) to:
   Howard University
   Office of Admission
   2400 Sixth Street NW, Suite G-14
   Washington, DC 20059

3. Supporting documents
   Complete application file includes: (all listed below need to be mailed together)
   - Demographic Information Form: (form provide on pg. 41)
   - One (1) official transcripts from all post-secondary institutions attended
   - One (1) letter of recommendation from a college professor
   - One (1) letter of recommendation from an employer
   - Autobiographical Essay (more information pg. 19)
   - Statement of Interest (answer the following questions)
     1) Why have you chosen dental hygiene as your professional career?
     2) Why do you want to attend Howard University for your educational goal?
     3) Why should the Dental Hygiene Admissions Committee select you?

The application deadline each academic year is February 15 classes begin in August.
The Howard University Dental Hygiene Program only enrolls at the beginning of each academic year (Fall semester)

Keep a copy of your complete application file for your records
   Just in case of the unforeseen incident (application lost in the mail, etc) it is highly recommended to keep a copy of all documents sent for your records.

* AN INCOMPLETE APPLICATION FILE WILL NOT BE CONSIDERED
   Please keep a copy of all documents sent to Howard University
To help move the application process forward:

Send a copy of your application file (all documents listed above) via email and/or mail to:

Email address:  
jonathan.owens@howard.edu

Mailing address:  
Howard University College of Dentistry Department of Dental Hygiene 
Assistant Professor Jonathan B. Owens 
Director of Dental Hygiene Admissions 
600 W Street NW Room 401 
Washington, DC 20059

Note: The application file that is being sent to the Director of Dental Hygiene Admissions can be (official or unofficial), and it can be sent via (email and/or mail).

Autobiographical Essay

An autobiography is a writer's own true account of his or her life.

An autobiographical essay is a brief account of the writer's life told from the writer's own point of view. Writing it in the first person 'I' makes it easier for the writer to interject reflections, thought, and perspective in his or her accounts. Autobiographical essays can be an abbreviated summary of the entire life, but they usually focus on a certain moment, experience, or accomplishment. The purpose of the essay is to educate, entertain, or demonstrate lessons learned retrospectively.

The autobiographical essay is expected to be an accurate portrayal of and by the writer. Though they are nonfiction, the essays are still expected to be creative and expressive in order to make sure readers remain interested. Readers will only care about the writer's life if the writer makes it sound relevant and establishes their emotional investment.

Note: The autobiographical essay and the statement of interest are not the same. The information written in the autobiographical essay is not restated in the statement of interest. Likewise, the information written in the statement of interest is not restated in the autobiographical essay.
Applicant’s Application Selection Procedure

To be considered for admission, the applicant must submit a complete application file by February 15. The Howard University Dental Hygiene Admissions Committee encourages each applicant to submit your official complete application file to the Office of Undergraduate Admissions and send a copy to the Director of Dental Hygiene Admissions starting the first (1) day of November and before the first (1) day of February. It can take up to eight weeks for Director of Dental Hygiene Admissions to receive your official application from Undergraduate Admissions.

Admission to Dental Hygiene Program

Admission is selective and competitive. Spaces in the class are limited, so not all qualified applicants can be admitted. The overall grade point average and grades in the required sciences and general educational courses are important factors in the admission decision.

The criteria listed below are examples the Howard University Dental Hygiene Admissions Committee uses when reviewing applicant’s applications for admission to the dental hygiene program:

- GPA of science prerequisite courses
- GPA of all prerequisite courses
- Total academic record
- Verbal/written communication skills
- Knowledge of the dental hygiene profession
- Statement of Interest
- Autobiographical Essay
- Letters of recommendation
- Formal interview
- Alumni of Howard University
- Current student of HU
- Complete application received before or on the first (1) day of February

After the Director of Dental Hygiene Admissions approves an applicant’s application, the applicant will be contacted to schedule a formal interview with the Dental Hygiene Admissions Committee.

After formal interviews are completed the Howard University Dental Hygiene Admissions Committee will make their selection of applicants that will be offered admissions to the program. Applicants will be notified about the committee’s decision within four (4) weeks of the formal interviews.

Please note that admitted students who intend to enroll in the Howard University Dental Hygiene Program must submit a non-refundable enrollment fee.

For additional information, please contact the Director of Dental Hygiene Admissions
Assistant Professor Owens (202) 806-0081 and/or jonathan.owens@howard.edu
or the Department of Dental Hygiene (202) 806-0079
Transfer Student Admissions

A transfer student is considered to be any person who has been enrolled in a college or university other than Howard University, regardless of course load or earned credits. We seek transfer students who the motivation to thrive within our unique blend of classrooms, campus, and city experience.

An on-line Application for Undergraduate Admission and a nonrefundable US$45.00 application fee paid on-line. Demographic Information form (form provide on page 31). One (1) official transcript(s) from all post-secondary institutions attended. Recommendation letters one (1) from a college instructor / professor, and one (1) from an employer. Autobiographical Essay. Statement of interest; Why you have chosen dental hygiene as your professional career? Why do you want to attend Howard University for your educational goal? Why should the Howard University Dental Hygiene Admissions Committee select you? All supporting documents. The items stated and all supporting documents must be received no later than February 15 (for the Fall semester).

Admission criteria vary among Howard University's schools and colleges. As a transfer applicant, you must meet the following minimum requirements for Undergraduate Admission consideration:

- 15 transferrable credit hours from a regionally accredited postsecondary institution
- Earned a 2.5 cumulative grade point average (GPA) and received a passing grade of C or better in both a college-level English and college-level Math course.
- Transcripts must include grades through the applicant’s last semester of enrollment.
- While the attainment of minimum credits is required for transfer consideration, acceptance is not guaranteed.
- Additional credentials such as a high school transcript and SAT scores may be requested for admission.

Frequently Asked Questions

- **When will I find out what credits will be considered transferrable?**
  - You will receive credit for the nine prerequisite courses that are required for admissions to the dental hygiene program.

- **Who do I contact to discuss my transferrable credit hours?**
  - The Director of Dental Hygiene Admissions

- **Can a student be granted admission and complete the College Level English / Math course and the prerequisite courses once they enter the University?**
  - Students are required to have completed English Composition (the equivalent of HU’s ENGL 101), college level Mathematics (the equivalent of HU’s Math 110 or above) and the nine prerequisite courses for the dental hygiene program prior to applying.

- **How do I notify the Office of Admission of my name change?**
  - Please submit proof of name change.
International Student Admission

Howard University welcomes applications from international students as freshmen (first time enrolling at a university) or as transfer students. International students are advised to begin the admission process at least one year prior to the time they wish to enter the University because additional time is usually essential for submission of required tests, academic documents, evaluations, and immigration-related matters. To apply to Howard University, international students must submit all materials by the following:

Application Deadline

- February 15th for the Fall semester (classes begin in August)

International Transfer Students

A student who has completed academic studies at another college or university may be considered for transfer admission. The minimum standards for Undergraduate Admission consideration as a transfer student are:

- Received a passing grade of C or better in both a college-level English and college-level Math course
- A minimum of 15 credits from an accredited post-secondary institution
- Earned a 2.5 cumulative grade point average (GPA)

The following documents are required for admission consideration:

1. An on-line application is preferred with non-refundable US$45.00 application fee. If not paid online a money order or certified check made out to: Howard University and must be included in application file. Note: a) Personal checks are not accepted. b) Application fees are not waived.
2. Demographic Information form (form provide on page 36)
3. One letter of recommendation from a teacher or professor.
4. One letter of recommendation from an employer.
5. Official transcripts from all post-secondary institutions. If your transcript is in a foreign language or grade scale system, an official English translation is required by the World Education Services www.wes.org requesting the International Credential Advantage Package (ICAP) (Transcript + Evaluation) Course-by-Course (with GPA & course levels) Report only.
6. An official TOEFL- Howard’s school code is 5297. Only official reports from ETS will be accepted. Scores from the Test of English as a Foreign Language (TOEFL) are required for applicants whose native language is not English. Once the application is received, a member from EM/Admission will inform the student if he/she must take this test.
   a. Score of 550 on the paper-based test (PBT)
   b. Score of 79 on the internet-based test (iBT)
   c. In lieu of the TOEFL (if not offered in your country), applicants may submit results from IELTS (International English Language Testing System) with an overall score of a 6.5.
7. Statement of Financial Resources Form; the first column must be completed, using the figures shown for your student status. You and your sponsor must sign it. If you are self-sponsored, you should sign on both lines. The form does not require a signature or stamp by a bank official.
   a. Statement of Financial Resources (PDF)
8. Sponsor’s letter stating the sponsor’s name, your name, relationship to the sponsor and the sponsor’s intent to be responsible for your expenses; if you are self-sponsored, you should submit a letter stating that you are sponsoring yourself.

9. Recent monthly bank statement; if the statement is in a foreign currency, the US dollar equivalence and conversion rate must be stated. The balance must match or exceed the total completed in the right column on the Financial Resources Form; a letter written by a bank is not acceptable.

10. Residential address in your country of origin; PO Box only or commercial addresses are not acceptable.

Transfer students from within U.S. must also send:

- Copy of your I-94 and current I-20
- Color copy of your passport photo page and visa page
- Transfer Form completed by the immigration advisor at your current school

Mail all required documents to:

Howard University
Office of Admission
2400 Sixth Street NW, Suite 111
Washington, DC 20059

Please Note:
Immigration form I-20 (Certificate of Eligibility), needed to obtain a student visa, is not issued until the applicant has (1) been officially accepted by the University, (2) paid the enrollment fee, and (3) submitted a financial statement indicating how expenses will be met while attending the University.

Regulations of the Immigration and Naturalization Service require that all people on F-1 (student) visas pursue a full course of study at all times. This means that undergraduates must be enrolled in no less than 12 credit hours at all times. For additional information contact the Office of International Student Services at (202) 806-4124.

International students who have been accepted at Howard University are not guaranteed housing. For additional information regarding housing, contact the Office of Residence Life at (202) 806-6131. Howard University is authorized under federal law to enroll non-resident students.
# Dental Hygiene Program Courses

## First Year Dental Hygiene (DH3)

### First Semester (Fall)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>82405-DHYG304-01</td>
<td>Histology and Embryology Lecture / Laboratory</td>
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</tr>
<tr>
<td>82406-DHYG305-01</td>
<td>Preclinical Dental Hygiene Theory I</td>
<td>2.0</td>
</tr>
<tr>
<td>82407-DHYG309-01</td>
<td>Preclinical Dental Hygiene Techniques Lecture / Laboratory</td>
<td>4.0</td>
</tr>
<tr>
<td>83369-DHYG313-01</td>
<td>Anatomy of Orofacial Lecture / Laboratory</td>
<td>3.0</td>
</tr>
<tr>
<td>83901-DHYG302-01</td>
<td>Dental Materials Lecture / Laboratory</td>
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### Second Semester (Spring)

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>11112-DHYG306-41</td>
<td>Introduction to Periodontics</td>
<td>2.0</td>
</tr>
<tr>
<td>11113-DHYG307-41</td>
<td>General Oral Pathology and Therapeutics</td>
<td>2.5</td>
</tr>
<tr>
<td>11114-DHYG310-41</td>
<td>Radiology Lecture / Laboratory</td>
<td>2.0</td>
</tr>
<tr>
<td>11115-DHYG320-41</td>
<td>Clinical Dental Hygiene I</td>
<td>3.0</td>
</tr>
<tr>
<td>11116-DHYG321-41</td>
<td>Clinical Dental Hygiene Theory I</td>
<td>2.0</td>
</tr>
<tr>
<td>13916-DHYG315-41</td>
<td>Community Dental Health</td>
<td>2.0</td>
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### Third Semester (Summer)

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<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>50906-DHYG322-71</td>
<td>Clinical Dental Hygiene II</td>
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<tr>
<td>50907-DHYG342-71</td>
<td>Pain Control and Therapeutics</td>
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## Second Year Dental Hygiene (DH4)

### Fourth Semester (Fall)

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>82408-DHYG402-01</td>
<td>Ethics and Jurisprudence</td>
<td>1.0</td>
</tr>
<tr>
<td>82409-DHYG406-01</td>
<td>Dental Health Education Methods (hybrid)</td>
<td>2.0</td>
</tr>
<tr>
<td>82410-DHYG421-01</td>
<td>Periodontics (hybrid)</td>
<td>2.0</td>
</tr>
<tr>
<td>82411-DHYG430-01</td>
<td>Clinical Dental Hygiene Theory II</td>
<td>1.0</td>
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<tr>
<td>82412-DHYG440-01</td>
<td>Clinical Dental Hygiene Seminar I (hybrid)</td>
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</tr>
<tr>
<td>82430-DHYG420-01</td>
<td>Clinical Dental Hygiene III</td>
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<tr>
<td>83984-DHYG456-01</td>
<td>Biostatistics and Research Design</td>
<td>2.0</td>
</tr>
<tr>
<td>85290-DHYG460-01</td>
<td>Nutrition and Nutritional Counseling</td>
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### Fifth Semester (Spring)

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>11117-DHYG422-41</td>
<td>Clinical Dental Hygiene IV</td>
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</tr>
<tr>
<td>11118-DHYG423-41</td>
<td>Clinical Dental Hygiene Theory III</td>
<td>1.0</td>
</tr>
<tr>
<td>11119-DHYG441-41</td>
<td>Clinical Dental Hygiene Seminar II</td>
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<tr>
<td>14052-DHYG414-41</td>
<td>Clinical Dental Hygiene Practicum</td>
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<td>14260-DHYG457-41</td>
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<tr>
<td>Student Select</td>
<td>Black Studies (Afro American)</td>
<td>3.0</td>
</tr>
</tbody>
</table>

### Total Credit Hours

**Total Credit Hours = 57.5 cr hours**
SPECIAL NOTICE  
TO ALL UNDERGRADUATE STUDENTS  

The Afro American course requirement may be satisfied by any one of the following courses in the Afro American Cluster:

<table>
<thead>
<tr>
<th>Course Name</th>
</tr>
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<tbody>
<tr>
<td>AFRO 005 Introduction To Afro-American Studies I</td>
</tr>
<tr>
<td>AFRO 006 Introduction To Afro-American Studies II</td>
</tr>
<tr>
<td>AFST 101 African World: Introduction To Contemporary Africa</td>
</tr>
<tr>
<td>ARTH 193 Block Body Dress And Culture</td>
</tr>
<tr>
<td>ENGL 054 African American Literature To 1940</td>
</tr>
<tr>
<td>ENGL 055 African American Literature From 1940</td>
</tr>
<tr>
<td>FASH 102 African American Dress</td>
</tr>
<tr>
<td>HIST 005 Introduction To The Black Diaspora I</td>
</tr>
<tr>
<td>HIST 006 Introduction To The Black Diaspora II</td>
</tr>
<tr>
<td>MUTP 100 Blacks In The Arts</td>
</tr>
<tr>
<td>POLS 006 Pan-Africanism</td>
</tr>
</tbody>
</table>
Dental Hygiene Course Descriptions

First Year Dental Hygiene (DH3) First Semester (Fall)

82405-DHYG304-01 Histology and Embryology Lecture / Laboratory
This course has been designed to provide the students with knowledge of the histology and embryological development of oral and para-oral structures. Special emphasis is placed on the growth, development, histology and functions of the enamel, dentin, periodontal ligament, cementum, bone, oral mucous membrane, salivary glands, and Temporomandibular joint.

82406-DHYG305-01 Preclinical Dental Hygiene Theory I
This course will provide the student with the basic concepts and theories related to the performance of clinical dental hygiene. The course will provide an introduction to the Howard University College of Dentistry patient care system. Emphasis is placed on didactic knowledge of clinical protocol, patient assessment and treatment interventions. Opportunities will be provided for the student to identify his/her role as a dental hygienist with an emphasis on personal and professional development.

82407-DHYG309-01 Preclinical Dental Hygiene Techniques Lecture / Laboratory
This course is designed to introduce the student to the use and care of dental hygiene armamentarium, to enable the student to develop skills and techniques necessary to perform practices and procedures of the dental hygiene appointment. The student will use the experiences to foster the patient care competencies for entry into the profession of dental hygiene. Laboratory sessions will allow for the development of competency in technical and judgmental skills necessary for clinical procedures. Peer patient experience will provide an introduction to the patient care system. Opportunities will be provided for the student to identify his or her role as a dental hygienist with an emphasis on personal and professional development.

83369-DHYG313-01 Anatomy of Orofacial Lecture / Laboratory
The course covers anatomical structures and their relationships on structures of the head and neck. Students will leave this course not only with knowledge of the structure and relationships among the head and neck, but will also be conversant with anatomical terminology that will be used in other basic science courses and in their clinical practice. Also, this course is designed to provide opportunities for the student to learn the structure, morphology and function of the teeth and their supporting structures. Lectures, labs and identification exercises are incorporated. These will emphasize normal clinical appearance of the teeth and oral tissues as they apply to clinical dental hygiene.

83901-DHYG302-01 Dental Materials Lecture / Laboratory
Dental materials science is the study of materials used in dentistry and medicine to restore or replace any structure(s) within the oral cavity. The course will discuss the chemical composition, mechanical, physical properties and biological characteristics of metals, ceramics, polymers of composites and natural materials. The main goal of this course is to provide the essential information required to assist the dental hygienist with the selection, manipulation, placement and care of those materials used in their specialty. It will also expand their skills and knowledge in a variety of clinical applications of other materials used in general and restorative dentistry.
First Year Dental Hygiene (DH3) Second Semester (Spring)

11112-DHYG306-41 Introduction to Periodontics
The intent of this course is to acquaint the first-year dental hygiene student with the fundamentals of Periodontics. Students will explore the basics of anatomy, physiology, neurology, lymphatics and hematology of the periodontium, epidemiology will be discussed. Students will be able to discuss in detail the classification and etiology of periodontal and gingival diseases.

11113-DHYG307-41 General Oral Pathology and Therapeutics
This course is an extension of and is based on the course entitled, “Oral Histology”. It is designed to correlate (as applicable) clinical appearance and symptomatic expression of disease with laboratory findings, radiographic appearance and microscopic features. As appropriate, emphasis will be placed on logical methodology and procedures for determining the correct diagnosis. Etiologic factors and therapeutic measures will also be discussed.

11114-DHYG310-41 Radiology Lecture / Laboratory
This course is designed to provide the student with a basic understanding of theories and principles in dental radiography. Lectures, seminars and laboratories will be used to prepare the student on the use of ionizing radiation in dentistry. Also, this course is designed to provide the student with an understanding of theories and principles used in the systematic analysis of dental radiographic images. Lectures and self-instructional resources will be used to expose the student to a variety of diagnostic images representing normal anatomic appearances.

11115-DHYG320-41 Clinical Dental Hygiene I
This course is designed to provide the student with continued experience in and knowledge of clinical dental hygiene. Also, this course is designed to enable the first-year dental hygiene students to evaluate the systemic and oral health of their patients. Clinical experiences will provide the opportunity to employ basic preventive skills, therapeutic care, and professional behavior.

11116-DHYG321-41 Clinical Dental Hygiene Theory I
This course presents a continued didactic approach to studying the fundamentals of dental hygiene. A continuation of infection control protocol and patient assessment will be emphasized. Dental hygiene theory, treatment planning, implementation, and evaluation will be reinforced along with special consideration when treating the medically compromised patient. Upon successful completion of this course, the student will demonstrate minimal competency in all aspects of dental hygiene care.

13916-DHYG315-41 Community Dental Health
This course will prepare students to assess, develop, implement and evaluate preventive dental services for individual patients and groups within the community. The course will explore cognitive, affective and psychomotor skills which must be developed to produce a knowledgeable health professional. During the course of the semester the student will be assisted in developing a personal philosophy regarding his/her role in the prevention of oral diseases and demonstrate a personal commitment to proper oral hygiene.
First Year Dental Hygiene (DH3) Third Semester (Summer)

50906-DHYG322-71 Clinical Dental Hygiene II
This course is designed to provide the student with more continued experience in and knowledge of clinical dental hygiene. The student will have the opportunity to improving her/his clinical skills and patient experiences.

50907-DHYG342-71 Pain Control and Therapeutics
This course is designed to enable first year dental hygiene students to perform the procedures presented in the Pain Control course and enhance clinical experiences from Clinical Dental Hygiene II. Students will utilize patient partner clinic experiences in the delivery of local anesthesia and nitrous oxide sedation.

Second Year Dental Hygiene (DH4) Fourth Semester (Fall)

82408-DHYG402-01 Ethics and Jurisprudence
This course is designed to present ethical problems in dentistry and to suggest approaches to their resolution. Emphasis will be placed on ethical theory, moral reasoning and behavior, ethical decision making, ethical issues in third party financing and discussing harassment. Also, this course will provide students with the means to develop, refine and strengthen their value system for long-life application. The course will familiarize students with jurisprudence as it relates to the profession of dental hygiene. Case studies will be utilized to discuss various approaches to ethical decision making.

82409-DHYG406-01 Dental Health Education Methods (hybrid)
This course is designed to emphasize the role of the dental hygienist in health communication, health promotion and health marketing as oral health educator, advocate and resource person for the community. As a hybrid course, self-directed learning will be fostered with online collaboration, school based health center participation at local DC public schools and full student participation in all aspects of this course for a successful final grade. Upon successful completion of lectures, tests, online assignments, reports and school based health center participation, the student will gain knowledge and experiences that will aid the student in the development and enhancement of interpersonal communication skills. These skills will cultivate an understanding of issues that impact the lives and oral health of consumers of all ages. This course will provide knowledge and experiences in utilizing available resources to reinforce the connection between lifestyle influences, learning behaviors, systemic health and oral health.

This course explores the various methods used in health communication, health promotion, health marketing and disease prevention programs (e.g., educational strategies, group and individual projects, community strategic plans, interprofessional networking and sociological concepts). Though the primary focus population is school age children, the course examines ways of tailoring these methods for the diverse settings and populations in which dental hygienists work-making the client/patient a partner in their total body health.

82410-DHYG421-01 Periodontics (hybrid)
The intent of this course is to present the field of Periodontics to the second-year dental hygiene student. Based on the foundation of the introductory course, the student will explore the diseases of the periodontium as well as surgical and non-surgical therapies. Students will gain experiences with autonomous decision making of evidence-based treatment planning and case management. The is a hybrid course that includes 40% of the lectures are in the face to face classroom and 60% of lectures are online.

82411-DHYG430-01 Clinical Dental Hygiene Theory II (hybrid)
This course is a continuation of Clinical Dental Hygiene Theory I. It involves the didactic approach to implementing current dental hygiene services. After completing this course, the student will demonstrate

Page 28 of 42
competence when applying current dental hygiene methods. This is a hybrid course that includes 70% of lectures in the face to face classroom and 30% of lectures are on Blackboard online.

82412-DHYG440-01 Clinical Dental Hygiene Seminar I (hybrid)
This course is designed to advance the student in clinical care for the patient and to reinforce prior course materials presented while expanding the knowledge of the student. As a hybrid course, self-directed learning will be fostered along with online collaboration and full student participation. Upon successful completion of lectures, tests and assignments the student will be able to satisfactorily discuss and demonstrate advance instrumentation, chemotherapeutic aids, exposure and infection control along with exude confidence in presenting their table clinic topics to their peers and the public.

82430-DHYG420-01 Clinical Dental Hygiene III
The purpose of this course is to provide continued clinical experiences for the second-year dental hygiene student in the practical application of educational, preventive and therapeutic dental hygiene services. Students will begin to prepare for the transition from dental hygiene student to registered dental hygienist. Students will be provided guidance in increasing clinical competency in basic dental hygiene skills and problem solving. Emphasis will be placed on comprehensive patient care that uses the dental hygiene process of care, patient assessment, dental hygiene diagnosis and treatment planning, implementation and evaluation of dental hygiene care to include: patient education, instrumentation, application of preventive therapies, radiographic skills, nonsurgical periodontal therapy, ultrasonic instrumentation, patient management, and sealants. The clinical sessions combine dental hygiene skills with time management techniques while enhancing the psychomotor instrumentation skills. Comprehensive treatment plans will be written and focus on critical thinking and patient care. Students are expected to complete assessments and delivery of dental hygiene services in a more expeditious and independent manner. The students will be scheduled in clinical rotations that will provide observations and/or experiences with the special care client population, hospital dental hygiene, pediatric clients, orthodontic clients, dental radiology and interpretation, and interaction with Advanced Education in General Dentistry residents.

83984-DHYG456-01 Biostatistics and Research Design
This course is a review of statistical concepts and is designed to give students the tools and methods necessary to pass statistical components of national boards. This is not a full statistics course, as a one year course would be, and it serves as a “refresher or review” of the concepts and models taught in a semester long course. Upon completion of the course, you will understand the relationships that exist between data scales, data types, and inferential testing. You will be able to determine the design of a study and if appropriate variables, tests and hypothesis decisions that are derived from the data are correct. You will be able to interpret test results and to determine the level of significance or association that exists, based on probability and non-probability approaches. You will have an understanding of epidemiology terms, study models and frequency calculations that are common to the science of monitoring disease. There will be a literature review component that will require you to explain clinical dentistry outcomes in quantitative statistical terms and concepts.

85290-DHYG460-01 Nutrition and Nutritional Counseling
The intent of this course is to acquaint the dental hygiene student with: the basics of nutrition, performing a dietary assessment, and providing nutritional education for the dental hygiene patient.
Second Year Dental Hygiene (DH4) Fifth Semester (Spring)

11117-DHYG422-41 Clinical Dental Hygiene IV
This course is designed to continue to enhance the skills necessary in providing clinical preventive and therapeutic dental hygiene services. Students will continue with the transition from dental hygiene student to registered dental hygienist. Students will be provided guidance in advanced dental hygiene skills and problem solving. Experiences in comprehensive dental hygiene patient care will include advanced patient assessment, dental hygiene diagnosis and treatment planning, implementation and evaluation of dental hygiene care (patient education, nutrition counseling, non-surgical periodontal therapies, application of chemotherapeutic agents, advanced techniques in debridement and ultrasonic instrumentation, dental sealants and management of anxiety and pain. Emphasis will be placed on helping each student reach clinical competency and prepare for clinical practice.

11118-DHYG423-41 Clinical Dental Hygiene Theory III
This course is designed to introduce the student to dental office management and teach the student necessary skills to function as a productive dental team member. Emphasis will be placed on the practical aspects of office management and team building. Course content will focus on professional resumes, interviewing, hiring, computer programs, insurance, risk management, conflict resolution, marketing strategies, lifelong learning, and planning for retirement.

11119-DHYG441-41 Clinical Dental Hygiene Seminar II (hybrid)
This hybrid course is designed to enhance critical thinking of the second year dental hygiene student in aspects of advanced instrumentation, advanced fulcrums and additional clinical techniques. The dental hygiene student will also be exposed to treatment modalities not formally included in dental hygiene curricula (treatment of obstructive sleep apnea (OSA), HIV screening chairside in dental offices and myofunctional therapy. Group research, group presentations and career longevity discussions will be conducted; culminating in individual table clinic presentations at the Nations’ Capital Meeting sponsored by the District of Columbia Dental Society (DCDS).

14052-DHYG414-41 Clinical Dental Hygiene Practicum
This course is designed to provide the dental hygiene student with clinical experiences in professionally relevant settings. Each student will prepare written reports (journal entries) that will be shared during the semester. Learning opportunities will vary from site to site. Using educational methods skills, the student will develop learning objectives for each selected site with guidance from the facilitator at each site. These learning objectives will support the learning contract. The student will prepare a Learning Contract for each practicum site. A written copy must be submitted to the course coordinator and be approved prior to the first visit. At the end of each site experience the student will evaluate the experience with the facilitator based on the established objectives.

14260-DHYG457-41 Research Practicum
This course is designed to stimulate the students’ interest in and the value of research in the field of dental hygiene. It will provide students with experiences to enhance their analysis of the current scientific literature and a basic understanding of research methodology important to evidence-based decision-making. Students will be able to: perform a database search to review the current scientific literature, write an annotated bibliography and paper; critique a scientific research article from a refereed journal and perform a quality assurance review of patient clinical records.
HOWARD UNIVERSITY OCCUPATIONAL EXPOSURE PLAN FOR MEDICAL, DENTAL,
NURSING, AND ALLIED HEALTH SCIENCE STUDENTS

A. GOALS OF OCCUPATIONAL EXPOSURE PLAN

1. To prevent work-related injury and illness of Howard University medical, dental, nursing and allied health students

2. To prevent the spread of communicable diseases to patients treated by Howard University clinical students

3. To formalize procedures for reporting and managing work-related injuries and illness of Howard University clinical students

B. METHODS

1. Educators

   New clinical students will be given a copy of the occupational exposure plan during orientation. Prior to their first patient encounter, they will be educated in universal precautions and isolation requirements. They will receive a clinic manual, which describes the Health Information Portability Amendment Act (HIPAA) and OSHA regulations

2. Health Screening and Maintenance

   The Howard University Student Health Center will monitor the health status of all dental, dental hygiene, medical, and allied health science students with potentially infectious conditions as well as those students who are injured or exposed to infections because of their assigned clinical activities. This will be accomplished through primary prevention (screening) and post-exposure or post-injury diagnostic testing and treatment.

   The Howard University Hospital Employee Health Unit requires documentation of health screening and treatment of active disease prior to the time the student presents for training. Howard University Hospital, and all other hospitals, clinics or physician offices, to which students are assigned, reserve the right to refuse access to their facilities to any student who fails to comply with the occupational exposure plan.

C. HEALTH SCREENING

   Screening for infections is accomplished prior to matriculation, prior to the student’s first patient encounter and annually thereafter. The following laboratory tests are required of all clinical students involved in direct patient care:

   1. Recent physical examination (within the past two years)
   2. Annual tuberculin skin test (PPD) If the student has had BCG or has a positive PPD, then an annual chest x-ray is required
3. Venereal Disease Research Laboratory (VDRL)
4. Hepatitis B vaccination (series of 3 vaccines) or evidence of previous exposure (HBsAg and HBsAb)
5. Measles, Mumps and Rubella vaccine unless there is proof of prior vaccination or immunity to these diseases
6. Combined Diphtheria/Tetanus (TD) within the last ten years
7. Stool culture and sensitivity; stool ova and parasites for all dental students rotating through the dietary services, nursery, infant pediatrics, and labor and delivery.
8. CBC for radiology/radiation therapy students

D. STUDENTS WITH ACTIVE DISEASE (NOT WORK-RELATED)

His / her private physician must treat any student having an active infectious disease prior to beginning or continuing a clinical assignment. The University Student Health Center as well as the student’s immediate supervisor requires a physician’s return to duty certificate before resuming clinical activity.

Colds and Coughs:
A student with cold symptoms, without constitutional symptoms, may begin or continue his/her clinical assignment unless coughing repeatedly with a temperature of 100 degrees F or more. Exception: students with viral infections or cold symptoms who work with children, immunosuppressed and renal transplant patients will not be permitted to work on these patients.

Herpes:
Students with open herpetic lesions will be relieved from direct patient contact until the lesions are dried and healed.

Communicable Disease:
Students with a communicable disease (or who have a family member with a communicable disease) should follow the guidelines found in, “Guidelines for Students With or Exposed to Communicable Diseases”.

E. EVALUATION OF OCCUPATIONAL EXPOSURE, ILLNESS AND INJURY

Students, who are exposed or become ill or injured as the result of a clinical assignment, must complete an incident report in the Office of Clinical Affairs and will be evaluated at the Howard University Student Health Center during the Center’s normal operating hours. Students will be treated at the Howard University Hospital Employee Health Center after obtaining a referral and claim form from the Student Health Center. If the Employee Health Unit is closed, the student will be referred to the Howard University Hospital Emergency Department.

The Student Health Center staff member will triage the student and write the following information on the referral form:

- Whether the student has had his/her series of Hepatitis B and tetanus vaccines, and any other laboratory information
- The type of injury, when and how the injury occurred, and any pertinent information regarding the patient
When the Student Health Center is closed or in cases of dire emergency, the student should first contact the designated administrator at the work site. Any necessary emergency medical and nursing care shall be made available to the student through the regular procedures in effect at the Employee Health Unit or Emergency Department of the hospital, clinic or other medical facility to which the student is assigned. The morning following discharge, the student must report to the Student Health Center for evaluation and clearance to return to work. The student should bring copies of discharge instructions and any other information describing the treatment that was rendered. The student will be referred to the Howard University Hospital Employee Health Unit for further management of the condition, if deemed medically necessary by the Student Health Center.

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**PREVENTION OF EXPOSURE TO BLOOD BORNE PATHOGENS**

**Blood-Borne Pathogen and Health Insurance Portability and Accountability Act Statement**

The Dental Hygiene Program complies with the Blood–borne Pathogen Standard of the Occupation Safety and Health Administration (OSHA). All clinics and laboratories in the College of Dentistry meet the guidelines for aseptic techniques, sterilization of equipment and waste disposal. In addition, the department satisfies all requirements of the Health Insurance Portability and Accountability Act (HIPAA), the standards related to patient confidentiality. Documents attesting to OSHA and HIPAA compliance are available through the office of the Associate Dean for Clinical Affairs.

**STANDARD PRECAUTIONS**

Workers at risk of blood, body fluid or needle stick exposures are at the highest risk of infection with Hepatitis B (HBV) and Acquired Immune Deficiency Syndrome (AIDS) viruses. According to Centers for Disease Control (CDC) surveys, an estimated 300,000 new HBV infections occur 1% each year in the U.S. HBV infections occur in about 8,000 to 12,000 health care workers per year and result in over 200 deaths per year due to acute and chronic effects. Infection with the AIDS virus in the workplace represents a small but real hazard to health care workers. Only a few such cases have been reported to date.

The CDC has made recommendations to protect health care professionals (HCPs) from exposure to blood and other potentially infectious material (OPIM). OPIM includes most body fluids, experimental HIV materials as well as unfixed tissues or organs (except intact skin).

OPIM does not include stool, urine or sputum (unless bloody), nor saliva, except dental procedures, These precautions are prudent practices that help prevent the transmission of HBV and AIDS viruses and other similar blood borne-type infections and should be used routinely.

**Recommendations for Prevention**

1. Treat all blood and body fluids as potentially infectious
2. Observe universal precautions
3. Be vaccinated against HBV
**Personal Protective Equipment (PPE)**

- Use gloves when handling (or when you anticipate handling) blood, blood products or fluids.

- Use masks, eye protectors, and face shields for procedures that could involve splashing of blood or body fluids. (Eyeglasses are okay if solid clip-on side shields are used).

- Use gowns, aprons, and other protective body clothing depending on the task and extent of exposure anticipated.

- Use protective caps, hoods and boots where gross contamination may occur.

- Use pocket masks, resuscitation bags or other regulation device to resuscitate a patient to minimize exposure that may occur during emergency mouth-to-mouth resuscitation.

- Remove contaminated PPE immediately or as soon as possible after a procedure.

- Remove all PPE (contaminated and non-contaminated) before leaving the work area.

**Needles and Sharp Instruments**

- Do not bend, shear or break contaminated needles.

- If recapping is necessary, use a mechanical device or a one-handed method. Place the syringe on the bracket table and slide the cap slowly over the needle. Never use a two-handed method of recapping.

- Place contaminated sharps in a nearby specially designed puncture-proof container immediately after use.

- Do not pick up broken glassware that may be contaminated using unprotected hands.

**Other Precautions**

- Wash hand thoroughly after removing gloves and immediately after contact with blood or body fluids

- Minimize splashing and splattering when performing procedures.

- Do not eat, drink, apply cosmetics/lip balm or handle contact lenses in work areas where there is a reasonable likelihood of occupational exposure.

- Do not store food or drink in refrigerators, cabinets, freezers, shelves, etc. that contain blood or OPIM.

- Place specimens of blood or OPIM in leak proof containers during collection, handling, processing, storage, transport or shipping. Label specimens with a BIOHAZARD label or place in a red bag or red container.

- Latex allergy/sensitivity is a growing concern for health care professionals. Our facility on campus has an open clinic design. Therefore, DH Clinic utilizes only latex-free products in an effort to be a latex-free environment. If you have latex sensitivity you may want to consult with your personal physician prior to entering a health care profession.
UNIVERSAL PRECAUTIONS

1. Because the health/medical history and physical examination cannot reliably identify all patients infected with HIV or other BLOOD BORNE pathogens, blood and body fluid precautions should be consistently used for all patients; hence the term Universal precautions.

2. Universal precautions are intended to supplement rather than replace recommendations for routine infection control such as hand washing and use of gloves to prevent gross microbial contamination of hands.

3. Wear gloves when touching blood or body fluids, mucous membranes, or broken skin of all patients; when handling items or surfaces soiled with blood or body fluids; and when performing venipuncture and other vascular access procedures. Change gloves after contact with each patient, do not wash or disinfect gloves for reuse.

4. Wear masks and protective eye wear or face shields during procedures that are likely to generate droplets of blood or other body fluids, to prevent exposure of mucous membranes of the mouth, nose and eyes.

5. Wear gowns or aprons during procedures that are likely to generate splashes of blood or other body fluids.

6. Wash hands and other skin surfaces immediately and thoroughly following contamination with blood, body fluids containing blood, or other body fluids to which universal precautions apply. Wash hand immediately after gloves are removed.

7. Take care to prevent injuries when using needles, scalpels, and other sharp instruments or devices; when handling sharp instruments after procedures, when cleaning used instruments; and when disposing of used needles. Do not recap used needles by hand; do not bend, break, or otherwise manipulate used needles by hand. Place used disposable syringes and needles, scalpel blades, and other sharp items in puncture-resistant disposal containers that should be located as close to the use area as is practical.

8. Saliva has been implicated in many communicable disease transmission, using mouthpieces, resuscitation bags, or other ventilation devices should minimize emergency mouth-to-mouth resuscitation.

9. Students with exudative lesions or weeping dermatitis should refrain from all direct patient care and from handling patient-care equipment until the condition resolves.

Body Fluids to Which Universal Precautions Apply

Universal precautions apply to blood and other body fluids containing visible blood.

Universal precautions also apply to tissues, semen, vaginal secretions, and the following fluids: cerebrospinal, synovial, pleural, peritoneal, pericardial, and amniotic.

Universal precautions do not apply to feces, nasal secretions, sputum, sweat, tears, urine, and vomit unless they contain visible blood.
Universal precautions also do not apply to human breast milk. The risk of transmission of HIV, as well as Hepatitis B virus, from these fluids and materials is extremely low or nonexistent.

Although universal precautions do not apply to saliva, special precautions are recommended for dentistry, in which contamination of saliva with blood is predictable.

**Infectious Disease**

Although there are no documented cases of occupational spread of HIV to dental workers, students enrolled in the Dental Hygiene Program are at a slight risk for exposure to blood and body fluids and the potential does exist for transmission of blood borne and other infectious diseases during patient care activities. The risk of HIV disease transmission from dental patients to members of the dental team is extremely low. Nevertheless, there is some small potential for this to occur. The Americans with Disabilities Act forbids discrimination against patients with HIV; therefore, students are required to treat all patients assigned, regardless of the disease state of the patient.

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**HAND WASHING TECHNIQUE**

**Objective:**

To decrease contamination of the hands and prevent the spread of pathogens to non-contaminated areas.

**Policy**

Hands must be washed:

1. When coming on clinical rotation
2. Before and after contact with patients
3. After removing the gown (but before removing mask) in the cubicle
4. Before preparing or serving food
5. Before performing any invasive procedures
6. Between patient encounters
7. Before eating
8. After blowing or wiping the nose
9. After using toilet facilities
10. After contact with patient excretions, secretions or blood (directly or through contaminated objects)
11. On completion of duty
# Tuition and Fees for Academic Year 2016 - 2017

<table>
<thead>
<tr>
<th>First Semester (Fall)</th>
<th>Fourth Semester (Fall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(DH3) First Year Dental Hygiene</td>
<td>(DH4) Second Year Dental Hygiene</td>
</tr>
<tr>
<td><strong>Tuition</strong></td>
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</tr>
<tr>
<td>Association Fee</td>
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<tr>
<td>Clinical Lab Fee</td>
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<td>Disability Fee</td>
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<td>Endowment Fee</td>
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<td>Matriculation Fee</td>
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<tr>
<td>Student Self Help Fee</td>
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<tr>
<td>Technology Fee</td>
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<tr>
<td><strong>Textbooks</strong></td>
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<tr>
<td>Uniforms</td>
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<table>
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<tr>
<th>Second Semester (Spring)</th>
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<tbody>
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<td>(DH3) First Year Dental Hygiene</td>
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<tr>
<td><strong>Tuition</strong></td>
<td>11,709.50</td>
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<tr>
<td>Disability Fee</td>
<td>54.00</td>
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<td>Endowment Fee</td>
<td>15.00</td>
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<tr>
<td>Matriculation Fee</td>
<td>599.50</td>
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<tr>
<td>Student Self Help Fee</td>
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<td>Technology Fee</td>
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<td><strong>Textbooks</strong></td>
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<td><strong>Estimated Total = $13,223.00</strong></td>
<td><strong>Estimated Total = $12,608.00</strong></td>
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<table>
<thead>
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<th>Third Semester (Summer)</th>
<th>Second Year Estimated Total = $25,721.00</th>
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<tbody>
<tr>
<td>(DH3) First Year Dental Hygiene</td>
<td>DH Program Estimated Total = $59,597.00</td>
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<tr>
<td><strong>Tuition</strong></td>
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<td><strong>Estimated Total = $2,940.00</strong></td>
<td>Excess Tuition Rate Per Credit Hours = $665.00</td>
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<tr>
<td></td>
<td>Part Time Credit Rate Per Credit Hour = $980.00</td>
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<tr>
<td><strong>First Year Estimated Total = $33,876.00</strong></td>
<td><strong>The cost could be lower or higher depending on where you purchase your textbooks.</strong></td>
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### Other Fees

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Late Registration Fee</td>
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<tr>
<td>Late Payment Fee</td>
<td>$100.00 per instance</td>
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<tr>
<td>Change of Program Fee</td>
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<tr>
<td>Thesis Binding Fee</td>
<td>$60.00 per thesis</td>
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<tr>
<td>Transcript Fee</td>
<td>$5.00 per transcript</td>
</tr>
<tr>
<td>Application Fee²</td>
<td>$45.00 per application</td>
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<tr>
<td>Housing Processing Application Fee</td>
<td>$50.00</td>
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<tr>
<td>Enrollment Fee³</td>
<td>$300.00 (non-refundable)</td>
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<tr>
<td>Diploma Replacement Fee</td>
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<tr>
<td>Matriculation Fee¹</td>
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<tr>
<td>Health Services Fee</td>
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<tr>
<td>Matriculation Fee-International Students¹</td>
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<tr>
<td>Deferred Payment Fee</td>
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<td>Summer School Health Fee¹</td>
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<td>Self-Help Fee</td>
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<td>Endowment Fee</td>
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<tr>
<td>Distance Learning Fee</td>
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<td>Technology Fee</td>
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<tr>
<td>Student Parking</td>
<td>$680.00 Fall/Spring semester</td>
</tr>
</tbody>
</table>

### Explanation of Fees

1. Matriculation fee includes student activity, campus health services and other benefits
2. Annual Cost charged in Fall Semester only
3. Except in the College of Dentistry and the College of Medicine
4. Enrollment Fee includes a $150.00 tuition credit
# First Year
+ First Year First Semester only

#### Self-Help Fee

Student voted fee to establish the student Self Help Emergency Loan Fund. (Available to all currently enrolled students. Applications may be obtained through the Office of Financial Aid.)

#### Endowment Fee

Student voted fee to participate in increasing the University's endowment fund.

#### Technology Fee

Use of university email, labs, IT services, etc.

#### Excess Tuition Fee

Assessed if students exceed the maximum allowable credits as determined by each school.
Tuition and Fees Information

Tuition and fees vary by school, college, level, and date enrollment and is dependent upon full-time or part-time. Additional charges are assessed if a student exceeds the maximum allowable credit hours (check with your school) and/or lives in campus housing and chooses a meal plan.

Tuition, fees and housing and meal charges are assessed on a per semester basis. Housing and meal plan charges are based on the type of room or meal plan selected. (Consult the housing and meal plan contracts for the exact amount due).

Tuition and fees do not vary by student (i.e. charges are the same for in-and out-of-state students).

*The Board of Trustees of the Howard University reserves the right to change tuition, fees and other charges at any time.*
Board Examination Fees

CDCA
THE COMMISSION ON
DENTAL COMPETENCY
ASSESSMENTS

1304 Concourse Drive, Suite 100, Linthicum, MD 21090
301-563-3300
director@cdcaexams.org

Dental Hygiene Examination Fees

<table>
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<tr>
<th>Service</th>
<th>Fee</th>
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<tbody>
<tr>
<td>Full Exam</td>
<td>$975.00 (clinical and computer based)</td>
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<tr>
<td>Administrative Processing Fee</td>
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<td>$1,075.00</td>
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<tr>
<td>Local Anesthesia</td>
<td>$140.00 (computer based)</td>
</tr>
<tr>
<td>Nitrous Oxide</td>
<td>$135.00 (computer based)</td>
</tr>
</tbody>
</table>

JCNDE
JOINT COMMISSION
ON NATIONAL
DENTAL EXAMINATIONS

211 East Chicago Avenue, Chicago, Illinois 60611-2637
800.232.1694
ADA.org

National Board of Dental Hygiene Examination

<table>
<thead>
<tr>
<th>Service</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>NBDHE Fee</td>
<td>$410.00</td>
</tr>
</tbody>
</table>

This fee includes official result reporting to you, three dental licensing jurisdictions (provided that requests to send such reports are included on the application), and the dental hygiene program director of your dental hygiene school (if you are currently enrolled in an accredited dental hygiene school).
Basic Applicant Demographic Form

1. Date: _____________________

2. Name: ____________________________________________

   Last name           First name           Middle name

3. Mailing Address: __________________________________________________________

   Street

   ____________________________________________  State  Zip Code

4. Email Address: __________________________________________________________

5. Phone Number(s): _______________________________________________________

   Cell

   ____________________________________________  Home