Welcome to the sixth edition of our Cariology and Comprehensive Care newsletter “Nothing but the Hole Tooth”. This newsletter comes at a significant milestone for the Department. I always enjoy having an opportunity to make some comments and observations. The department of Cariology and Comprehensive Care was born 10 years ago this year as a merger between the Department of Cariology and Operative Dentistry and the Department of General Dentistry and Management Sciences. Since that time, we have had the opportunity to accomplish some amazing things. We’ve created a wonderful environment in which to educate our students, treat our patients and for us to work. The department has more than doubled in the number of full-time faculty over this decade. We have become better calibrated and trained. We teach the most modern of techniques. Today, we provide our patients with hundreds of direct and indirect CAD/CAM restorations per year and every student receives hands-on training in CAD/CAM. We have changed the way a generation of students approach operative dentistry. We prepare thousands of minimally invasive preparations, preserving tooth structure, allowing patients to enjoy their dentitions for decades longer. Most important, we have taught the students not to only restore teeth surgically but to treat them medically. On a daily basis, we choose not to use the drill to manage decay but rather to utilize pharmacologic (non-surgical) technologies like remineralization, fluoride or sealants. This is a big change. This metamorphosis in care could only have been accomplished with the assistance of a faculty that wanted to move to the forefront of dental education.

Today our dental student education is inter-professional. They learn to work with Social Workers, Registered Dietitians, Physicians, Nurses, Translators and the myriad of other practitioners. Our students are in dental facilities throughout the city working on young and old alike. Under the supervision of Andy Schenkel and Arnie Ray every one of our dental students rotates through a community-based dental center. Under faculty supervision, each D4 student spends approximately three weeks in a variety of community-based dental centers. We’ve created novel programs like the Survivors of Torture (led by June Weiss and Lenny Berkowitz) while concentrating on our core mission of improving the basics of dental education. As a measure of the Department’s (and College’s) success, today our students pass the national and regional clinical boards with some of the highest pass rates in the nation. The Department has changed the way we examine our students utilizing both case-based oral examinations and case-based essay examinations. During the four year academic program each student develops four case-based presentations in their integrated seminars and are evaluated on how they utilize the literature,
how they present their ideas and how they communicate a new concept to fellow students. We now spend significant time in small group treatment planning sessions during the 7-8 AM treatment plan seminars. Today, students must chart their progress towards competency utilizing an ePortfolio system. We are working toward creating an environment where appropriate communication among peers is utilized to help students work more closely. Students, under the watchful eye of faculty facilitators, evaluate each other utilizing a constructive language in their peer assessment program (under the supervision of Ken Allen and Danielle Mitnick). Many of our department faculty serve as facilitators for student peer communication and mentors to assure that our students are doing well throughout their education.

Every one of these new programs involves faculty learning new skills and new methods of teaching. The Department, over the past decade, has implemented an extensive student communication program teaching the students how to work with different cultures and different people, teaching them how to conduct motivational interviews and how to actually sit and speak with their patients. In Year II we have introduced a new course on communication that includes motivational interviewing (under the leadership of Amy Slep and Rick Heyman) and it is followed in Year III with an extensive communications course that involves patient actors (under the leadership of Hillary Broder). We have been part of a significant reorganization of the dental student curriculum, which has allowed our dental student classes to rotate as one group practice throughout their four years. We have introduced new programs in health promotion and a new program in the early introduction of our students to a clinical experience in the first year... both managed by our faculty and both with outstanding student results.

Our Department has led the way in reducing the number of curricular hours in the classroom/lab, introducing seminars and online interactive material that has improved the student quality-of-life while at the same time improving the quality of the student education. We have overhauled the health promotion curriculum, introduced a new curriculum that brings D1 students into clinic earlier and introduced clinical dentistry the tooth class (under the leadership of Marie Congiusta). Over the past decade we have reengineered preclinical courses. Under the guidance of Barnett “Buck” Bucklan, the Dental Anatomy and Operative Dentistry courses were combined and small group dental anatomy seminars established. Our Year 2 Operative Dentistry course is now totally case based. Students learn how to interpret radiographs and perform caries risk assessment. Students learn how to perform dentistry utilizing four-handed techniques. This year as you’ll read, Dave Glotzer, Sharon Perelman and Meg Mullen have introduced axiUm dental student treatment process in the course.

Speaking about axiUm, this year our department was central to one of the most ambitious projects that the College has implemented, the electronic health record (EHR) known as axiUm. Within the past year we have actually implemented an entirely paperless health record system as well as digital radiology throughout the College. It has streamlined treatment planning and tracking of our patients. We are utilizing world-class caries risk assessment and tobacco cessation guided decision-making instruments. We are the first institution to implement the SNODENT diagnosis codes throughout! We did this in less than a year and without a decrease in student education! You have been an amazing example of fantastic partners!!!

During the last six months alone Department members have contributed to the national and international scientific knowledge base with nearly a hundred publications presentations, text chapters and abstracts. Our Department’s funded research is in the millions of dollars annually (where there was almost none a decade ago)! This is incredible!

Take pleasure in reading our accomplishments of the last months...it has been a real honor to lead for the past decade!
Message from the Editor

Can you see the difference???

I am excited about the 5th addition of this newsletter. The first thing you may notice is that the layout and format have changed a little. Why you ask? Well your chief editor Dr. Kaim has decided that perhaps you can teach an old dog new tricks. Writing the articles, a labor of love, is relatively easy. With so many interesting unique individuals, exciting programs, changing dynamics of the college from day to day, providing you with what I hope is interesting useful information is easy. The difficulty is trying to put this information into an attractive eye pleasing package. Well I have decided to take this on using a program called Microsoft Publisher. As you can imagine for anyone of you who has had to learn new software it is extremely time consuming and for me a long learning curve..

I hope that not only what you read but also the changes in the layout are pleasing to all of you. As always your comments and criticisms are always appreciated.
Did you Know?

**Who is our PI**

With such a large student body Dr. Wolff indicated the need for an **undercover** PI. Well, the first part of the previous sentence **undercover** is not true. The PI is not and was not **undercover**. In fact he is one of our faculty. I guess the term PI would lead one to think of a Private Investigator. Well, Harry Meeker is our PI but he is the **Plagiarism Inspector**.

Allow me to give you a little history. About 7 years ago, Harry Meeker at that time a GPD, was responsible as GPD’s are today, to read, review and evaluate the case presentation submitted by each student. Harry became troubled as he all too often noticed a common thread of papers. He noted at first that a junior student was trying to resubmit basically the same presentation in the senior year. He also noted with quiet an alarming frequency, the repetition of similar phrases and words among the presentations of different students. The topic of Plagiarism reared its ugly head. Harry brought this to the attention of Dr. Wolff who immediately put Harry on the case.

Plagiarism is defined as the, "The act of using the work of another and passing it off as one’s own.” Using someone else’s exact words without quoting them is plagiarism. In addition, if we paraphrase or summarize someone else’s ideas, we are still required to document our sources.

Harry researched the internet and found a Software Package called Turnitin.®” Mark asked Harry to take this on as a project. After many hours of inquiry and obtaining and working with the program, he has now become the in-house expert. He therefore could be considered the "Plagiarism Inspector." Every case presentation is reviewed through the Turnitin software. He review all 700 reports submitted by Juniors and Seniors.

How does this work? A digital copy of the case report is uploaded through the program in the NYU Classes Academic Site. Using the algorithm that Harry selects, the program reviews sentence structure and word usage. For example, he may program the computer to note any sentences that have 9 consecutive words in the case report that are identical to or almost identical to any previous publication. Turnitin has more than 45 billion web pages, over 300 million archived student papers, and over 130 million articles from journals, periodicals and books.

Student ethics and honesty is a number one focus in our NYU teaching program. NYU has made a significant financial investment for the Turnitin service. The Turnitin Service identifies matches in copy between papers submitted to the service to content in the Turnitin database. Each paper receives an OSI (Overall Similarity Index). Each submission receives a score which can be anywhere from 0- 100%. In addition, when Plagiarism is suspected the Turnitin indicates the exact location where the plagiarism occurred with a comparison showing the side by side texts in two different colors. Over the 6 years that the program has been used, there has been a 95% decrease in what has been called "Unoriginal Submissions."

Since a 0% score is highly unlikely the cut off established at NYU is 15%. Harry follows up on any reports beyond the 15% score. Since "research" for students today is mainly through the extensive use of Googling and Wikipedia, it is nice to know that students are prepared to reference and credit the information and not to present it as their own original work.

The success of this program is evidenced by a recent use of the Turnitin software by Dr. Eric Studley for Dr. Studley’s Practice Management course. Students were taught how to self-evaluate their Microsoft presentation using the Turnitin Software. Initially those students had a 20% similarity (Plagiarism) score. After resubmissions of their revised documents the score was reduced to 5%. The program has allowed faculty not only to evaluate for plagiarism but more important has taught students how to self-evaluate and make the appropriate corrections.
Ms. Sima Boterashvili, Grants Manager joins the Department of Cariology and Comprehensive Care.

Sima's home country is Israel where she attended BarIlan University. Her career in New York began at Mount Sinai, School of Medicine as a Research Coordinator. She grew in the ranks at Mount Sinai and in 2001 became the Director of Grants and Contracts at the New York Academy of Medicine. After eleven years she returned to Mount Sinai and also Cornell University as a Senior Grants and Contract Administrator.

Sima comes to us with many years of grant administration and is experienced in research administration, grant preparation and submission, both pre and post award along with compliance and grant regulations.

Sima is already involved with several grants working closely with a number of PI's (Principle Investigators)
What is New at NYU???

Advanced Standing Program:

Jim Kaim

As you are aware the college eliminated the three year advanced placement program a few years ago. The class of 2015 was the last group of about 125 advanced placement students. The college, at that time, decided that all students starting as Freshman would be advantageous for many reasons including opening more spots for our local college graduates. In addition the extremely diverse background and the large number of advanced placement students made it more difficult to homogenize with our existing students.

As you can predict, any undergraduate or graduate education program does not graduate all the students that begin the program. Surprisingly and a credit to our ability to carefully select Freshman students, the efforts of our faculty, and the support mechanisms in place to assist our students, we generally lose only about 3%-5% over the first two years. Interestingly most of the student’s who leave are for personally family reasons rather than scholastic issues.

The college’s infrastructure is designed and able to provide a facility to support a full complement of students over the four years of our program. Losing 3-5% over the first two years leaves the college with vacancies that are not economically prudent. One of the possible solutions often utilized by other colleges is to accept more Freshman than a school can accommodate throughout a four year program and weed out the lower 3-5% of the class. This is something our Dental School does not do. Being on the Admissions Committee I know that our mission is to select and accept students that we expect will graduate. NYU has recently decided to accept a very small number of advanced standing students. These students were accepted and started in June. They spent a month in an orientation and a review program and were integrated into the Junior class in July.

In January of this year the program was posted on the internet and the college received over 400 applications for the 10 positions. As you can imagine the college was able to select the most qualified and interviewed about 20 students. Students credentials included passing Part 1 and Part 2 National Boards, an interview, a hands-on manikin challenge examination, a case presentation based on a patient portfolio provided to each candidate. The challenge examination was organized by Drs. Wolff and Cheung and administered and evaluated by Drs. Cheung and Strange.

Editors comment: Having been the previous Course Director for the Advanced Standing Students and probably from the observations of many of you who worked with these students both in the sim lab and clinics advanced standing students are highly motivated and dedicated. In addition their previous dental knowledge offers an interesting opportunity for our traditional four year students to dialogue with them and increase their global knowledge of dentistry. I am sure that this limited new program will be a major success. As Dr. Wolff has stated these students are not a separate group but to be integrated into the traditional and existing program. Please help make them part of the NYU family.
Faculty

Dr. Cheung       Dr. Strange

15 Advanced Standing Students
What is New at NYU????

Dr. Glotzer’s D2 course: General Dentistry Simulation II: Restorative Dentistry

Several years ago, in the D2 pre-clinical operative dentistry course, a case based program with “patient scenarios” called the Bee family was introduced. Students were now responsible to focus not just on an operative procedure, but to understand the “patient data”, the aspects for decision making, and the variables involved in deciding if and when surgical versus medical intervention was appropriate. This was followed last year with the introduction of training in the concepts of four-handed dentistry. Combined with the practice of proper ergonomics, this is an approach that has proven to increase productivity and reduce stress and strain on the dental team. Since January 2015, the Electronic Health Record (EHR) has been the established standard in all of the clinics in the College. D2 students will now be introduced to the EHR in the Simulation Laboratory using the same patient scenarios (the Bee family) discussed above. They will enhance their treatment planning skills by creating a complete EHR for each of their assigned “patients” and recording the procedures they complete each session, using the prescribed forms and clinical notations of the electronic system. This should make the electronic record keeping transition from simulation D2 to clinical D3 much more seamless.

Teaching Tid Bits

1. When it is decided to place amalgam in deep preparations where a calcium hydroxide liner (Dycal) is indicated a modified glass ionomer liner must be used over the Dycal to prevent dissolution of the calcium hydroxide liner of the amalgam over time Sturdevant 6th edition page157

2. Indirect pulp caps are the treatment of choice in nearly all asymptomatic vital teeth that demonstrate on radiograph or clinically the probability of exposing the pulp due to extensive demineralization

3. Infected versus affected dentin is truly difficult to differentiate. **Infected** dentin is dentin that is demineralized (softened dentin) that has a substantial bacterial load present. **Affected** dentin is demineralized (softened dentin) that has a minimal bacterial load.

4. When performing an indirect pulp cap always remember to carefully evaluate lateral and peripheral walls especially along the DEJ for remaining caries and surgically remove it!!! No caries should ever be left on peripheral walls. Always check around the DEJ!!!
Having Breakfast with Bill Bongiorno the question always comes up; “Well what new device do you have now?” He never fails to come up with something. Presenting the RE HTC. When I first saw it I thought it was an Asthma Inhaler. Then I said looks like a Periscope. “No Jim” he said it is a stand alone camera. Literally a stand alone camera. You are probably asking; “I finally got a smart phone with a camera why would I want this”. Hence Bill pointed out all the features and I was impressed. I then decided to check the web site for (RE HTC CAMERA) and the first thing it said it was for the “AVERAGE JOE.” Even though I am not JOE I am average so I was interested. Here is some information I hope you find interesting.

The RE is a small and light device, at 96.7 x 26.5mm and 65.5 grams (2.31 ounces). It can easily be operated with one hand. It’s small enough for you to quickly draw it out of your pocket or purse and start taking pictures or video footage of anything at a moment’s notice. There are only two buttons on the device: A shutter button on the outside, and long-press for a couple seconds to take video, and a slow-motion capture toggle that you have to hold down to activate before starting the video. There is no power button, because HTC wants the device to be always-on, and thus, always ready and waiting for you to use it. Sensors embedded within the RE can tell when you grab it. It knows when it is put away in your pocket or purse and it is a rest. You’ll also find a microphone on top, as well as an LED indicator and speaker just below the slow-mo button. A microSD slot sits on the bottom underneath a watertight tab; the RE comes with an 8GB card preinstalled, but you can switch it out for any card up to 128GB. There’s also a micro-USB charging/data port and a quarter-inch tripod mount for a wide variety of accessories.
Faculty Accomplishments!!

Dr. Maria P. Rodrigues Cardenas with the help of Dr. Bharat Joshi (NYU faculty) will have an article published in the 9th district dental society journal (Westchester and Putnam Counties New York) on the Canopy Application which was in the last issue of the newsletter. The Canopy App assists with the translation of dental terms to and from Spanish. The Canopy Application was also made available to all member dentists of the ninth district. (update: full article published in September 2015) Authored by Drs.: Cardenas, Wolff, Hershkowitz, and Allen

Dr. Bill Bongiorno on the board of directors of the 2nd district dental society made it possible for his members of the 1st and 2nd district to have free access to the Canopy Application.
Dr. George Raymond has just been appointed as the new Group Practice Director replacing Dr. Arthur Schackman who has decided to step down from that position. George was highlighted as a new faculty member several issues ago and Arthur was highlighted along with the other GPD’s in our last issue.

The department wishes George all the best in his new position. If you remember George in his previous life was both an undertaker and a New York City police officer. We have a feeling that this module won’t have any disciplinary problems.
Dr. Richard Truskowsky DDS, FAGD, FICD, FACD, FADM, FPFA has been promoted to Clinical Professor.

Dr Truskowsky started at NYU in 2006 as a Clinical Assistant Professor. Since then has become recognized as a leader in esthetic dentistry through his multiple publications as well as national presentations. He is a featured consultant in several journals and a co-editor of a textbook series. He teaches in the International Program in Aesthetic Dentistry. Dr. Truskowsky, Montalvo and Steven David had their manuscript *Digital Smile Design concepts* which delineates the final potential result of crown lengthening and porcelain veneers to correct a “gummy smile”, accepted for publication in the International Journal of Esthetic Dentistry.

Dr. Ronald Maitland, DDS, has been promoted to Clinical Associate Professor.

Ron began his career as a part time faculty member and quickly was promoted in 2009 to full time. He has become a highly valued and respected leader of the department. Ron has also held leadership positions in the State Dental Board and the Northeast Regional Board and has helped us in transforming our dental education program. He is a mentor to our students, actively participating in the oral examination program and teaching treatment planning. Ron has published numerous articles in journals such as Evidence-Based Dentistry, NY State Dental Journal and the Journal of Esthetic Dentistry.

Dr. David Hershkowitz has been promoted to Clinical Associate Professor.

David has accomplished much in his teaching career including extensive research activity. He has become a leader as the Associate Chair for Clinics and has developed a training program for faculty. He is also Director of the Comprehensive Care Clinic for the D3 and D4 classes as well as being the Director of AHEC (After Hours Emergency Care).
Dr. Morey Gendler has been promoted to Clinical Associate Professor.

Dr. Gendler began his teaching at NYU in 2004 as a part time faculty member. He quickly was promoted to a Clinical Educator’s position. In 2006 he accepted the appointment as a Group Practice Director. In the 10 years he has held the position he has become an excellent mentor to the students as well as an outstanding administrator. He presents annually at the American Dental Education Association.

Dr. Gendler has excelled in scholarly activity. He has been a primary or secondary author on seven publications, developing expertise in areas such as caries risk assessment and CAD-CAM. He serves on multiple College-wide departmental committees and has freely volunteered his time for off hours College activities.

Congratulations to Dr. Safdar Chadda clinical associate professor on his Senior Citizen Certificate of Recognition for Service to the Town of North Hempstead
Fabiola Milord, DDS, MPH, FAGD, of Forest Hills was appointed to the New York State Dental Association’s new Special Committee on Dental Medicaid, representing Nassau County. Dr. Milord is Vice-President of the Nassau County Dental Society. and maintains a private practice in New Hyde Park, NY.


Dr. John Calamia one of our senior faculty with almost the longest tenure at the college is pleased to announce the opening of his new dental practice effective October 1 at the Sage located at 4 Lexington Ave corner of 22nd Street. In addition both his children graduates of NYU will be partners in the office. Oh don’t forget his wife Sonia Delgado Calamia also a member of the Calamia team and an NYU graduate.

John was first editor for the July 2015 Publication “Dental Clinics of North America “. The text “Modern Concepts in Aesthetic Dentistry and Multi-disciplinReconstructive Grand Rounds” was a year long endeavor. John was also re-elected to the Board of Directors of the AACD. In addition, we should mention that his son Vincent, was just married in California and a relatively new baby girl born to his daughter Chris.
Faculty Accomplishments!!!

Congratulations


“Malpractice Insurance”

“Office Insurance for a Dental Practice”

“Disability Insurance”


Patrick Bivona presented two seminars to the NYUCD Dental Economic Business Club

“The Ten Envelope Savings System– TESS”

“The 25 Year Professional Time Clock”

In addition as a national ranked race walker in his age group he competed in 4 events in 2014 & 2015 and medaled in all of them

Age Group Series Champion NY Ultra Running Grand Prix

Age Group champion NJ Senior Olympics; 1500m Race Walking

Age Group USATF-NJ Master Track and Field Grand Pix Distance

Age Group Second Place National 50 K Running Race
Special Mention

The Department of Cariology and Comprehensive Care has achieved many major accomplishments. Dr. John Calamia edited a Text (Clinics of North America) that was authored by many of our NYU department faculty.

### Contributing faculty Department of Cariology and Comprehensive Care

- Dr. Kenneth S. Magid
- Dr. Luis M. Brea
- Dr. Nicholas J. Giannuzzi
- Dr. Arnold I. Liebman
- Dr. John Calamia
- Dr. Alex Shalman
- Dr. Barbara Slaska
- Dr. Andi-Jean Miro
- Dr. Sabrina Magid-Katz

What is truly noteworthy is that most of the chapters were co-authored by a large number of our graduates who were all part of the Esthetics Honors program. I think that each of these individuals deserve mention and you will be astonished at the number of former esthetics honor students that are included. As faculty we should smile as each of you probably in some way contributed to their education. It speaks to how, we as a faculty and as a school, impact the future of dentistry. Congratulations to all.

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<tr>
<th>Dr. Jaafar Ali</th>
<th>Dr. Christine Calamia</th>
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<td>Dr. Kateryia Grytsenko</td>
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Dr. Michael Apa
Break for Dental Humor

I'm scraping this tartar off, mixing it with mayonnaise and making tartar sauce.

Next time you think of "skipping a night", just imagine the thousands upon thousands of happy bacteria in your mouth - pooping acid all over your teeth.
Last issue I had the pleasure of introducing the Group Practice Directors truly the heart and soul of our educational program. But as they say behind every good leader is a supporting cast. That is the primary role of the Academic Coordinators. The job description is truly a two page document. The principle role of the AC’s includes both the daily monitoring of the students activity in the dental care clinics and the long-term management of both the patient care (the pool of patients) and the performance of the students in the clinic. The AC collaborates with the dental students, faculty and clinic manager to resolve patient problems and ensures patient records are properly completed. Most important, especially to the students, the AC makes sure that students receive the appropriate credits for the work accomplished in the clinic.
Barbara Smith, originally from Minnesota, worked in a private dental practice for 25 years as a clinical dental assistant. She then moved to Syracuse New York where she directed the Dental Assisting Program at the Boces vocational system. At the same time, she attended Oswego State University in New York completing a teaching degree in Vocational Education. In 2001 Barbara joined New York University as a faculty member in the Dental Assisting program. She also taught part-time in the Hygiene Program. For eight years she was the Clinic Manager for Dr. Schackman before accepting the GPAC position. At the same time Barbara over the last few years helped develop the new D2 dental assisting program now in its second year in Dr. Glotzer’s program.

Barbara likes to travel and has visited as she says “a few far-flung places like China, Turkey and South Africa”. She has many hobbies and interests including quilting, beading, shelling, and collecting sea glass out of which she fashions jewelry. She is most proud of her 36 year marriage to her husband Warren.

As academic coordinator Barbara says “My goal is to help students understand their responsibilities and provide them with a comfortable atmosphere, which promotes learning. I think I serve as a primary management and support system for the accomplishments of the clinical requirements for the students. I also give them a healthy dose of emotional support.”

Barbara Szolc came with her family to Chicago when she was 9 years old. She returned to Poland and graduated from Medical University of Lodz, in 1999. After completing her medical residency at the Institute of Mother’s Memorial Hospital, Lodz, Poland she continued her medical carrier in bio-medical research in Chicago and in New York. Her research projects were based in biology, radiation biology, radiation oncology, neurology, immunology, radiology, stem cell research, nanotechnology and social work. Her main project interests covered immunology, neurology, radiation biology and stem cell. She studied immune deficiency and neural degenerative disease called Amyotrophic lateral sclerosis (ALS) also known as Lou Gehrig’s disease. Barbara was also part of NASA Space exploration projects. She has also taught pathology courses at Northwestern Memorial Hospital in Chicago and was a mentor and supervisor for many high school, undergraduate students and medical residents during their laboratory training. She received many scientific awards and has published many research articles in peer reviewed journals.

Barbara came to New York about six years ago. She joined the Center for Radiological Research (CRR) at Columbia University. Shortly after her arrival to New York she started an Art School with emphasis on figurative sculpture, drawing and oil painting. Barbara studied at The Art Students League of New York where she received Merit Scholarship award. She also studied at the New York Studio School. Barbara continues working and developing new art approaches in her own studio in Brooklyn. She has exhibited in many shows around the city and the region. She enjoys hiking and camping especially in New Mexico during the summer.

Barbara joined NYU college of Dentistry in 2011. She enjoys the dynamic of the clinic and the interaction with the students. Barbara loves NY and especially Manhattan for its unique vibe and diversity. Her affiliation with NYU makes her feel part of a local family like community. In her teaching philosophy she recognizes the partnership with young in training fellow colleagues, young professionals. She especially loves having the opportunity to work with the same students for two years allowing her to work on team building and instilling the important values to the students that will help make them successful.
Congratulations Promoted to:
Director of Instrumentation and Supply Management

Replaced by Dayake Bubb
Information to be provided in the next issue

Ms. Judith St. Louis, called Judy by her students states; “I love coming to work every day”! Judy received certification as a medical administrator and medical biller in 2005 and in the same year started her NYU career in Dr. Schenkel’s module as the clinic Manager. She took advantage of furthering her education at NYU by receiving a Masters in Social Work in 2009 and certification as a project manager and personal coach in 2014. She accepted the position of GRAC and in 2013 received the Administrator of the Year Award.

Judith is a full-fledged soccer mom for her daughter. Her Life coaching business allows her to network and uses yoga and meditation for relaxation. In her spare time she enjoys reading mystery and history books. She most enjoys the interaction with her students, guiding them when necessary through their clinical requirements and resolving various types of problems as necessary. Student dentists often come to her for advice and mentoring about more than just patient care or school issues. Her philosophy as she states is; “I dedicate myself to try to inspire my students to work with honesty, confidence and a positive attitude in order to help each of them succeed in their future endeavors.”
Ms. Queen Walker started her career in dentistry at Columbia University School of Dental and Oral Surgery where she worked as a dental assistant until 2000 when she became a Certified Dental Assistant through the Dental Assisting National Board. She was then hired by Harlem Hospital Dental Center as a lead dental assistant. In 2001, while working for Harlem Hospital as a Lead Dental Assistant, she was approached to work for two practicing dentists at their midtown practices as an office manager and Insurance liaison. While working, she became a Certified Billing Specialist through the American Dental Coders Association in 2001 and received a Master’s in Public Affairs and Administration from Metropolitan College of New York in 2003. In 2011, she accepted a position at NYU as manager for the undergraduate program. In 2013, she was promoted to manage the Department of Endodontics and the Department of International Programs. In 2013, she received certification as an Associate Life Coach. In 2014, she became an AC.

Ms. Walker states: “My transition into my role as Academic Coordinator was surreal. Imagine managing 4 group practices simultaneously and then, personally, being asked to come back and work one on one with students to assist in their academic, personal and professional transitions through Dental School as they prepare for future practice. My goal has always been to teach my students by example and daily affirmations learned through my professional coaching, that lead to success. My outside experiences as both an allied health professional and a practice manager, has given me a greater advantage when it comes to mentoring and coaching my students through they schooling. My objective is simple. You are in a business of service. Treat people as patients and not as profit. Keeping that in mind is what makes a practice successful”

When not coaching her students, Queen loves to travel and provide public service. She states that public service along with travel is her pay back to herself for her hard work. She is a fundraiser for a youth program and her most memorable trip to date has been a recent trip to Egypt.

**Congratulations Promoted to:**

Central Supply Supervisor

Replaced by Christopher Alan Wilson

Information to be provided in the next issue

**MS LISA PATTERSON**

5th Floor Group B

Dr. DeBartolo

Dr. Penugonda

Has taken a position outside the college

Replaced by Marion Asafu-Adjaye

Information to be provided in the next issue

**MS YOLANDA RAYSIDE**

5th Floor Group A

Dr. Mandracchia

Dr. Berkowitz
Now in its third year, an exciting program continues to flourish in Dr. Bucklan’s first year Restorative course. D3 students volunteer to work in the sim lab as teaching assistants. In the latter half of the academic year an announcement is sent to the D2’s asking if they would be interested in becoming a Teaching Assistant. If interested, they are expected to volunteer two 2 hour sessions a week. They are required to write an essay “why do I want to be a TA” which is reviewed by the Dr. Marin, Dr. Strange and Dr. Bucklan. In addition they look for students who seem motivated and have the type of personality that would help in this important role. Dr. Bucklan and staff have first-hand knowledge of these students from their history with the course director during their D1 year.

A very large number are accepted to the position as the goal is to have at least one and hopefully two TA’s for each row of the laboratory every session. The TA’s are provided with an initial orientation and then a very short orientation prior to each session. The response from all parties D1 students, faculty, and D3’s has been more than enthusiastic. D1’s feel much more comfortable and less intimidated especially in the beginning of the year working with the TA’s. Faculty find their assistants invaluable as TA’s can be assigned to weaker students in the group and frequently work with D1’s on weekends and other off hours. A surprising unexpected benefit for the TA’s is that it reinforces basic knowledge that is useful for them in the clinics.

Editors’ comment: This is another example of how NYU, a very large school, offers one on one instruction for our students.
The majority of our teaching program consists of non-full time faculty. Our educational program benefits from the many full time and some part time faculty and students that participate at the annual ADEA (American Dental Education Association) meeting. The annual meeting brings together faculty and some select students from all American, Canadian and even oversees dental schools. The meeting always coincides with our Spring Break allowing our faculty and students free time to attend and most frequently participate at the meeting. We have a number of faculty appointed on ADEA committees as well as having the largest representation of attendees. NYU leads the way in posters, presentations, technology presentations and essays. As the true national leaders in dental education many of our ideas, innovations, and applications are copied by other institutions. NYU has always eagerly and openly shared any new programs we have developed. As a faculty member you should be proud of the accomplishments of your colleagues. I hope you will take a look at what we presented this year.
ADEA Signature Series: Leading Faculty—It’s Not Just About Promotion! LIAA
Presenter(s): Kiernan Mathews, EdD, Harvard Graduate School of Education; Judith Jones, DDS, MPH, D.Sc.D., Boston University Henry M. Goldman School of Dental Medicine; Maureen McAndrew, DDS, MSEd., NYU, College of Dentistry

Alternate Testing Modes for Dental Students CCI
Presenter(s): Robert Glickman, DMD, Cert. Oral Surgery; Andrew Spielman, DMD, PhD, Cert. Oral Surgery | NYU College of Dentistry; Nader Nadershahi, DDS, MBA, EdD, University of the Pacific, Arthur A. Dugoni School of Dentistry; Robert Trombly, DDS, J.D., University of Detroit Mercy School of Dentistry

Dental Avatars: The Key to Unlock the Future of Education? SoTL
Presenter(s): Manju G. Gerber, DDS, MS; ek Prasad, B.A. | NYU College of Dentistry

Unlocking Leadership: Perspectives and Reflections of the ADEA Leadership Institute
Presenter(s): Mitchell Lipp, DDS, NYU College of Dentistry; Ana Neumann, DDS, MPH, PhD, The University of Texas School of Dentistry at Houston; Pamela Zarkowski, J.D., MPH, University of Detroit Mercy School of Dentistry

Private Vice, Public Virtue: Peer Assessment in Professional Transformation CCI SoTL
Presenter(s): Mark Wolff, DDS, PhD; Charles Bertolami, DDS, D.Med.Sc.; Victoria Raveis, PhD; Billy Kwon | NYU College of Dentistry

Teaching and Learning with Emerging Technologies and Informatics:
Presenter(s): Elise Eisenberg, DDS, M.A., NYU College of Dentistry; David B. Rankin, MS, PGCertIA, University of North Carolina at Chapel Hill School of Dentistry; Jeff Gutkin, M.Phil., M.L.S., Rutgers, The State University of New Jersey, School of Dental Medicine; Gail Schneider Childs, RDH, MPH, University of Florida College of Dentistry; Yun Saksena, DMD, MS, TuftsUniversity School of Dental Medicine

Unlocking Humanity in Dental Education Narratives, Filmmaking and the Kidney
Presenter(s): Mitchell Lipp, DDS; Daniel Lee, DDS | NYU College of Dentistry

Encouraging and Addressing the Faculty Link in the Educational Chain CCI SoTL
Presenter(s): Analia Veitz-Keenan, DDS; Silvia Spivakovsky, DDS; Debra Ferraiolo, DMD | NYU College of Dentistry

Igniting Minds Through Global Outreach Programs CCI
Presenter(s): Stuart Hirsch, DDS; Rachel Hill, MPH; Christopher Tung, MS; Danielle Becker | NYU College of Dentistry

Beyond the Manikin: Transforming Simulation in a Digital World
Presenter(s): Sandra Farah-Franco, DDS; James Ywom, DDS, MS | Western University of Health Sciences College of Dental Medicine; Kenneth Allen, DDS, MBA, NYU College of Dentistry; Margrit Maggio, DMD, University of Pennsylvania School of Dental Medicine

Effectively Communicating with Patients: Teaching Dental Spanish to Students and Faculty
Presenter(s): Maria Rodriguez Cardenas, DDS; Kenneth Allen, DDS, MBA; Cheryline Pezzullo | NYU College of Dentistry

Special Care Dentistry and Art Therapy: An IPE Effort CCI
Presenter(s): Ryan Lee, DDS, MPH, M.H.A., NYU College of Dentistry

EduTech Crossfire! CCI SoTL CC, Room 309, 3rd Level
Presenter(s): Elise Eisenberg, DDS, M.A., NYU College of Dentistry; David B. Rankin, MS, PGCertIA, University of North Carolina at Chapel Hill School of Dentistry; Heiko Spallek, DMD, PhD, MBA, University of Pittsburgh School of Dental Medicine; Ana Neumann, DDS, MPH, PhD, The University of Texas School of Dentistry at Houston
Financing the Future of Dental Education—Chair of the ADEA Board of Directors Symposium
Presenter(s): Nader Nadershahi, DDS, MBA, EdD, University of the Pacific, Arthur A. Dugoni School of Dentistry; Cecile Feldman, DMD, MBA, Rutgers, The State University of New Jersey, School of Dental Medicine; Michael C. Alfano, DMD, PhD, NYU College of Dentistry

Consensus Building Workshop: Creating a Core U.S. Caries Management Curriculum
Presenter(s): Andrew Schenkel, DMD, MS, NYU College of Dentistry; Nigel Pitts, B.D.S., PhD, Kings College, London, UK; Andreas Schulte, DMD, Heidelberg University, Germany; Margherita Fontana, DDS, PhD, University of Michigan School of Dentistry

Alternative Assessment: Evaluating Student Skills in Dentistry Using Essay Exams
Presenter(s): Josephine Lomangino-Cheung, DDS, MS; David Hershkowitz, DDS; Kenneth Allen, DDS, MBA | NYU College of Dentistry

POSTERS:
Using True Colors© Personality Test in a Population of Dental Students (E)
Amanda Andre; Liya Mohammed, DDS; Vikas Gupta, DDS; Gaelle Pierre, PhD; Maureen McAndrew, DDS, MSeEd. | NYU College of Dentistry

Test-enhanced Learning and Demonstrations of Competence: A Three Year Study (E)
Nicolas Freda, DMD; Jae Ik Kim; Mitchell Lipp, DDS | NYU College of Dentistry

Integration of Biomedical Foundations Through Clinical Cases: Online Modules (E)
Andrew Spielman, DMD, PhD, Cert. Oral Surgery, NYU College of Dentistry; Noam Tamir, MBA, Healthcare Learning Corporation; Crispian Scully, CBE, D.Sc., D.Med. Sc., UCL Eastman Dental Institute

Enhanced Learning During the Dental Hygiene Process of Care (E)
Shirley Birenz, RDH, MS; Cynthia Howard, RDH, MS; Andrea Beall, RDH, M.A.; Robert Davidson, DDS, PhD; Cheryl Westphal Theile, RDH, EdD | NYU College of Dentistry

Utilizing the Incentive of Peer Assessment to Maximize Clinical Proficiency (W)
Aaron Soeprono, DDS; Glenn Rochlen, DDS; Bruce Brandolin, DDS | NYU College of Dentistry

Igniting Calibrated Faculty to Unlock Student Potential with CAD/CAM (E)
James Apltauer, DDS; Kay Oen, DDS; Kathleen Wetzel Apltauer, M.P.A.; Angela De Bartolo, DDS; Mark Wolff, DDS, PhD | NYU College of Dentistry

Assessing Prescription Writing: We Have Lit the Fire! (E)
Debbie Ferraiolo, DMD; Marc Henschel, DDS; Analia Veitz-Keenan, DDS; Silvia Spivakovsky, DDS | NYU College of Dentistry

Dental Hygiene Fast Track Option: Model for Recruitment and Retention (N)
Lisa Stefanou, MPH; Dianne Sefo, RDH; Eva Lupovici, MS | NYU College of Dentistry

Calibrating Faculty to Use High-tech Digital Glazing Techniques for CAD/CAM (E)
James Apltauer, DDS; Kay Oen, DDS; Benjamin Godder, DDS; Eugene Bass, DMD | NYU College of Dentistry

Patient-centered Interactive Approach to Teaching Evidence-based Best Practice (W)
Peter Mychajliw, DDS, NYU College of Dentistry
Ten-year Changes in ADA Survey of Dental Hygiene Programs (E)
Judy Kreismann, M.A.; Eva Lupovici, MS; Rosemary Hays, MS; Lisa Stefanou, MPH; Diannee Sefo, RDH | NYU College of Dentistry

TECH EXPO

Going Beyond the Students’ Potential by Teaching Them Two Different Innovative Modes to Fabricate Tooth-Colored Restorations Using CAD/CAM Technology
Maria Rodriguez Cardenas, DDS; David Hershkowitz, DDS; Duane Timothy Culotta, DDS; Glenn Rochlen, DDS | New York University College of Dentistry.

The New Era of CAD/CAM Technology and Student Education
Samantha Wolff, MS; Denise Estafan, DDS | NYU College of Dentistry

Expanding the Learning Potential of Dental Students by Incorporating CAD/CAM Technology to Conventional Methods
David Hershkowitz, DDS; June Weiss, DMD; Barbara Slaska, DDS; Ying Wong, DDS | NYU College of Dentistry

Training Program Implemented to Empower the Faculty and Students Learning the Current CAD/CAM Technology
Michele Harutunian, DDS; Angel DeBartolo, DDS; Samar Tannous, DDS; David Hershkowitz, DDS; Sarah Vignola | NYU College of Dentistry

Teaching Occlusion to Dental Students Utilizing CEREC CAD/CAM Technology
Martin Prager, DDS; Michael Newbert; Angela DeBartolo, DDS; Martine Mandracchia, DMD | NYU College of Dentistry

Faculty Calibration for Unlocking Potential in Students During CAD/CAM Education
Kay Oen, DDS; James Aphtaer, DDS; Kathleen Wetzel Aphtaer, M.P.A.; Mark Wolff, DDS, PhD | NYU College of Dentistry

Igniting Faculty through Calibration in Glazing Technology for CAD/CAM
Kay Oen, DDS; James Aphtaer, DDS; Lucretia Depaola-Cefola, DDS; Fabiola Milord, DDS | NYU College of Dentistry

Multiple Contiguous Ceramic Restorations Using Adjacent Virtual Restorations in One Sitting Using CADCAM Software
William Bongiorno, DDS; Mark Wolff, DDS, PhD; Ralph Cunningham, DDS; Gary Berkowitz, DDS | NYU College of Dentistry

Using Intranet Support to Unlock Students’ Potential in CAD/CAM Education
Samantha Wolff, MS; Kay Oen, DDS | NYU College of Dentistry

Single Visit Inlay and Onlay Restorations Fabricated Using CAD/CAM Yields Improved Learning Outcomes with Less Stress for Dental Students
Martine Mandracchia, DMD; Michael Newbert; Samar Tannous, DDS; Martin Prager, DDS | NYU College of Dentistry

iLearn—Using On-line Resources to Credential Faculty
James Kaim, DDS; Kenneth Allen, DDS, MBA; David Hershkowitz, DDS; Mark Wolff, DDS, PhD | NYU College of Dentistry

SYMPOSIA 1

The Chair of the ADEA Board of Directors Symposium—Financing the Future of Dental Education
Presenters: Nader Nadershahi, DDS, MBA, EdD, University of the Pacific, Arthur A. Dugoni School of Dentistry; Cecile Feldman, DMD, MBA, Rutgers, The State University of New Jersey, School of Dental Medicine; Michael C. Alfano, DMD, PhD, New York University College of Dentistry
Congratulations

Richard Heyman & Amy Slep  Family Translational Research Group
Department of Cariology and Comprehensive Care


The Changing Landscape of Dental Licensure

Jim Kaim

Recently at the request of the current senior class president, I was asked to do a presentation to the class on dental licensure. Having been involved with the WREB exam and the NERB exam and my activity and interest regarding licensure in California and Florida, I was able with the help of some colleagues, to put together what was received by the students as an interesting and informative presentation. In deciding on a title and after much research I thought the most appropriate was: “The Changing Landscape of Dental Licensure.” In fact I had scheduled to repeat the same lecture one week apart and between the two presentations I actually had to update or revise the lecture.

Here are some of the points of interest:

1. Selected faculty may now approve Board lesions for NERB
2. NERB no longer called NERB
3. NERB pilots a new program at Buffalo for clinical licensure
4. Florida changes the rules on licensure

1. NERB has for the first time instituted a program where calibrated faculty selected by the school may pre-approve restorative lesions for the licensing examination. To address this Dr. Wolff and Dr. Hershkowitz have instituted a new program. Seven faculty who are all NERB examiners have been identified as the only ones who may approve these lesions. The exact process will include the requirement by the student to bring the radiographs, a study model, and two additional poured models to one of these faculty for preliminary approval. The faculty will check the radiograph for acceptability and the study model for occlusion and proximal contact. The student will then be required to utilize the two poured models to surgically produce the preparation design they plan to present at the examination. Once the same faculty who approved the preliminary work now approves the preparation the student will be able to lock in that lesion in aXlum.

2. NERB which was the Northeast Regional Board has officially changed their name to CDCA. (The Commission on Competency Dental Assessment). Since the results of the examination administered by CDCA are now accepted by over 40 states the name NORTHEAST no longer applies. The new name CDCA better reflects the purpose of this organization.

3. Last year NERB piloted a program at Buffalo for licensure for senior students. The manikin portion was administered the same way in the CIF format. CIF stands for Curriculum Integrated and allows a senior dental student at a participating school such as Buffalo and NYU to take the manikin portion of the exam in the fall of their senior year. However, for the Buffalo pilot the restorative or patient section which is usually administered just one time in the spring allowed for the
Dean at Buffalo to select seniors as they became qualified of competent. That meant that a first group of perhaps 15-20 students could select a date in agreement with NERB and be tested. The remaining members of the class as they became competent according to the faculty would be tested in groups of 15-20 at subsequent dates. This allowed the school to hold back weaker students until a later date in the academic year. From the feedback I was able to obtain the new program was well received.

4. Florida has announced another major change in licensure. The first change occurred about 3-4 years ago when Florida allowed NERB to become the testing agency for Florida and subsequently allowed a candidate to take the examination outside of Florida and still qualify for a Florida license. However, as the Dental Statutes were written it indicated that a dentist obtaining licensure by taking the examination outside of Florida would have to begin practicing in Florida within 365 days of passing the examination and had to practice full time in order to retain the license.

The second major change deals with the 365 day and full time practice requirement. It appears that this requirement only pertains to relocating dentist who has a had a previous license from another state. What that means is that any new graduate, such as our current D4 students who take the CDCA examination at NYU can apply and receive a Florida license and are exempt from the 365 day and full time practice requirement in order to retain the license. All they need to do to retain the license even while practicing in another state is:

A. apply for any other state license AFTER receiving the Florida license. (Note you do NOT need a Florida address)
B. Pay the required biannual renewal fee
C. Take the 30 hours of CE every two years. (by the way CE you take as required by any other states may also be used to fulfill Florida requirements. (Take 20 hours CE/year for New York State also fulfills 30 hour biannual Florida Requirement at the same time.

Editor’s Note: It is my opinion having been directly involved with the Florida Licensing process and the Florida Board of Dentistry for over 35 years, that this change is basically due to a reinterpretation and not truly the intent of the law as written. I believe that it is likely that the law may be rewritten at some future date to impose the restriction to all applicants who take the examination outside of Florida. Since this change can only occur with government legislation it will not happen very quickly if at all. Therefore it is my suggestion that all new graduates taken NERB-CDCA get the Florida license and hold on to it almost as an annuity.
The Magic Dentist

Jim Kaim

The Magic Dentist does exist! He is my classmate and colleague who teaches part-time in Dr. Brandolin’s module. No he doesn’t come to school riding on a magic carpet but he certainly can do some magical things. Dr. Martin Schwartz had a childhood passion for magic. Before Dental School, while attending college, he was sponsored by Crest to create and perform magic presentations in schools to promote dental health. After dental school, while a resident at Lutheran Hospital, he ran weekly magic shows to promote patient visits. He has been featured on Eyewitness News and Entertainment Tonight as the “Magic Dentist”.

Very recently I had the opportunity to visit Marty’s office just around the corner on 24th st and 3rd Ave. It is truly like walking into a magic museum. He has a vast collection of new and antique magic items some of which he created and in fact sells today. The legendary magician David Copperfield has used some of Marty’s tricks.

He found that dentistry and magic have a symbiotic relationship in the mechanics necessary to do both well. Marty was exposed to mechanical toys. While in France he visited shops that made “automatons”. Working with the renowned French artist, Camus, they designed a series of original automatons. They were each handcrafted taking over a year one of which is in his office that magically transposes a ball from cup to cup.

French Automaton

Part of Marty’s collection
Do you know anyone who could benefit from teaching with us?

Whether full time or part-time each of us is here at NYU for different reasons. Think about what we do and the imprint we make on the next generation of students. Think also of the benefits we gain with our teaching affiliation at NYU. I know personally that many of my patients have made very positive comments to me about my being on the faculty at NYUCD. I share with my patients my NYU affiliation. I wear my NYU clinic gown in the office. It always starts a conversation. I believe we often don’t realize what that benefit may be to us and of course to the patient.

Dentistry has changed dramatically in the last 30 years. If the average age of our faculty is 55 that means you graduated around 1985. Think about what we were teaching then? Gold foils, if you remember that you are a senior faculty. How about flasking a denture, porcelain jackets, casting a crown, electrosurg, cavity varnish under amalgams, amalgams, etc, etc? How about working without gloves and masks!! However, think where we are today and what we have added to the arsenal of our dental practice. Blood pressures, oral cancer check, BP checks, digital radiography, computers, smartphones, implants, etc.

So now the question is who is going to continue to teach the next generation of dentists? The ADA and ADEA (American Dental Education Association) has reported the graying of the faculty. With the significant increase in dentals schools and the subsequent number of additional dental students how are they going to be educated especially with the expanded pool of information and techniques they will be required to learn? The call should go out to all faculty of the college to do your job in recruiting new faculty. Share your teaching excitement with fellow colleagues. Recruit them to come to teach. Think about when you started. I once told the new faculty that I was interviewing. Coming to teach at NYU is a two way street. The first year you will learn and relearn more that you will teach. The second year we break even and by the third year you will become a “teaching faculty”. How often have you asked a colleague at school, “What do you think about this?” or “What would you do if you had a case like…”?

Your assignment is to find and select one colleague or associate who you believe could be excited about a teaching opportunity at NYU. Provide that persons with Dr. Hershkowitz’s e-mail address. Imagine if we there were two or three additional faculty working with you. It would benefit all concerned!!!
More Dental Humor

Dude... what are you doing?

Got a date tonight... and I need to make a good first impression!

My dentist says bacon and soda works just as good as toothpaste!

That's "baking soda".

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Many of us take advantage of the accessibility of having Schein in the sublevel. Thought they deserve some recognition!!!!!

The Schein Store at NYUCD is managed by Miguel Colmenares and his two associates Ms. Beatriz Gracianni and Ms. Yenny Woods. Miguel has been with Schein since 1988 where he first worked in human resources. In 1992 he was transferred to run the Schein store at NYU. Ms. Gracianni started working for Schein in 1995 and Ms. Woods in 2010. Did you know that Miguel, Yenny and Beatriz were recognized by the Student Council of the School for the last five consecutive years for their contributions to student life.

I asked Miguel, “what is the main challenge you face day to day working at the college?” His reply; “To equally represent the business interests of Schein, The College of Dentistry, the students, the vendors, and the different government agencies.”

Are you aware that the Schein store is not only for students? It serves students, faculty, and the administration of the college. The role of Schein is primarily to support the teaching program in acquiring the instruments and supplies for kit distribution, for our pre-clinic and clinical teaching programs. But in addition they are here to serve the faculty. Did you know that all teaching faculty receive significant discounts prices with free delivery to the school or your office.

Miguel along with his staff are an invaluable resource to students. Miguel and crew would be happy to see you!!!!!
Editors Comment:

First I want to acknowledge and thank Ms. Patricia Montalbano and Ms. Elaine Bajana for their continued help in putting this newsletter together. I am already working on the next issue. There are many exciting changes taking place both in our academic program and in the physical plant. I hope each of you have enjoyed the summer vacation and that you are refreshed and already working hard into our new academic year. As always I welcome your comments both positive and negative and any news worthy events you would like to see in the next issue.