Admissions

PREDOCCTORAL PROGRAM

ACADEMIC YEAR 2015-16
## Application Timeline

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADEA/AADSAS application opens</td>
<td>June 1</td>
</tr>
<tr>
<td>Ideal time to apply</td>
<td>Jun-Aug</td>
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<tr>
<td>Invitations for interviews begin (on a rolling basis)</td>
<td>August</td>
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<tr>
<td>Interviews begin every Friday</td>
<td>Sept. 1</td>
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<tr>
<td>First offers of admission are mailed</td>
<td>Dec. 1</td>
</tr>
<tr>
<td>First deposits come in</td>
<td>Jan.-Feb.</td>
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<tr>
<td>Waitlist is utilized to fill the class</td>
<td>Mar.-Apr.</td>
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<tr>
<td>Orientation! 1st year begins</td>
<td>August</td>
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</tbody>
</table>
In order to be considered for admission to CDM, students must have:

- A bachelor’s degree from a U.S. or Canadian college or university
- 6 credits, or the equivalent of one academic year of study, of coursework in English composition or literature
- 6 credits, or the equivalent of one academic year of study, in mathematics

A minimum of 8 credits, or the equivalent of one academic year of study, in the following subject areas (including lab):

- Physics
- Biology
- Inorganic or general chemistry
- Organic chemistry
- Biochemistry (equivalent of 1 semester only)

Three CONFIDENTIAL letters of recommendation from science professors or one composite letter from a pre-health committee. CDM strongly recommends that students have university-level credits in biology, mathematics, sociology, history, the fine or industrial arts, and one or more foreign languages. An application to CDM is available through the Associated American Dental Schools Application Service (AADSAS).

What is camaraderie? I cannot speak for everyone but in my humblest opinion, students here at Columbia University College of Dental Medicine can define that for you. Throughout my time here and my involvement in Admissions and Student Affairs, there have been remarkable, constructive changes in the predoctoral admissions process. It is from my experience and interpretation that emphasis has progressively shifted from grades to your personality all in the while maintaining highest academic integrity. There has been no other school that I have interviewed at that showed nearly the same level of companionship and rapport among one another and faculty. Classes have only been growing closer and stronger. As Dominic Toretto from Fast and Furious would say, “I don’t have friends, I got family.”

Lewis Chen ‘16
Like anything in life, what you put in and your attitude towards it will affect what you get out of it. My first year at CDM was just that. With a positive attitude and headstrong personality, I learned the skills necessary to become a Doctor of Dental Surgery as well as making amazing friends among not just my class or the dental school but within all of CUMC. The course load is rigorous but fair. You will push yourself and learn what you never thought you were capable of. That’s not to say you won’t have time to enjoy New York City because you will and you will grow to love it! Try not to eat Chipotle everyday.

Jin Chang ’18

D4 is when we really get to sink our teeth into dentistry. After all of the didactics and a year of clinic under our belts, fourth year is all about patient care. We get to work on some very complex cases, working synergistically with our faculty and specialty departments to provide the best results for our patients. In addition to completing our clinic requirements for graduation, we also participate in small group seminars to discuss cases and treatment plans, prepare for licensure exams, study for part two of boards, and interview for postdoctoral programs or associate positions. Needless to say, it can get pretty busy! But when it comes down to it, after four years of making memories, it is also the last year we get to spend with our awesome classmates and professors, so soak it in. Before you know it, you’ll be walking down the stage at graduation and officially a Doctor of Dental Surgery!

Mark Hermano ‘15
Second years are able to have more time to get more involved on campus than all the other dental students. You become very close to your classmates who sit next to you because we are in pre-clinic with them four days a week from 8-5pm constantly drilling and filling. You feel more comfortable with yourself on campus and with others around you. Second years become mentors to the first year class by handing down resources and advising them about school. You aren’t as invested and nervous with your schoolwork anymore and you also want to socialize more with your classmates and faculty outside the classroom. There is a real sense of community here at Columbia Dental and as second years you realize how much of a family we all are to each other. 

Lynda Asadourian ‘17

Third year is an exciting time when the biomedical background obtained during our first two years at CDM becomes integrated into the clinical practice of dentistry. We enter the clinic in July and immediately begin providing comprehensive care for our very own patients. I’ve gained invaluable experience learning how to manage my patients in every aspect of their treatment. Over the year, I’ve learned so much from our terrific faculty, who provide hands-on instruction and insights from their own experiences in practice. In addition to seeing our own patients, we also rotate through Columbia’s Emergency, Triage/Radiology, and Oral Surgery Clinics. I enjoyed the unique opportunity to rotate at different oral surgery and general practice residency programs throughout the New York City area. Outside of the clinic, our classroom didactics also continue during the year. Each morning, I attended lectures in advanced dental courses ranging from implantology to esthetics. Third year has been a very dynamic year and it has really made my classmates and I excited about our future in dentistry!

Jessica Quick ‘16
WHAT DO WE LOOK FOR IN FUTURE CDM STUDENTS?

- Rigor of undergraduate curriculum and institution
- Higher level sciences—to better adjust to our biomedical curriculum
- Consistently strong GPAs
- DAT scores in line with those of our currently enrolled students
- Leadership and community service
- Impressive admissions interview

Though we review all applications thoroughly while paying close attention to the above criteria, we pride ourselves in selecting students with a combination of cognitive and non-cognitive strengths that we believe make them successful dental students at CDM:

- Students who are going to make the most out of the opportunities that CDM has to offer
- Students who will contribute to the school and the community through outreach and volunteering
- Students who will add to the collaborative nature of our student body
- Students who will leave a positive and lasting mark on CDM with their innovative and creative contributions
- Students who are role models and mentors to the next generation of dental students
The Office of Diversity Affairs at CDM provides an amazing support system for students of color. In general, CDM offers an amazing familial environment and ODA is often at the center of it for many students. Administrators consistently reach out to students to ensure academic success and emotional wellbeing. I have truly appreciated the guidance and support ODA has given me, first as a pre-dental student applying to dental school and every year following as a pre-doctoral student.

Chelsea Townes ‘16

Here at CDM, we have the opportunity to interact with people from different backgrounds. This is a great asset! Columbia is a family and we take care of each other. Because I don't have family in the city, clubs like SNDA and ZIPS have helped with my transition and served as my support systems. Our small class size facilitates our developing relationships and everyone ends up helping each other out. When I made my decision to come to Columbia, I did so because I knew I would be challenged, yet supported, both academically and personally.

Elizabeth Fadoju ‘17
I chose Columbia in large part because of its commitment to dental research. There are so many opportunities for students to become a part of a project, whether it be in public health, the basic sciences, engineering, education, or any of the other departments in the University. At CDM, I pursued a project in the Division of Orthodontics and participated in both the summer research fellowship and the research assistantship, which provide funding to students. I also serve as the president of the William Jarvie Research Society, a student group that promotes research among our students. It has been really exciting to work alongside fantastic, supportive faculty, present at national conferences, and help guide my classmates to find projects that excite them.

Alina O’Brien ‘17

You’ll hear it a lot but at CDM we really are like a huge family. There’s always someone there to help if you’re in need of it, especially when it comes to academics. First year students receive exam reviews and notes through the Student Success Network (SSN), as well as separate reviews from the ASDA Mentorship committee. First year would have been a lot different if it weren’t for the very generous help of upper-class medical and dental students. On top of exam reviews and review sheets, we are very fortunate to be placed with a mentor as part of the “Big/Little sibling program,” in which a second year student is placed with a first year to help answer questions, alleviate any worries about first year classes, be a mentor and above all a friend.

Thomas Ulicny ‘18
I have been involved in student government since high school, so joining SGA at CDM seemed like a natural progression. Participating in SGA not only allows me to help plan school-wide events, like Spring Formal, but also allows me to play an integral part in academic policies. I am so impressed with my fellow students and SGA members for their innovative suggestions and determination for their ideas to come to fruition. Since starting at CDM, we have spearheaded the pre-clinical curriculum changes for the first years and are now working on improving our clinical education. Working with the faculty, administration and students, inspires me to constantly want to better this school.

Veronica Yu ’17

When I was applying to dental school I thought a lot about how I would finance tuition and living expenses. I saw advertisements for Army, Navy, Air Force and National Health Services scholarships and decided to apply for the Navy Health Services Collegiate Program, one of two types of dental school scholarships offered by the Navy. Having been awarded a 4-year scholarship has allowed me to pursue my dental education without taking on the full student loan burden many future dentists are faced with. I know that I will have a job for four years coming out of school that will allow me to travel to new places and hone my skills as a dentist, while having the opportunity to apply for specialties within the Navy should I chose to. I look forward to putting on the uniform and providing dental care to Sailors and Marines and their families around the world.

Craig Cedermark ’16
This past year I had the privilege to participate in a Global Externship in the Dominican Republic to treat underserved children. It was truly one of the most rewarding experiences in my life. We were there for only a week, but I wish we could have stayed longer not just because of the need, but because the children were such a pleasure to work with. It reminded me why I chose dentistry in the first place. While it was challenging at first, I was able to build my confidence, adapt to non-ideal conditions, and learn to work quickly. The faculty and other dentists that joined us were invaluable and taught us many new techniques that I use in the clinic now. As a group, we created a very strong bond and shared lots of laughs. Because of this trip, I plan to make global externships an important part of my career.

Brianne Donohue ‘16
There are a lot of ways to get involved here at CDM. The clubs on campus range from student government to specialty and cultural clubs. If we don’t have the organization you’re looking for, you can create it! The various clubs that CDM has to offer has made a profound impact on my experience here at Columbia. They allowed me to get to know the upperclassmen, the faculty, and the administration, which in turn lead to more chances for me to grow as an individual, as well as a professional. I have never had a problem getting involved in something that I was interested in. The opportunities here are truly endless!

Katie Cass ’18
The DDS-MPH Scholars program has positively transformed my educational experience at Columbia. Not only has the opportunity expanded my worldview and career goals to improving oral health at the population level, but also the five-year program has allowed me to gain an additional year of clinical training from some of the most excellent professors in the nation. I feel so privileged to learn from and work with leading experts in the public health and dental public health spheres, who have each helped me to view population health from a comprehensive, holistic, and multifaceted lens. I have been able to embrace a large variety of unique learning opportunities, which include exploring various avenues of research, engaging in health policy legislation processes, enhancing dental education curriculum and coursework, and organizing and participating in an array of community outreach activities. With such exceptional mentors and learning opportunities, I am now more excited and inspired than ever to use this knowledge to pursue a lifelong career in dental public health, and I am so very grateful to Columbia and the Section of Population Oral Health for creating this lifetime learning experience.

Brekke Hudelson ‘17

The DDS/MA degree in collaboration with the Teacher College is a unique experience for interested students who are looking to go into academia. Students apply to the program in their second year and start during the summer between their second and third year. I believe this is very specific to Columbia as very few dental schools have affiliations with education schools. The opportunity to take classes at a top teaching institution was a no brainer for me. We were allowed to pick from a wide range of classes around our own clinic schedules. The program also pairs us up with a dental educator mentor as they work with us on a thesis project that is completely of our choosing. Whether it was theory and practice or technology innovation the dual program was designed to allow you to explore the different avenues of teaching you are interested in. To top everything off, the dual degree does not delay my dental degree.

Victor Lee ‘17
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<tbody>
<tr>
<td>Total National Applicant pool (completed)</td>
<td>11,253</td>
<td>11,200</td>
<td>11,719</td>
<td>11,780</td>
<td>11,282</td>
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<tr>
<td>Total Applicants to CDM</td>
<td>2,032</td>
<td>2,056</td>
<td>2,266</td>
<td>2,453</td>
<td>2,259</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>80</td>
<td>80</td>
<td>80</td>
<td>80</td>
<td>81</td>
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<tr>
<td>Selectivity</td>
<td>9.20%</td>
<td>7.54%</td>
<td>7.50%</td>
<td>6.69%</td>
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<tr>
<td>Yield</td>
<td>41%</td>
<td>49%</td>
<td>47%</td>
<td>49%</td>
<td>51%</td>
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Average Pre-dental scores

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<tr>
<th>DATs</th>
<th>23</th>
<th>23</th>
<th>22.4</th>
<th>23</th>
<th>22.59</th>
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<tbody>
<tr>
<td>SCI DAT</td>
<td>23</td>
<td>23</td>
<td>22</td>
<td>23</td>
<td>22.81</td>
</tr>
<tr>
<td>GPA</td>
<td>3.7</td>
<td>3.63</td>
<td>3.5</td>
<td>3.6</td>
<td>3.52</td>
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<tr>
<td>SCI GPA</td>
<td>3.64</td>
<td>3.62</td>
<td>3.5</td>
<td>3.6</td>
<td>3.5</td>
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<tr>
<td>Males</td>
<td>42</td>
<td>43</td>
<td>38</td>
<td>43</td>
<td>39</td>
</tr>
<tr>
<td>Females</td>
<td>38</td>
<td>37</td>
<td>42</td>
<td>37</td>
<td>42</td>
</tr>
<tr>
<td>Average Age</td>
<td>23</td>
<td>24</td>
<td>23</td>
<td>23</td>
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National representation of CDM Class

<table>
<thead>
<tr>
<th># of states</th>
<th>17</th>
<th>16</th>
<th>16</th>
<th>15</th>
<th>18</th>
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<tbody>
<tr>
<td># of colleges</td>
<td>58</td>
<td>58</td>
<td>53</td>
<td>53</td>
<td>52</td>
</tr>
<tr>
<td>international</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Percentage of underrepresented minorities in the class 21.25% 20.00% 20.00% 17.50% 19.75%

| CLASS | GPR | AEGD | OMFS | PED. DENT. | PERIO | ENDO | PROS | ORTHO | UNIF. SVC. | PRIV. PRACT. | FELLOWSHIPS | DUAL DEGREE | NONE/ NO INFO | % in Postdoc |
|-------|-----|------|------|------------|-------|------|------|-------|------------|--------------|--------------|--------------|--------------|--------------|--------------|
| 2005  | 27  | 10   | 8    | 6          | 1     | 2    | 4    | 8     | 2          | 1            | 0            | 0            | 0            | 0            | 87%          |
| 2006  | 28  | 17   | 14   | 5          | 1     | 3    | 4    | 8     | 5          | 2            | 0            | 0            | 0            | 0            | 96%          |
| 2007  | 27  | 8    | 9    | 7          | 1     | 3    | 3    | 6     | 7          | 2            | 0            | 0            | 0            | 1            | 88%          |
| 2008  | 23  | 7    | 10   | 7          | 2     | 3    | 4    | 5     | 3          | 3            | 0            | 0            | 0            | 3            | 84%          |
| 2009  | 18  | 12   | 12   | 3          | 1     | 1    | 1    | 2     | 3          | 1            | 1            | 1            | 1            | 1            | 91%          |
| 2010  | 21  | 9    | 9    | 14         | 2     | 0    | 2    | 10    | 4          | 1            | 1            | 2            | 0            | 0            | 89%          |
| 2011  | 32  | 4    | 5    | 11         | 4     | 0    | 1    | 13    | 0          | 6            | 0            | 1            | 2            | 0            | 95%          |
| 2012  | 24  | 6    | 8    | 12         | 2     | 0    | 3    | 10    | 2          | 7            | 0            | 0            | 0            | 0            | 84%          |
| 2013  | 29  | 5    | 8    | 5          | 3     | 3    | 1    | 7     | 7          | 9            | 0            | 1            | 0            | 0            | 77%          |
| 2014  | 35  | 5    | 11   | 7          | 3     | 4    | 2    | 7     | 1          | 5            | 1            | 6            | 0            | 0            | 91%          |
| 2015  | 28  | 5    | 15   | 9          | 2     | 2    | 1    | 6     | 5          | 8            | 0            | 1            | 0            | 0            | 87%          |
## THE FOUR-YEAR CURRICULUM AT THE COLLEGE OF DENTAL MEDICINE

### BIOMEDICAL CURRICULUM
- MM: Molecular Mechanisms
- CS1: Pre-Clinic Core Skills/Dental Anatomy
- CS2: Pre-Clinic Core Skills/Dental Anatomy
- CGA: Clinical Gross Anatomy
- BHD 1: Body of Health and Disease
- BHD 2: Body of Health and Disease
- DC & CLIN SCI: Clinical Sciences

### CLINICAL CURRICULUM
- CS3: Pre-Clinic Core Skills/Dental Anatomy
- OH: Oral Histology
- DC: Dental Correlations
- CLIN SCI: Clinical Sciences
- E & R: Externships and Rotations
- GHE: Global Health Externships (*1 one-week opportunity)

### CURRICULUM KEY
- MM: Molecular Mechanisms
- CGA: Clinical Gross Anatomy
- CS: Pre-Clinic Core Skills/Dental Anatomy
- BHD: Body of Health and Disease
- OH: Oral Histology
- DC: Dental Correlations
- CLIN SCI: Clinical Sciences
- E&R: Externships and Rotations
- GHE: Global Health Externships (*1 one-week opportunity)

### NOTES
- **Clinical Comprehensive Care (CCC)**
  - 2 Months of Vacation during CCC– 1 month each summer; timing dependent on schedule.
- **Clinical Sciences (CLIN SCI)**
  - The first 4 semesters of coursework consist of clinical clerkships, behavioral science and introductory dental classes.
  - The remaining semesters of consists of advanced dental courses, including oral pathology, oral radiology, local anesthesia & pain control, esthetics, dental materials, diagnosis & treatment planning, practice management and senior interdisciplinary series.
  - Primary medicine grand rounds provide opportunities to integrate previously learned biomedical information into the dental care of the student’s patients.
- **Board Prep**
  - Given a month vacation after first 3 semesters to prepare for the NBDE Part 1; the deadline is third week in January
  - NBDE Part 2 deadline is January 1st
  - NERB October - Typodont
  - February - Clinical
- **Externships**
  - 2 two-week Oral Surgery Rotations and 2 two-week General Practice Rotations performed during your 3rd year (class is divided into 3 sections).
WEBSITES OF INTEREST

CDM Twitter
@ColumbiaCDM

CDM Facebook
ColumbiaCDM

Columbia University Library System
library.columbia.edu/content/libraryweb/index

Student Financial Planning
cumc.columbia.edu/student/finaid/index.html

Housing Office
cumc.columbia.edu/facilities-management/housing/housing
College of Dental Medicine
dental.columbia.edu

Office of Admissions and Student Affairs
630 West 168 Street
P&S 3-450
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cdm-admissions@columbia.edu