

The seal of Lincoln Memorial University - College of Dental Medicine is a circular emblem. The outer ring contains the text "COLLEGE OF DENTAL MEDICINE" at the top and "LINCOLN MEMORIAL UNIVERSITY" at the bottom, separated by two stars on each side. The inner circle features a profile of Abraham Lincoln on the left and a caduceus (a staff with two snakes and wings) on the right. The years "1897" and "2022" are also present on the left and right sides of the inner circle, respectively.

Lincoln Memorial University – College of Dental Medicine

CATALOG 2025-2026

Updated June 2025

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LMU College of Dental Medicine

Volume IV

1705 Saint Mary's Street,

Knoxville, TN 37917

Contact: 865-370-2148

This edition of the Lincoln Memorial University (LMU) College of Dental Medicine (CDM) Academic Catalog takes effect on July 1, 2025. For detailed information about the University's graduate or undergraduate degree programs, please refer to the respective catalog.

This catalog is a supplement to the Lincoln Memorial University General Graduate Catalog, which students should consult for information on matters not covered in this document.

The policies, programs, curricula, and fees outlined in this catalog are subject to change at any time at the discretion of LMU. Due to the possibility of changes or undetected errors, important details and interpretations should be verified with the appropriate University official.

General Information

University Equal Opportunity, Affirmative Action, and Nondiscrimination Policy

University Equal Opportunity, Affirmative Action, and Nondiscrimination Policy

Lincoln Memorial University is an Equal Opportunity educational institution. In support of its Mission Statement, LMU is committed to equal opportunity in recruitment, admission, and retention for all students and equal opportunity in recruitment, hiring, training, promotion, and retention for all employees. In furtherance of this commitment, Lincoln Memorial University prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, military status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. Lincoln Memorial University prohibits retaliation against any individual for 1) filing, or encouraging someone to file, a complaint of discrimination; 2) participating in an investigation of discrimination; or 3) opposing discrimination. "Retaliation" includes any adverse action or act of revenge against an individual for filing or encouraging someone to file a complaint of discrimination, participating in an investigation of discrimination, or

opposing discrimination. The Office of Institutional Compliance investigates allegations of prohibited discrimination, harassment, and retaliation involving members of the LMU community.

This policy is widely disseminated in University publications, including the employee handbook and all LMU student catalogs and handbooks. All members of the University community bear responsibility for compliance with this policy. Compliance is monitored and reported annually through the offices of the Office of Institutional Compliance, the Department of Human Resources, and LMU Campus Police and Security.

This policy is in compliance with federal and state law, including the provisions of Title VII of the Civil Rights Act of 1964, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act of 2008, Executive Order 11246, the Vietnam Era Veterans Readjustment Act of 1974 as amended by the Jobs for Veterans Act, the Uniformed Services Employment and Reemployment Rights Act, as amended, the Genetic Information Nondiscrimination Act of 2008, and the Tennessee Human Rights Act.

Use the link below to access the policy website:

<https://www.lmunet.edu/office-of-institutional-compliance/equal-opportunity-affirmative-action-and-nondiscrimination-policy>

Accreditation

Institutional Accreditation

Lincoln Memorial University is accredited by the [Southern Association of Colleges and Schools Commission on Colleges \(SACSCOC\)](#) to award associate, baccalaureate, masters, educational specialist, and doctorate degrees. Lincoln Memorial University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Lincoln Memorial University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Professional College Accreditation

LMU-CDM is accredited by the Commission on Dental Accreditation (CODA) and has been granted the accreditation status of Initial Accreditation (2022). The Commission is a specialized accrediting body recognized

by the United States Department of Education. The Commission on Dental Accreditation can be contacted at 312-440-4653 or at 401 N. Michigan Avenue, Suite 3300, Chicago, IL 60611. The Commission's web address is: <https://coda.ada.org.ed>.

The program in dental hygiene is accredited by CODA and has been granted the accreditation status of "approval without reporting requirements". The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611. The Commission's web address is: <https://coda.ada.org/>.

CODA Third Party Comment Process

The United States Department of Education (USDE) procedures require accrediting agencies including the dental accrediting body, Commission on Dental Accreditation (CODA), to provide an opportunity for third-party comment, either in writing or at a public hearing with respect to programs scheduled for review. All comments must relate to accreditation standards for the discipline and required accreditation policies. To comply with the Department's requirement regarding the use of third-party comment on the program's qualifications for accreditation or initial accreditation, the following procedures have been developed.

Students wishing to file a complaint related to the accreditation standards and procedures must submit a written signed complaint to the Commission on Dental Accreditation (CODA) using this link <https://coda.ada.org/policies-and-guidelines/file-a-complaint>. The complaint should outline specific policy, procedure or standard in question and provide rationale and documentation to support the claim of non-compliance.

· CODA Contact Information

Commission on Dental Accreditation

401 N. Michigan Ave., Suite 3300

Chicago, IL 60611 <https://coda.ada.org>

1-312-440-4653

LMU Governance

Board of Trustees

Lincoln Memorial University is a private, non-profit institution controlled by a self-perpetuating Board of Trustees. Board members are elected on the basis of

commitment to the programs and purposes of Lincoln Memorial University. Board members receive no remuneration but work on behalf of the University. The Board establishes the broad guidelines of philosophy and institutional purpose and names the President to carry out their guidelines.

Autry O.V. (Pete) DeBusk, Chairman Brian C. DeBusk, First Vice-Chairman Gary J. Burchett, Second Vice-Chairman James A. Jordan, Third Vice-Chairman Sam A. Mars, III, Secretary	
Roger A. Ball	Tazewell, TN
Arthur (Art) D. Brill*	Martinsville, IN
Gary J. Burchett	Harrogate, TN
Jerome (Jerry) E. Burnette	Knoxville, TN
Autry O.V. (Pete) DeBusk	Knoxville, TN
Brian C. DeBusk	Knoxville, TN
Nicole L. DeBusk	Knoxville, TN
Frederick S. Fields	San Francisco, CA
Robert W. Finley, Sr.	Lockport, IL
Richard A. Gillespie	Knoxville, TN
Charles W. Holland	Knoxville, TN
James A. Jordan	Lauderdale by the Sea, FL
Terry L. Lee	Harrogate, TN
Sam A. Mars, III	Harrogate, TN
Timothy B. Matthews	Knoxville, TN
Alan C. Neely	New Tazewell, TN
Dorothy G. Neely	Tazewell, TN
(Joseph) Mark Padgett	Sarasota, FL
Noah Patton**	Tazewell, TN
Todd E. Pillion	Abingdon, VA
Kenneth O. Rankin	Dublin, OH
Carroll E. Rose	Tazewell, TN
James Jay Shoffner	Middlesboro, KY
Joseph F. Smiddy	Church Hill, TN
E. Steven (Steve) Ward	Knoxville, TN
Michele Wilson-Jones	Stearns, KY
Jerry W. Zillion	Germantown, MD
*Trustee Emeritus	
**Alumni Representative	

Officers of the University:

Jason McConnell, PhD	President, Lincoln Memorial University
President's Cabinet	

Stacy Anderson, Ph.D., DVM, MS	Executive Dean, Lincoln Memorial University-Richard A. Gillespie College of Veterinary Medicine (LMU-CVM)
Kimberly Carney, DVM, MPH	Dean, College of Veterinary Medicine, Orange Park
Jody Goins, Ed.D.	Executive Vice President for Administration
Christopher J. Loyke, D.O., FACOFP	Dean and Chief Academic Officer, Lincoln Memorial University-DeBusk College of Osteopathic Medicine (LMU-DCOM)
Matthew Lyon, J.D., MPA	Vice President and Dean, Lincoln Memorial University Duncan School of Law (LMU Law)
Debra Moyers, DBA.	Executive Vice President for Finance
Jay Stubblefield, Ph.D.	Executive Vice President for Academic Affairs
Frank Woodward, DPA	Vice President, University Advancement
David Laws	Vice President of Facilities Planning, Management, & Safety Services
Qi Wang, DDS	Dean, College of Dental Medicine
Academic Administrators	
Chessica Cave, Ed.D	Interim Dean, Carter and Moyers School of Education
Tammy Dean, DNP	Dean, Caylor School of Nursing
Kelsey Metz, PhD	Dean, School of Business
Paula Miksa, DMS	Dean, School of Medical Sciences
Ryan Overton, PhD, PE	Dean, School of Engineering
Adam Rollins, PhD	Dean, College of Mathematics, Sciences, and Health Professions
Martin Sellers, PhD	Dean, Paul V. Hamilton School of Arts, Humanities, and Social Sciences

LMU CDM Administration

Qi Wang, DDS	Dean
Susan J Baker, DMD Clinical Affairs	Assistant Dean for
Melanie Peterson, DMD, MBA Clinical Affairs	Associate Dean for
John Eisner, DDS, PhD Academic Affairs	Associate Dean for
Michelle Walker, MPH, RDH Faculty and Students	Associate Dean of

Ammaar Abidi, DDS, PhD Associate Dean of
Research & CRET Director

Karima Ait-Aissa, PhD Director of Research

Cynthia Metzger, MSAH, RDH Dental Hygiene
Program Director

Michelle Miles, MS, RDH Assistant Dental
Hygiene Program Director

John Williams, DMD, MBA Part-Time Director for
Strategic Initiatives and Accreditation

LMU CDM Faculty

Name	Degree	Title
Abidi, Ammaar	DDS, PhD	Associate Dean of Research & CRET Director
Abutineh, Hala	BDS	Adjunct Clinical Assistant Professor of Dental Medicine
Ait-Aissa, Karima	MS, PhD	Director for Research, Assistant Professor Biomedical Sciences
Alipour, Mahdieh	DDS, PhD	Assistant Professor of Dental Medicine
Baker, Susan	DMD, D-ABFO	Assistant Dean for Clinical Affairs and Clinical Assistant Professor of Periodontics
Bush Sharla	BS, RDH	Dental Hygiene Assistant Professor
Butler Sharla	BSDH, RDH	Dental Hygiene Assistant Professor
Brown, Amanda	DDS	Part-Time Clinical Assistant Professor of Dental Medicine
Caldwell, Mark	DDS	Part-Time Clinical Assistant Professor of Dental Medicine
Campbell, David	DDS	Director of Technology & Clinical Assistant Professor of Dental Medicine
Chadwell Mandy	BSDH, RDH	Dental Hygiene Assistant Professor
Cho, Sopranis (Minnie)	DMD, MS	Assistant Clinical Professor of Prosthodontics
Clark, David	BS, DDS, MS, ICAF	Clinical Assistant Professor of Endodontics
Cottam, Wayne	DMD, MS	Assistant Professor of Dental Medicine
Dahl Angela	BSDH, MBA, RDH	Dental Hygiene Assistant Professor
David, Thomas	DDS, D-ABFO	Adjunct Assistant Professor of Forensic Dentistry
Davis, Gerald	DDS	Part-Time Clinical Assistant Professor of Dental Medicine
Diaz, Vivian	BDS	Clinical Assistant Professor of Oral Maxillofacial Radiology
Druey, Debbie	MBA	Practice Manager

Eisner, John	DDS, PhD	Associate Dean for Academic Affairs
Erpenbach, James	DDS	Part-Time Clinical Assistant Professor of Dental Medicine
Gaudry, Derek	DDS	Part-Time Clinical Assistant Professor of Endodontics
Gupta, Ankur	BDS	Assistant Professor & General Dentist
Hurt, Lyndon	DDS	Part-Time Clinical Assistant Professor of Dental Medicine
Johnson, Candice	DDS	Assistant Professor of Dental Medicine
Johnson, Mark	DDS	Pre-Clinical Assistant Professor of Dental Medicine
Kassan, Modar	PhD	Chair of Biomedical Science Department and Biomedical Science Associate Professor
Kerani, Sonia	DDS	Part-Time Clinical Assistant Professor of Dental Medicine
Dr. Kathy Lefevers	DDS	Supervising Dentist in clinics
Lewis, James	DMD, D-ABFO	Director of Forensic Odontology & Associate Professor of Dental Medicine
Loomis, Peter	DDS, D-ABFO	Part-Time Assistant Professor of Forensic Dentistry
Maness, Holland	DMD, D-ABFO	Part-Time Associate Professor of Forensic Dentistry
Mardini, Shaza	DDS, MS	Department Chair of Oral & Maxillofacial Radiology & Assistant Professor of Dental Medicine
Metzger, Cynthia	MSAH, RDH	Dental Hygiene Program Director
Miles Michelle	MS, RDH	Assistant Dental Hygiene Program Director
Munkhsaikhan, Undral	MS, MD	Assistant Professor Department of Biomedical Science, CDM
Parfomak, Katherine	DDS	Part-Time Clinical Assistant Professor of Dental Medicine
Parfomak, Mirosława	DDS	Part-Time Clinical Assistant Professor of Dental Medicine
Patel, Tulsidas (TR)	BDS	Part-Time General Dentist
Peterson, Melanie	DMD, MBA	Dean of Clinical Affairs
Pryse, John	DDS	Part-Time Clinical Assistant Professor of Orthodontics
Rogers, Michael	DDS	Clinical Assistant Professor of Dental Medicine
Russell, Charles	DDS	Part-Time Clinical Assistant Professor of Dental Medicine
Sahyoun, Amal	PhD	Assistant Professor Department of Biomedical Science
Shasteen, Alivia	DMD	Clinical Assistant Professor of Oral Maxillofacial Pathology
Shipley, Carol	DDS, MPH	Clinical Assistant Professor of Dental Medicine
Soimaru, Ioana	DMD	Clinical Assistant Professor of Dental Medicine

Soldano, John	DDS	Part-Time Clinical Assistant Professor of Dental Medicine
Steedley, George (Josh)	DMD	Pre-Clinical Assistant Professor of Dental Medicine & Director of Admissions
Swearingen, Kyla	DDS, MDS	Adjunct Clinical Assistant Professor of Orthodontics
Walker, Michelle	MPH, RDH	Associate Dean for Faculty and Students
Wang, Qi	DDS	Dean & Chief Academic Officer, College of Dental Medicine
Whisenant, Wesley	DDS	Clinical Assistant Professor of Dental Medicine
Willaims, John	DMD, MBA	Part-Time Director for Strategic Initiatives & Accreditation
Yin, Addi	BDS	Clinical Assistant Professor of Dental Medicine
Zahrn, Gadeer (Gigi)	BDS	General Dentist & Assistant Professor

LMU CDM Academic Calendar 2025-2026

Fall Semester 2025 (18 Weeks)	
Classes Begin	August 18, 2025
Labor Day (Holiday)	September 1, 2025
Fall Break	November 24 - November 25, 2025
Thanksgiving Break (Holiday)	November 26 - November 28, 2025
End of Semester	December 19, 2025
Spring Semester 2026 (19 Weeks)	
Classes Begin	January 5, 2026
Martin Luther King Day (Holiday)	January 19, 2026
Spring Break	March 23 – March 27, 2026
Good Friday (Holiday)	Friday April 3, 2026
End of Semester	May 15, 2026
Graduation	May 16, 2026
Summer Semester 2026 (11 Weeks)	
Student's Break/ Faculty Development	May 18 – May 22, 2026
Memorial Day (Holiday)	May 25, 2026
Classes Begin	May 26, 2026
4 th of July (Holiday)	July 4, 2026
Classes End	August 7, 2026
Fall Semester 2026 (18 Weeks)	
Classes Begin	August 17, 2026
Labor Day (Holiday)	September 9, 2026
Fall Break	October 12 – October 13, 2026
Thanksgiving Break (Holiday)	November 25 – November 27, 2026
End of Semester	December 18, 2026
Christmas & New Year's Break (Holiday)	December 23, 2026 – January 1, 2027

Financial Services

The LMU Student Financial Services Office provides and communicates information on financial aid and student accounts. In addition to student billing and collections, this office helps students apply for and receive student loans, grants, scholarships, and other types of financial aid. More information can be found at: <https://www.lmunet.edu/student-financial-services/financial-aid/> including the Knoxville and Harrogate Cost of Attendance.

Repeating Semester

In some instances, as approved by the Student Progress Committee (SPC) and Dean, DMD students may have to repeat one or more semesters of coursework. For each semester that must be repeated, students will be charged \$10,000/semester. When a student fails to complete their fourth year graduation requirements and is allowed to extend their time at the LMU-CDM, repeat part of a semester, or require one or more semesters to graduate, as required by the CSPC and Dean, they will be charged as follows: less than four weeks to complete required competencies or required patient care – no charge; more than four, and up to eight weeks - \$5,000; more than eight weeks and up to 18 weeks will be considered a full semester - \$10,000; and any portion of a succeeding semester - \$10,000. All LMU rules and regulations will continue to apply to students extending their time or repeating semesters and financial aid will continue to be available.

Reimbursement of Funds

According to institutional policy, the LMU Finance Office will calculate a refund of tuition for any student who withdraws within the established refund period. Refunds will be based on the following schedule: If the student withdraws during the first week of the semester, 100% of tuition dollars will be refunded; during the second week 75% will be refunded; during the third week 50% will be refunded; and during the fourth week 25% will be refunded. Students who withdraw after four weeks will not receive any refund.

The Return of Title IV Funds (Federal)

The Higher Education Amendments of 1998 regulate how colleges and universities handle Title IV funds when a recipient withdraws from school. This policy is separate from the university's refund of institutional charges. The return of Title IV funds includes Pell Grants, Federal Supplemental Educational Opportunity Grants, PLUS/GRAD PLUS Loans, Perkins Loans, and Federal Direct Loans. The policy states that up to the 60% point in each semester a pro-rata schedule will be used to determine how much Title IV aid the student has earned. For example, if the student has attended 31% of the enrollment period, the student has earned 31% of his/her Title IV aid and 69% of the aid must be returned to the federal government. After the 60% point in the semester, the student has earned 100% of the aid for which the student was eligible. Additional information on the return of Title IV funds may be obtained from the Office of Student Financial Services.

The official date of a student's withdrawal is the date that the Office of Admissions receives the student's written notification of withdrawal or request for a leave of absence. The percentage of time completed in the enrollment period is determined by dividing the number of days completed by the number of days in the enrollment period. If 60% of the semester has been completed, there is no return of Title IV funds. The final determination on the 60% point of the semester is determined by the US Department of Education, Federal Student Aid Division.

Financial Commitment Policy

For value received, the student will be responsible to pay to the order of Lincoln Memorial University, Harrogate, TN the total of all costs incurred for their education while attending LMU, for all times of attendance. Interest (1.5%) will accrue at the end of each month on all outstanding balances, except for balances due from approved third parties. The student will also be responsible for paying attorney fees (if applicable) and all other costs of collection in the event the account is placed in the hands of an attorney or an outside collection agency. Graduating students must pay any outstanding account balance three weeks prior to graduation if paying by personal check. If paying by cashier's check, cash, money order or VISA/ MASTERCARD/ DISCOVER/ AMERICAN EXPRESS, payment can be made up to the date of graduation rehearsal. Accounts must be paid in full before a student may participate in the graduation ceremony or receive a diploma.

Outstanding Balance/Collection

If a student account is referred to a third-party collection agency or collection by suit, the student will be charged reasonable collection costs and/or court costs. If this account becomes delinquent, the student agrees to pay to LMU any principal amount as well as collection costs in the amount of 33.3% of the principal balance, including court costs, attorney's fees, interest, and service charges.

Academic Policies

Official Academic Records

The LMU Office of the Registrar houses official academic records. Permanent academic records may contain the following:

- Name
- Social Security number or numeric identifier
- Chronological summary of LMU coursework and grades
- Transfer credits, special credits (SC), and credits by examination (CE)
- Degree earned
- Date(s) degree requirements completed, and degree conferred

Students receive their grades electronically through Web Advisor. Any student wishing to receive a printed copy of his/her grades must submit a written request to the LMU Registrar's Office. Any challenge regarding the accuracy of a student's academic record must be submitted in writing by that student to the Registrar within one year of the term in question.

The student may obtain or have forwarded to designated parties' copies of his/her academic transcript by submitting a request using the following link:

<https://www.lmunet.edu/registrar/transcript-requests.php>.

The student may choose to request an electronic transcript or printed transcript. The cost of an electronic transcript is \$6.75; the cost of a printed transcript is \$10.00. The University cannot transmit any transcripts electronically (FAX). The student's account with the Finance Office must be paid in full, and Perkins student loans must be in a current non-defaulted status prior to the release of any official grades or academic transcripts.

Student Records

Student grades are recorded, stored, and secured with the Lincoln Memorial University Registrar. All other student records will be maintained in the Office of Admissions and

Student Services. The privacy of student records is noted under the Family Education Rights and Privacy Act (FERPA), 1974, as amended. Requests from students to have their records released must be made in writing. Verification of enrollment will only be made for educational reasons. For instance, verifications will not be made to employers, landlords, or family members. In these cases, the students should use letters of acceptance, transcripts, or receipts of payment. LMU- CDM students wishing to review their records must call the Office of Admissions and Student Services and make an appointment with the Associate Dean of Faculty and Students or the Director of Admissions.

Right to privacy under FERPA

The University complies with the provisions of the Family Education Rights and Privacy Act (FERPA), 1974, as amended. This law maintains that the institution will provide for the confidentiality of CDM student education records. No one outside the institution shall have access to, nor will LMU disclose any information from, CDM students' education records without the written consent of CDM students except to personnel within the institution, to officials of other institutions in which CDM students seek enrollment, to persons or organizations providing CDM students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health and safety of CDM students or other persons.

Additionally, according to 1998 Higher Education Amendments, the University is authorized by law to contact parents or guardians when CDM students under the age of 21 commit serious or repeated violations directly or indirectly involving our drug and alcohol policies. All the exceptions are permitted under the Act.

CDM students may not inspect and review financial information submitted by their parents, confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review, or education records containing information about more than one CDM student, in which case LMU-CDM will permit access only to that part of the record which pertains to the inquiring CDM student.

CDM students can access their "student information" by using the Web Advisor account. Each student is given a secure personal identification number to access the following information: schedule, transcript, financial records, and financial aid. Lincoln Memorial University

maintains a list of all persons, except other college officials, who have received a copy of the CMD student's education record.

Annual Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or a student of any age who attends a postsecondary institution.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day LMU-CDM receives a request for access. A student should submit to the Registrar a Request to Inspect and Review Education Records that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student via LMU email of time and place where the records may be inspected. If the records are not maintained by the Registrar, the student will be advised of the official to whom the request has been directed.
2. The right to request the amendment of the student's education records which the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask LMU-CDM to amend a record should submit to the Registrar a Request to Amend Education Records. This request should clearly identify the part of the record the student wants changed and specify why it should be changed. If LMU-CDM decides not to amend the record as requested, LMU-CDM will notify the student in writing of the decision, the student's right to appeal the decision denying the request for amendment, and information regarding the appeal process. A student seeking to appeal the decision must submit a Request for FERPA Hearing to the Registrar.
3. The right to provide written consent before LMU-CDM discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by LMU-CDM to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Public Notice Designating Directory Information

LMU designates the following information contained in students' education records as "directory information." Directory information may be disclosed by the university without the student's prior consent pursuant to the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). However, the university is not required to disclose directory information and, therefore, carefully evaluates requests for information. At LMU, directory information includes the student's name, address, telephone number, email address, date and place of birth, photographs, major and minor field(s) of study, dates of attendance, class (freshman, sophomore, etc.), enrollment status (undergraduate or graduate; full or part-time), participation in officially recognized activities or sports, height and weight of student-athletes, degrees, honors (including Dean's List) and awards received, and the most recent educational agency or institution attended.

Currently enrolled students may withhold disclosure of directory information under FERPA. To withhold disclosure, students must submit a Request to Restrict Release of Directory Information to the Registrar. Former students may not submit a request to restrict the disclosure of directory information on their education records, but they may request the removal of a previous request for nondisclosure.

Below is a list of disclosures that LMU may make without student consent, in accordance with FERPA:

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student -

1. To other university officials, including professors, within LMU whom the university has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the university has outsourced institutional services or functions.
2. To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer

3. To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
5. To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
6. To accrediting organizations to carry out their accrediting functions.
7. To parents of an eligible student if the student is a dependent for IRS tax purposes.
8. To comply with a judicial order or lawfully issued subpoena.
9. To appropriate officials in connection with a health or safety emergency
10. Information the school has designated as "directory information"
11. To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.
12. To the general public, the final results of a disciplinary proceeding, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her.
13. To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21.

The University is required to record disclosures, except for disclosures made to the student or disclosures made under sections a, h, and j listed above. Eligible students have a right to inspect and review the record of disclosures. To request to such review, contact the Registrar's office.

Any questions regarding FERPA or this annual notification of rights should be directed to the Registrar.

Matriculation & Promotion

Dental and dental hygiene students will advance only after having met the academic, financial, and professional requirements of LMU-CDM for each academic year. Students taking nine or more credits are considered full-time students. Each year the Faculty Assembly will vote on the promotion of the class.

Attendance & Absences

It is the student's professional responsibility to attend and to be on time for all scheduled lectures and required at all clinics, laboratories, seminars, case presentations, small-group sessions, rotations, and scheduled faculty appointments. Attendance is considered a measure of a student's professional conduct.

Any make up quizzes, exam, clinical cases, lab assignments etc., are only granted with excused absences by the Associate Dean for Faculty and Students.

Excused absences **may** be granted by the Associate Dean for Faculty and Students for the following reasons:

- Medical necessity: illness of the student or a member of their immediate family (Mild symptoms including but not limited to headache, migraine and dysmenorrhea are not considered excused absences unless a document from a medical professional is provided).
- Death in the family: the passing of an immediate family member (Parents, siblings, grandparents and significant other)
- Professional meetings and research conferences upon approval from the Associate Dean for Faculty and Students and the office of academic affairs.
- Externships for D3 and D4 must be preauthorized by the Associate Dean for Faculty and Students and the Office of Academic Affairs.
- Special circumstances/other: including vehicle accidents, court appearances, participation in immediate family weddings (Parents, siblings and grandparents), approved religious observances, and other qualifying absences as approved by the Associate Dean for Faculty and Students.

- Students with prior knowledge of the excused absence are required to fill out the leave of absence form. For more information see the LMU University Leave of Absence Policy. <https://www.lmunet.edu/registrar/documents/ApplicationforLeaveofAbsence.pdf>
- Any other excuse not listed above is considered an unexcused absence.

The student will be required to present with documentation supporting the request for excused absences. Examples for such documentation include but are not limited to: Physician's note or medical certificate, death certificate or obituary or funeral program or notice, counselor or therapist note, police report, documentation from a social worker, letter from religious leader or religious event schedule or notice, official letter or email from university staff or faculty, conference program, schedule, or conference registration confirmation, jury duty summons, court subpoena or notice, quarantine or isolation order from health authorities or doctor's note indicating required isolation, flight cancellation notice, documentation from public transportation services indicating disruptions, weather advisories or notices or proof of vehicle breakdown or accident report.

All student requests for an excused absence must be made in writing to the Associate Dean for Faculty and Students. When possible, students should make sure to complete the absence request form in advance of their absence. If this is not possible, the form **MUST** be filled out and submitted within 24 hours of the student's return to campus. Failure to follow the 24-hour protocol will result in the absence being considered unexcused.

Upon written approval from the Associate Dean for Faculty and Students, it is the student's responsibility, unexcused and excused absence, to communicate and coordinate a make-up session with the instructor of the course. Students with excused absences will not be penalized. Some activities and points, for example, team-based learning activities and quizzes may not be able to be made up even with an excused absence. It is at the instructor's discretion whether assignments can be made up as stated in their syllabus.

Panopto Policy

Class recordings are distributed for the exclusive use of students in the LMU-CDM class. Student access to and use of class recordings are conditioned on agreement with the terms and conditions set out below.

Any student who does not agree to the terms and conditions of Panopto will be prohibited from accessing or

making any use of such recordings. Any student accessing class recordings (1) acknowledges the faculty members' intellectual property rights in recorded lectures and class materials and that distribution of the recordings violates the LMU-CDM Copyright Policy; (2) recognizes the privacy rights of fellow students who speak in class; (3) accepts that distributing, posting, or uploading class recordings to students or any other third party not authorized to receive them or to those outside LMU-CDM is a professionalism violation; and (4) agrees that recordings are to be accessed and used only as directed by the faculty member(s) teaching the course.

It is expressly forbidden to make audio or video recordings of any lectures by either the in-house or adjunct faculty members without prior written permission. Likewise, it is forbidden to distribute such material.

Examinations

Examinations

Students must follow the examination instructions outlined in their course syllabi on Canvas. Examination accommodation is available for students with documented disabilities or special needs. See "Request for Accommodation" for more information. Make-up examinations for students with excused absences must be scheduled with the Examination Coordinator within 24 hours of returning and will be administered, on a day the university is open, during school hours and within ten calendar days of the student's return.

If the final course grades must be submitted to the registrar prior to the date of the make-up exam, the student will receive a grade of "Incomplete" (I). Once the student takes the make-up exam, the final course grade will be calculated and submitted to the registrar. At that point, the "Incomplete" grade will be changed to the grade the student achieved in the course.

Due to the amount of material presented within each examination block, students may only make up one block exam per semester, unless approved by the Associate Dean for Faculty and Students based on extenuating circumstances. If a student must miss two or more exams per semester, the student will be advised to pursue a different course of action, such as a leave of absence or withdrawal.

Students will not receive credit for any unexcused absences. See "Attendance" section for more information on unexcused absences. Unexcused absences may also result in a student meeting with the Associate Dean for Faculty and Students and/or the Student Progress Committee. An unexcused absence from a clinical rotation

may result in the immediate end to that rotation, possible failure, and/or a directive to meet with the Associate Dean for Academic Affairs and/or the Dean of Clinical Affairs and/or the Student Progress Committee. LMU-CDM reserves the right to require students to attend a meeting or activity on campus, in-person as needed.

Cumulative final exam dates are prescheduled and cannot be administered early. If you have an excused absence you will be required to make up the cumulative final exam within 2 working days in order to fulfill registrar grade submission deadlines. Failure to complete the make up cumulative final exam within the 2 working days will result in a score of zero.

Canvas, ExamSoft and Lockdown Browser

LMU-CMD courses use Canvas as an online learning platform. Students should keep notification settings active to stay current on course updates. LMU-CDM uses Canvas/Lockdown Browser and ExamSoft testing software to administer examinations using student laptops. Objective, Structured, Clinical Evaluations (OSCEs) can be administered physically by having students move from station to station and responding to all questions in writing. OSCEs can also be delivered 'virtually' using ExamSoft. It is important for students to have an updated laptop that meets college guidelines to avoid difficulties during testing. Students must have a working laptop with an internal or external webcam for test taking compliance. D4 Students will continue to use Canvas/Lockdown Browser for their exams and will continue to follow all examination protocols that they have used in the past. D1, D2, and D3 Students will be using ExamSoft and must follow the protocol described below for all examinations.

ExamSoft Examination Protocol for D1, D2, and D3 Students:

1. ExamSoft will be used in the 2025-2026 Academic Year for all D1, D2, and D3 Block, Final, and CDM Written Mock Board Examinations.
2. Students are responsible for downloading their exams between 8:00pm the night before an exam and 7:00 am the morning of an exam. [Note: When difficulties arise with student downloads, staff will be able to assist students between 7:30am and 8:15am. Please arrive early under such circumstances.]
3. Students are expected to be seated with only their computer, charger, phone, and privacy screen before 8:00am, or whenever the exam is scheduled to begin. In an emergency, students will have until 8:15 to start their exam but will need to request an excused or unexcused absence from the Associate Dean for Faculty and Students before or immediately after the exam. Students who arrive more than 15 minutes

after the exam has started will not be allowed to be seated. All late-arriving student will need to request an excused or unexcused absence from the Associate Dean for Faculty and Students. Students with excused absences will be allowed to retake the examination. Students with unexcused absences will receive a zero score for missed exams.

4. . Make-up exam or quiz will be determined as previously described. .
5. No student backpacks, books, notes or other belongings are allowed in the exam room.. The school is not responsible for any lost or stolen items.
6. D1 Exams will be organized by discipline with no breaks between discipline exams. D2 and D3 exams will mix all questions across all disciplines as is the case on all written Mock Board examinations and National Board examinations. As a test security measure, ExamSoft randomizes the order of all questions and all distractors.
7. Students may take restroom breaks,, upon permission from a proctor. .

eMedley Assessment Software

When participating in external Community-Based Dental Education (CBDE) rotations, D4 students will use a software product called eMedley to receive formative assessments from their clinical preceptors and to assess their overall rotation experiences. Students will also use eMedley to record the services they have delivered to their CBDE patients on a daily basis.

Computer Requirements

Incoming students are required to have a laptop computer to access electronic information, submit assignments, and communicate with peers and faculty electronically. The choice of platform (Apple or PC) is up to the students. Students are required to use a privacy screen for their personal laptops during testing. **iPads are not permitted for testing purposes.** Cell phones must be placed on the table in front of the student with the screen facing down. Cell phone use during the exam is strictly prohibited; cell phones are allowed only for the purpose of account authorization when logging into the exam. For more detailed information about computer requirements go to: <https://www.lmunet.edu/information-services/i-need-help-with/bring-your-own-device-byod>

Grades

The academic status or grading of student performance is determined at the end of each course and/or semester. Grades are determined based on scores collected throughout the course, including assignments, quizzes, practical exam results, course exams, daily clinic grades,

skill assessments, and clinical competency evaluations. Each course has a syllabus that explains in detail how the grades are calculated. It is the student's responsibility to read the course syllabi to ensure an understanding of course grading policy.

For both pre-clinical and clinical courses, within five working days after the final course/system/rotation exam and receipt of preceptor evaluation (as applicable), the course/system/rotation director submits a final grade report. The grade report includes the percentage grade achieved in the class and a letter grade – either A, B, C or F. At the end of every semester, students will receive an unofficial copy of their transcript.

According to the LMU-CDM policy, the GPA on the transcript is calculated based on the letter grades (A, B, C, or F) for each course. A- 90-100% (4.00 Pts), B+ - 86-89%, (3.33 Pts), B- 80-85% (3.00 Pts), C+ 76-79% (2.33 Pts), C- 70-75% (2.00 Pts), and F < 70% (0.00 Pts). A student who attains a B on the transcript would have a 3.00 used as a multiplier to calculate the GPA. Class rank or the student's overall GPA will be determined by the Office of Academic Affairs

Class Rank

Class rank is determined at the end of each academic year. Class rankings will be reported in the fall semester for the previous year's coursework. To treat all students fairly, the rank order will be based on students who went through a similar program. The class ranking will be determined by the Office of Academic Affairs.

Remediation Policy

Any dental student who fails a course will automatically be placed on Academic Probation and will be referred to the Student Progress Committee. If the student is granted permission to remediate the course, then it is the student's responsibility to meet with the Course Director alongside the Department Chair to create a remediation plan. The student is required to meet with the Associate Dean for Academic Affairs and/or Dean of Clinical Affairs to ensure that a plan of action has been developed. Successful remediation consists of achieving a final score of 70% or greater on each course component of an exam. Unless instructed otherwise by the course director, the remediation schedule will be as follows:

If a student fails one of the remediation course components, they will fail the remediation. If a dental student fails a course in the fall, they must successfully remediate by the end of the spring semester. If a student fails a course in the spring, they must successfully remediate by the end of the summer semester. If a student

fails a course in the summer, they will remediate it during the week after the end of the summer semester. Remediation involves a final cumulative exam. Remediation of a simulated competency evaluation will be determined based on the course syllabus.

If remediation of didactic and/or preclinical is successful, the student will be assigned a letter grade of "C" and a numeric grade of 70%. Remediation grading is completely independent of grades achieved during the course. A failure with subsequent successful remediation of the course will be reported on the student's transcript as "F/C." Under no circumstances will any other grade than F/C with a numeric score of 70% being reported. Failure of remediation is considered a failure of another course and will result in a referral to the Student Progress Committee and may result in repeating the year in its entirety or dismissal from the program. Students in the DMD program will be allowed to retake the failed course once. Remediation grades and repeated courses will all be noted on the student's transcript.

Dental Hygiene students will not have the option to remediate a failed course due to the pace and limited course offerings. Successful completion of all dental hygiene courses (grade of 70 or above) is required to move forward in the dental hygiene program. Failure to complete any course requirements may result in a final grade of "F." Extenuating circumstances will be managed on a case-by-case basis by the Course Director and the Dental Hygiene Program Director.

Student Grievances Regarding Grades

Academic Due Process – Exam Grade or Final Grade Reconsideration: if a student has a grievance about an exam or a final course grade, the student should immediately (within one working day) submit the grievance to the course/system director and Chairman/Head of the Department. The student must write a detailed email with the Chairman/Head of the Department in Cc for smoother communications. If not solved, then further questions or disputes may also be addressed to the Associate Dean for Academic Affairs and/or Dean of Clinical Affairs and/or the Associate Dean for Faculty and Students within one working day of the grade being posted.

A student desiring to appeal a grade must send a letter explaining the facts along with the decision letter they received from SPC to the Associate Dean for Academic Affairs, Dean of Clinical Affairs and the Associate Dean of Faculty and Students who will arrange a meeting with the student, the appropriate Dean, and the course director. Within five (5) working days, the student will be notified in writing of the decision.

Students should note that Grade Reconsiderations should not be based on disagreements with the course requirements, or the grading standards established by the professor. Good faith on the professor's part shall be presumed unless the student can offer convincing arguments to the contrary. The student's desire or "need" for a particular grade, while compelling to the individual on a personal level, shall not be considered "good cause" for purposes of appeal.

Course and Faculty Evaluation

The primary purpose of the course and faculty evaluation process is to provide feedback to help each course director and instructor improve the quality of their instruction. Written comments are particularly valuable in this regard. Therefore, students are encouraged to complete the evaluation form. These responses are available to the Department Heads but are primarily used by course directors to enhance their classes in future semesters. All comments must be professional and constructive. They should provide insights as to how a Course Director or individual instructor could improve their courses or their one-one-one teaching skills. Unprofessional comments will not be considered.

The second purpose is to assist LMU-CDM in making informed decisions about courses and faculty. Course evaluation results can be used to improve the structure, format, and delivery of courses. Numerical ratings from each class are aggregated to produce averages at the class, course, subject, department, college, and university levels, which are then made available to the associate deans, department heads, and course directors.

Course evaluations are open to students three weeks before the last day of classes. During this period, students can access the evaluations through Canvas, Qualtrics or via links sent to their email. Faculty can access the results shortly after final semester grades are submitted.

Technical standards for admission, retention and graduation

LMU-CDM admits qualified applicants in full compliance with the **Americans with Disabilities Act (ADA)** and is committed to ensuring equal access to education. As a **CODA-accredited institution**, the College maintains full authority over admissions, curriculum design, student evaluation, and the awarding of degrees. Candidates must demonstrate the ability to meet essential program requirements, with or without reasonable accommodation, to be admitted, retained, and graduate.

To earn the **Doctor of Dental Medicine (DMD)** degree, students must possess the following core competencies:

Technical Standards

Candidates for admission and continuation in the dental program must possess abilities and skills in the following five areas:

Sensory/Observational Skills

Candidates for admission to the Doctor of Dental Medicine (DMD) program at Lincoln Memorial University College of Dental Medicine (LMU-CDM) must possess sufficient sensory and observational abilities to successfully engage in all aspects of the curriculum. This includes didactic instruction, pre-clinical techniques and laboratory exercises, as well as clinical procedures and patient care activities. At a minimum, candidates must be able to observe demonstrations and procedures, gather and interpret clinical data, and effectively interact with patients. Functional use of visual, auditory, and other sensory modalities is essential to accurately assess and respond to clinical situations.

Communication Skills

Candidates must possess effective communication skills to fully participate in all components of the curriculum, including didactic instruction, pre-clinical technique, laboratory exercises, and clinical care. At a minimum, candidates must be able to communicate clearly and professionally in both spoken and written English in academic, laboratory, and clinical environments. Effective communication is essential for working collaboratively with peers, faculty, staff, patients, and members of the healthcare team.

Motor Skills

Candidates must possess sufficient motor function to successfully perform and participate in all aspects of the curriculum. This includes didactic instruction, pre-clinical technique exercises, laboratory work, and clinical procedures at the level of competency expected by the College. Essential motor skills include coordination of gross and fine motor movements, balance, and tactile sensation. Candidates must demonstrate adequate manual dexterity, including full use and control of the wrists, hands, fingers, and arms to safely and effectively carry out dental procedures.

Intellectual/Conceptual, Integrative, and Qualitative Skills

Candidates must have sufficient intellectual/conceptual, integrative, and qualitative skills to perform didactic, pre-clinical technique, laboratory, and clinical procedures and exercises at a level of competency defined by the college. At a minimum, this includes the ability to manage data, solve problems, and make rational decisions regarding patient care in a timely manner.

Behavioral/Social Skills and Professionalism

Candidates must have sufficient behavioral/social skills and professionalism to perform didactic, preclinical technique, laboratory, and clinical procedures at a level of competency defined by the college. At a minimum, this includes the attributes of integrity, empathy, communication, and motivation, emotional maturity and stability, sound judgment, punctuality, and interpersonal skills. For this reason, candidates for admission to the DDS program must be able to: adapt to changing conditions, cope with stress, delegate responsibilities, meet deadlines and possess effective time management skills to function as part of a dental health care team.

Summary

The faculty of LMU College of Dental Medicine is committed to preparing students for the comprehensive and competent practice of dentistry. In alignment with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA, PL101-336), the DMD Admissions Committee has established essential functions required for participation in the DMD program.

Applicants to the DMD program will be considered for admission if they demonstrate the ability to perform, or learn to perform, the essential skills outlined in this document. In evaluating applicants, the College considers not only academic achievement but also the physical and emotional capacity to meet the rigorous demands of the curriculum and to ultimately practice dentistry safely and effectively.

To ensure patient safety and quality of care, the College must confirm that students or practitioners with significant intellectual, physical, or emotional impairments do not compromise patient well-being.

Admitted students who disclose a documented disability will be provided with reasonable accommodations, as appropriate. However, all students must be able to perform the essential functions of the program, with or without accommodation. Applicants must verify in writing their ability to meet these technical standards and are encouraged to contact Student Academic Support Services with any questions or accommodation requests.

Graduation Requirements

An LMU-CDM student who has fulfilled all the academic requirements may be granted the degree Doctor of Medicine in Dentistry or Associate of Science in Dental Hygiene provided the student has:

1. Complied with all the curricular, legal, and financial requirements of LMU-CDM;
2. Successfully completed all coursework requirements in no more than two years for Associate of Science in Dental Hygiene, and four years for the Doctor of Medicine in Dentistry program unless an extension is approved by the Office of Academic Affairs.
3. Successfully complete any CBDE Clinical Practice rotations prescribed by clinical affairs, as described in the CBDE Student Manual, and also complete any other Fall or Spring rotation(s) that they commit to pursue after selection or match and confirmed by signature during the first twelve weeks of their D4 year.
4. Attended, in person, the ceremony at which time the degree is conferred unless an exception is approved by the Dean of the CDM;
5. Taken and passed the INBDE or NBDHE;
6. Demonstrated the ethical, personal, and professional qualities deemed necessary for the successful and continued study and practice of dental medicine and dental hygiene.
7. Successfully completed and submitted the ADEA Senior Survey for the respective year of graduation.
8. An exit interview to discuss feedback and program assessment.
9. Forwarding address and contact information
10. Key Office signature required include: Financial Aid, Students Accounts, Office of Clinical Affairs, Registrar's office, Student Services, and any other necessary signatures.

Students whose graduation date is delayed will be allowed to participate in commencement with the incoming class if they have passed the INBDE or the NBDHE and will complete their rotations and all other graduation requirements before the end of the following semester.

ADEA Senior Survey

All fourth-year dental students are required to complete the ADEA Senior Survey as part of their graduation requirements. Administered annually by the American Dental Education Association (ADEA), this national survey gathers critical data from graduating predoctoral dental

students across the United States. The survey is designed to provide insight into a wide range of topics, including students' motivations for choosing dentistry as a career, their academic and clinical educational experiences, financial obligations such as educational debt, and their immediate post-graduation plans, including private practice, advanced education programs (such as AEGD or GPR), military service, public health, or other career paths.

Each student will receive an individualized email from ADEA containing a secure link to the survey. Students must complete the survey in full by the stated deadline and provide proof of completion to the Office of Academic Affairs, as instructed.

Student Consultation

LMU-CDM maintains an open-door policy regarding CDM students. All faculty, advisors, and administrators are available for advice and student support. The input and opinions of the dental and dental hygiene students are important. As stated previously, there will be regular meetings with the faculty advisor; however, the student may meet with his/her advisor on an ad hoc basis. Appointments are recommended but not required.

Appointments should be scheduled via email to the faculty member or the faculty's administrative assistant. Any student who feels that they have a question or request that has not been addressed should see the Dean or Associate Dean for Academic Affairs and/or Dean of Clinical Affairs

Posthumous Degree

Upon the recommendation of the faculty, the LMU Board of Trustees may confer a posthumous degree the student was pursuing if all requirements were likely to have been completed during the final year for which the student was registered had it not been for the intervention of death.

LMU Office of Accessible Education Services

LMU does not discriminate based on disability for admission or access to its facilities, programs, and services. LMU is committed to providing accessible educational support services that enable students with disabilities to fully participate in and benefit from all University programs and activities. Every effort is made to accommodate the needs of students with disabilities. As LMU campus buildings are remodeled, care is taken to ensure sufficient access for persons with disabilities. In addition to longstanding accommodations, students in need of temporary accommodations can also contact accessible services. Policies and procedures for requesting accommodations are outlined on the LMU website. For

more information about requesting accommodations or LMU's policy on accessible education services, please visit [LMU Accessible Education Services](<https://www.lmunet.edu/student-life/accessible-education-services.php>).

LMU-CDM is committed to ensuring that otherwise qualified disabled students equally enjoy the benefits of a dental and dental hygiene professional education. Upon written request by a student with a disability, the University will make every reasonable accommodation to enable the student to meet the standards if such accommodation does not unreasonably interfere with or substantially alter the LMU-CDM curriculum or interfere with the rights of other students or with the student's ability to adequately care for the patient. Occasional quizzes are administered in class, extra time will not be granted for these quizzes for students with disabilities.

The affiliate organizations, such as hospitals, that administer the clinical and practical portion of the LMU-CDM curriculum, expect our students to perform their duties in a timely manner as such ability is a critical and essential part of the LMU-CDM curriculum and of the practice of dentistry and dental hygiene in general. Therefore, extra time will not be granted to students in clinical scenarios, including rotations and the clinical performance exam. Similarly, the use of trained intermediaries will not be approved in clinical situations. LMU will determine whether or not to grant accommodation based on individual circumstances.

Request for Accommodations

The following procedure must be followed in order for any student with a disability to receive accommodations:

1. For each semester accommodation is requested, the student must submit a request for accommodation to the LMU Office of Accessible Education Services and the required documentation (see Documentation Guidelines below).
2. The ADA Director will discuss with the student arrangements for reasonable accommodations the student should be prepared to discuss specific accommodations needs. The ADA Director, in consultation with General Counsel as needed, will determine the request.
3. If accommodations are approved, a Student Accommodation Form will be prepared by the ADA Director listing the accommodations. The student will take the form to CDM Student Services Attn: The Director of Academic Support for signature. The Director of Academic Support will maintain the Student Accommodation Form and notify appropriate faculty, staff, and exam monitors.

4. If a student is not satisfied with the decision of the Office Accessible Education Services, the student may file an appeal with the Accommodations Grievance Committee (see Grievance Procedure below).

Grievance Procedure for Students with Disabilities

If a student is not satisfied with the accommodations granted by the Associate Dean of Faculty and Students, they have 30 days to file an appeal in writing. If the student remains unsatisfied with the accommodations, they will appeal to the Office of Accessible Education Services of LMU. All grievances concerning any aspect of the services or accommodations provided to a student with a disability or related to any issue related to Section 504 or the ADA, should be taken to the Grievance Committee.

The standing members of the LMU-CDM Accommodations Grievance Committee will be appointed by the Dean of LMU-CDM. If there is a conflict between a standing member and the student filing the appeal, the standing member may be replaced by another faculty member appointed by the Dean. If the student has new or additional documentation relating to the candidate's disability, the candidate may submit this material to the Grievance Committee. The appeal's purpose is to look at the material originally presented to the Office of Accessible Education Services. If the student has material or documentation that elaborates on the original request, they may present this material to the Grievance Committee. The Committee will conduct a thorough review of the appeal. The Grievance Committee will make their recommendation to the Dean of LMU-CDM within ten working days after meeting with the student. The decision of the Grievance Committee is final.

Conflict of Interest Policy for Faculty and Students

LMU-CDM faculty and students are prohibited from accepting personal gifts worth more than ten dollars from Industry Representatives.

As representatives of LMU-CDM, faculty and students shall not accept industry-funded meals except those in conjunction with CDM activities. Industry sales representatives are not permitted to interact with LMU-CDM students except under the direct supervision of LMU-CDM Faculty in a structured learning environment.

Honorary or guest authorship on a paper written by a pharmaceutical company is unacceptable.

The Pledge

Membership in the Lincoln Memorial University–College of Dental Medicine community is dependent on our commitment to the Honor Code and confirmed by our signing the Honor Pledge card, which states: "I hereby accept the Lincoln Memorial University–College of Dental Medicine Honor Code, realizing that it is my duty to uphold the Code and the concepts of personal and collective responsibility upon which it is based."

Transfer Credit Policy

Purpose:

The purpose of this policy is to outline the procedures and requirements for students transferring into our dental program. This ensures that all incoming students meet the necessary academic and clinical competencies required for success in our curriculum.

1. Eligibility Criteria:

1.1 Accreditation: Transfer credits will be considered only from institutions accredited by a recognized accrediting body.

1.2 Course Equivalence: Courses must be comparable in content, rigor, and credit hours to those offered in our dental program. Detailed course syllabi and descriptions must be provided for evaluation.

1.3 Grade Requirements: To be eligible for transfer, courses must have been completed with a minimum grade of B or its equivalent. If the grade is lower than a B, the admissions committee may recommend another form of assessment to be considered for evaluation.

2. Application Process:

2.1 Documentation Required:

- Official transcripts from all post-secondary institutions previously attended.
- Detailed syllabi and course descriptions for all courses being considered for transfer.
- Any additional documentation as required by the admissions office.

2.2 Evaluation Process:

- Submitted documents will be reviewed by the Admissions Committee to determine course equivalency and transferability.
- A formal evaluation will be conducted to assess if the transferred coursework meets our program's standards.

3. Clinical Competency Assessment:

3.1 Mock Clinical Board and Hand skills Assessment:

- All students transferring into the dental program must pass LMU's Mock Clinical Board and/or any other appropriate hand skills assessment prior to being placed into their appropriate class level.
- The assessment ensures that transferring students meet the clinical skill requirements and are prepared to succeed in our program's clinical courses.

3.2 Assessment Scheduling:

- Students will be notified of the assessment schedule upon acceptance into the program.
- Students must complete the assessment before the start of their first semester or as otherwise directed by the admissions office.

4. Credit Limits:

4.1 Maximum Credits:

- The maximum number of transferable credits is subject to review and approval by the Admissions Committee. Typically, transfer credits will be capped at [specific number or percentage] of the total credits required for graduation.

5. Advanced Standing:

5.1 Advanced Placement:

- Transfer students who have completed coursework at another dental institution may be considered for advanced standing. This will be determined based on a review of their previous coursework and clinical competencies.

5.2 Additional Assessments:

- Advanced placement may require additional assessments or evaluations to ensure alignment with our curriculum standards.

6. Deadlines and Processing Time:

6.1 Application Deadlines:

- Transfer applications and all required documentation are encouraged to be submitted as early as possible.

6.2 Processing Time:

- The evaluation of transfer credits and clinical competency assessments may take several weeks. Students are advised to submit all documents as early as possible.

7. Impact on Graduation Requirements:

7.1 Curriculum Alignment:

- Transferred credits must align with our curriculum requirements. Students will receive a detailed evaluation of how their transferred courses fit into their degree plan.

7.2 Graduation Requirements:

- Students must fulfill all remaining graduation requirements as specified by our program, including any additional coursework or clinical experiences required.

For any questions or further clarification regarding the transfer policy, please contact the Admissions Office.

Student Conduct and Professionalism

Student Policies

LMU Code of Student Conduct

The principle guiding the university regulation of student conduct will be that of responsible student freedoms. Students will be given the greatest possible degree of self-determination commensurate with their conduct and the consequences of their actions, in accordance with the stated purpose of Lincoln Memorial University.

Students are required at all times to maintain high standards of private and public conduct on campus and at university-sponsored events. To lie, cheat, steal or break one's honor under any circumstances is recognized as intolerable conduct. Violation of other accepted behavior rules, whether covered by specific regulations, subjects a student to disciplinary actions. Claims of ignorance of commonly accepted rules or specific regulations will not be accepted as an excuse for violations.

Routine administrative regulations are enforceable by responsible university administrative units, i.e., LMU Finance Office, Office of Security, Director of Housing, Associate Dean of Faculty and Students, Resident Directors, and Resident Assistants. University officials reserve the right to bring a charge against any student through the Associate Dean for Faculty and Students with due process observed. Any student who presents a clear and present danger to other members of the university community or who impedes the academic process will be subject to appropriate administrative action up to and including suspension on an interim basis pending a hearing by the appropriate judicial system, which may result in a permanent suspension. Parents and/or legal guardians financially responsible for their LMU student will not necessarily be notified of any violations of the Code of Student Conduct unless the student has given written permission.

Students have certain guaranteed rights and responsibilities as enrolled students at LMU. The guarantee of these to all students depends upon all students' understanding and participation, and promotion of these rights. The following list of rights and responsibilities of the typical full-time student constitutes the Code of Student Rights and Conduct. The rights of a student may vary according to the student's circumstances, individual status, residential, nonresidential, etc.). Each university student will have the following rights and responsibilities:

- to enjoy and promote the freedom of an open and unprejudiced, full campus life experience without regard to race, national origin, creed, culture, gender, age, sexual orientation, or religion.
- to attend classes and receive proper instruction in courses while completing assignments to the best of one's abilities and resources.
- to use facilities, buildings and grounds as designated for student use while being cognizant of and abiding by the policies of LMU and the laws of Claiborne and Knox County, the State of Tennessee, and the United States of America.
- to have access to one's financial, academic, and/or disciplinary files while being cognizant of one's financial, academic, and disciplinary status with the university.
- to register early for the next academic term by meeting one's financial obligations to the university by paying tuition, fees and assessed fines in a timely manner.
- to receive a student handbook/catalog at the beginning of one's enrollment to better one's understanding of the university and of academic programs.
- to participate in the structured evaluation of instructors each year by honestly completing evaluations during the designated times.
- to interact with faculty and administrators by seeking their advice when needed and responding to them when called upon to do so.
- to expect the campus and its facilities to be maintained to promote cleanliness and safety while using the campus in such a way to promote cleanliness and safety.
- to receive and review a LMU-CDM Student Handbook and the LMU Railsplitter Community Standards Guide each academic year to better one's understanding of the rules and regulations of LMU.
- to drive and park on the campus by registering one's vehicle and understand and abide by traffic policies.
- to receive proper notice and due process in judicial situations as designated in the judicial procedures by checking one's mail and answering all summonses.
- to expect an environment free from any form of harassment by following the appropriate channels to report any such harassment.
- to be represented in Student Government Association by voicing opinions and ideas to SGA members and voting in campus wide elections.
- to join and participate in any or all student organizations for which one qualifies for membership by joining and participating in those student organizations which correspond with one's interests and abilities.
- to participate in intramural and other student activities and cultural events according to the policies regarding each event by watching and listening for information concerning programmed activities and attending those that correspond with one's interests and abilities.
- to benefit from all services provided by LMU to students at no charge or at a reasonable user fee by becoming aware of and making use of services available to students as desired or needed.
- to reside in a campus residence hall, if abiding by the policies of the hall and campus, upon availability by living on-campus if unmarried, under 21 years of age and not residing with a parent or legal guardian within a 65-mile radius of LMU.
- to maintain and expect from all others a mature and professional bearing of citizenship in all social and academic environments on or off campus.
- to maintain and expect from all peers a constant high aiming standard of personal academic and social integrity.

STUDENT HONOR CODE OF LMU-CDM

Preamble

"We, as students at Lincoln Memorial University–College of Dental Medicine, believe there is a need to support and cultivate the high ethical standards of honor associated with the dental hygiene and dental community.

This Honor Code intends to make explicit minimum standards to which we, as a community, will hold our colleagues and ourselves accountable. Personal and academic integrity are the foundation of the Code, with particular focus on respectful communication among peers.

We are aware that integrity, accountability, mutual respect, and trust are essential to the dental hygiene and dental

profession, and we will actively support and work to achieve these ideals throughout our professional career. The environment that we create is critical to this endeavor.

As members of our community, we realize that our actions affect those around us and the quality of the community.

This Code should supplement, but not supplant, our personal, religious, moral, and ethical beliefs, nor is this Code meant to supersede any policies, regulations, codes, statutes, or laws that exist within the Lincoln Memorial University, Tennessee state, or federal jurisdiction.”

Professional Conduct

Establishing and maintaining the highest concepts of honor and personal integrity during dental hygiene and dental school are critical to our training as physicians. It is our responsibility to actively support these standards and it is reasonable to expect that our colleagues will do the same.

1. *Respect for Patients*

We will take the utmost care to ensure patient respect and confidentiality. As CDM students, we will demonstrate respect for patients through appropriate language and behavior, including that which is non-threatening and non-judgmental. Patient privacy and modesty should be respected as much as possible during history taking, physical examinations, and any other contact, to maintain professional relationships with the patients and their families. It is also important that we be truthful and not intentionally mislead or give false information. With this in mind, we should avoid disclosing information to a patient that only the patient’s physician should reveal. As students, we should always consult more experienced members of the dental team regarding patient care, or at the request of the patient. As CDM students we understand that patients we see are not under our care, so we will not initiate orders until after graduation and in appropriate post-graduate training. We will also never introduce ourselves or allow patients to carry the mistaken impression that we are dental hygienists or dentists rather than dental hygiene or dental students.

2. *Respect for Faculty, Staff, Colleagues, Hospital Personnel, and Community*

We will exhibit respect for faculty, staff, colleagues, and others, including hospital personnel, guests, and members of the general public. This respect should be demonstrated by punctuality and proper professional courtesy in relationships with patients and peers, prompt execution of reasonable instructions, and deference to those with superior knowledge, experience, or capabilities. In

addition, we should make every effort to maintain an even disposition, display a judicious use of others’ time, and handle private information maturely. We should express views in a calm, respectful and mature manner when in disagreement with another individual, understanding that a mutual agreement will not always be reached. Confrontations of such nature will be carried out in a private location as soon as time permits.

3. *Respect for Self*

We realize that a diversity of personal beliefs serves to enrich dental hygiene and the dental profession. Therefore, we encourage the upholding of personal ethics, beliefs, and morals in both daily conduct and our practice of this Code. Understanding conflicts may exist that interfere with our personal beliefs, we are encouraged to be proactive in communicating these situations.

4. *Respect for Proper Documentation*

The written dental record is vital for communication between healthcare providers and for effective patient care. It is also a legal document and accessible for patient review. Therefore, it is crucial to maintain the integrity of patient care by accurately reporting all pertinent information within our direct knowledge. Written medical documents, including electronic correspondence related to patients and their care, must be legible, truthful, complete, and accurate to the best of our abilities. To avoid accidentally breaching confidentiality, patient care discussions should not occur in communal areas. Relevant medical or personal information about patients should only be shared with healthcare professionals directly involved in their care or for educational purposes. Any communication of patient information during educational presentations must exclude identifying details and have the attending physician’s permission.

5. *Respect for Laws, Policies and Regulations*

Laws, policies and regulations at the university, local, state, and federal levels benefit the community and are not to be disregarded or violated. Any matters under the jurisdiction of local, state, or federal laws are explicitly deemed “outside the scope” of this Code.

Academic Standards

We are responsible for proper conduct and integrity in all scholastic and clinical work. As students, we are obligated to develop our medical knowledge and skills to the best of our ability, realizing that the health and lives of the persons committed to our charge could depend on our

competence. Due to the teamwork inherent in the dental profession, we will work together and utilize all available resources.

6. *Examinations*
7. As students, we must demonstrate honor and integrity during examinations.
 1. We understand that examinations are meant to reflect individual achievements. Cheating during examinations is unethical and is defined as doing any of the following without authorization:
8. Looking at the answers written by another student during an examination.
9. Communicating with another student about topics that might help to answer a question during an examination.
10. Referring to notes or textual matter during an examination.
11. Violating any other policy of examinations, including possession of a cell phone during an examination.
 1. During examinations, students have an obligation to maintain a non-disruptive atmosphere.
 2. We will take care not to communicate specific information regarding an examination to a classmate who has not yet completed that examination during that academic year.
 3. *Other Academic Work*
12. We have a responsibility to not intentionally misrepresent the work of others nor claim it as our own.
 1. During dental hygiene and dental training, we will be provided with communal instructional material that will aid our learning. We will therefore make every effort to protect and preserve these resources for future peers and classmates.

Social Behavior

Our behavior and speech should demonstrate our respect for the diversity of our colleagues. We should avoid disparaging remarks or actions regarding a person's race, age, gender, disability, national origin, position, religion, or sexual orientation. We will strive to create an environment that fosters mutual learning, dialogue, and respect while avoiding verbal, written or physical contact that could create a hostile or intimidating environment. Since our actions reflect upon us, our chosen profession, and our College, we must adhere to our standards of Professional Conduct when within, representing, or in any way impacting our community.

General Conduct Policy Guidelines

As an enrolled student at Lincoln Memorial University, all students must abide by the University Code of Conduct found in the Railsplitter Community Standards Guide: <https://handbook.lmunet.edu/scope-of-the-code-of-conduct>

- Students are not permitted to provide dental treatment to any patients, family, or friends without direct supervision from a Tennessee Licensed LMU faculty member.

Professional Appearance

All students of LMU-CDM must maintain appropriate attire, personal hygiene, and cleanliness, reflecting a professional demeanor. It is imperative that students exercise sound judgment in selecting their attire for various educational activities. Ensuring patients' comfort is paramount; therefore, students must avoid any behavior or appearance that may cause discomfort to patients.

Dress Code Enforcement

Students who come to school dressed unprofessionally will be asked to leave, change into appropriate attire, and return. Absence from classes or exams due to inappropriate attire will be considered an unexcused absence. The dress code is enforced when in the LMU-Tower. If a school sanctioned event requires different attire (i.e. yoga), students may wear appropriate clothing that is not revealing. The following attire guidelines are to be adhered to by all students while on campus and any LMU CDM associated sites:

1. **Clean, Wrinkle-Free Scrubs: All students must wear clean, wrinkle-free scrubs while on campus. Maintaining scrubs professionally is essential to uphold the standards of cleanliness and hygiene expected in a healthcare environment. Clean scrubs should also be worn by D4 Student Doctors while treating patients during their external CBDE rotations. Some practices may provide Student Doctors with other 'office-conforming' attire which should be worn instead of scrubs.**
2. **Scrub Jacket or White Coat: In addition to scrubs, students are required to wear a scrub jacket or white coat when needed. This enhances professionalism and clearly distinguishes healthcare team members within the campus environment.**
3. **Optional T-shirt Under Scrub Top: A short or long-sleeved T-shirt may be worn underneath the scrub**

top for additional comfort. However, it should be plain and devoid of any logos or graphics that may detract from the professional appearance.

- 4.
5. **Footwear:** Waterproof closed-toe shoes, with low/no heels, must be clean, well-maintained, and free from scuffs or visible wear and tear. Crocs with holes and Uggs are not acceptable.
6. **Campus-Wide Requirement:** The above-listed attire shall be worn by all individuals on campus, including during the day, evenings, and weekends. Consistency in attire contributes to the overall professionalism and cohesion of the campus community. This includes all offsite clinic locations.
7. **Prohibited Attire:** logo t-shirts with inappropriate or political messages/graphics are prohibited on campus.
8. **Headphones or earbuds are prohibited during lectures.**

These attire guidelines are implemented to maintain a professional environment conducive to learning, patient care, and collaboration within the campus community.

When representing LMU-CDM in any type of public forum, such as a conference or certain on-campus events, the dress code is, at the very least, business casual. At some public forums a higher standard is expected. Again, the student must display correct judgment and match the appropriate clothing with the event.

Courses with a laboratory component will require that students dress as directed for these courses. The syllabus for each course will explain in more detail the appropriate attire. Students on clinical services are required to wear clean scrubs. Refer to the clinic manual for specific attire. Outside of clinic activities, such as conferences, students are expected to wear professional business attire.

In addition, the use of jewelry and accessories must be minimal and cannot interfere with clinical procedures or patient care. Hair must be neatly styled and secured away from the face and clinical workspaces to maintain hygiene and prevent contamination. Facial hair must be well-groomed and trimmed to comply with infection control guidelines. If wearing a beard or mustache, students must ensure that it is neatly trimmed and maintained.

Inappropriate Attire

The following items are examples of inappropriate dress code during normal school hours.

- Tube tops

- Tank tops
- Flip-flops
- Excessive body piercing
- Cutoff shorts
- Jeans with holes

Professionalism Standards in Social Media

Social media encompasses web-based networking sites used for communication and connection, with popular examples including but not limited to Facebook, Instagram, Snapchat, TikTok, and X. Blogs, which provide commentary or serve as online diaries, are also a form of social media.

Social media has become integral to communication and networking across all fields, including dentistry. While these platforms offer numerous benefits for connecting with colleagues, patients, and the broader community, maintaining a high standard of professionalism is essential. As future dental professionals, understanding how to navigate social media responsibly is crucial for upholding the profession's reputation and fostering patient trust.

Unprofessional postings include profanity, discriminatory statements, alcohol abuse, sexually suggestive material, and violations of patient confidentiality. Maintaining professionalism on social media is vital for protecting patient privacy, upholding LMU-CDM's reputation, and fostering trust in the dental profession. By adhering to these guidelines, you contribute to a respectful and ethical online community, reflecting the high standards expected of dental professionals.

Students recording in the lab or clinic should avoid recording other students and faculty/staff without prior consent.

General Guidelines:

1. **Confidentiality and HIPAA Compliance:** Healthcare providers have a professional obligation to maintain the confidentiality of patient information. The Health Insurance Portability and Accountability Act (HIPAA) imposes additional obligations of non-disclosure. Posting information about nameless patients is a violation of the confidentiality obligation and is a HIPAA violation. Therefore, when using social networking sites, do not post any information regarding a patient; do not post photos of surgical cases; do not discuss personal characteristics; do not discuss hospital/clinic procedures. Maintain clear boundaries between personal and professional

interactions. Avoid "friending" or following patients on social media to preserve a professional patient-provider relationship.

Representing LMU-CDM

When representing LMU-CDM, students should ensure their posts uphold the institution's reputation and values, avoiding content that could harm its image. Statements made publicly should clarify that opinions are personal and not necessarily reflective of LMU-CDM. Additionally, appropriate permissions must be obtained before engaging in promotional activities or endorsements involving the school's name, logo, or branding.

2. **Anatomy Lab:** The dissection lab is made possible through the generosity of individuals who have donated their bodies to further dental studies. Out of respect for body donors and their families, students are not to discuss or disclose any information pertaining to the donor, or to describe dissection stages, outside of the anatomy lab. The honor of learning the art of anatomy from donated bodies calls for the highest levels of respect both inside and outside the lab. Anatomy faculty members provide appropriate training on standards of behavior during the lab sessions. It is the student's responsibility to carry this training forward and demonstrate appropriate respect for donors in all aspects of academic and professional life. Pictures and video recordings are strictly prohibited in the anatomy lab. The LMU anatomy lab is off-limits to non-CDM personnel, including family and friends of LMU-CDM students. Making any inappropriate comments, behavior or mishandling the donors is strictly prohibited by LMU-CDM and will lead to immediate dismissal from the program.
3. **Digital Footprint:** Students should always conduct in ways that reflect the dental profession's values and standards. Remember that your online behavior can influence how others perceive your professionalism and competency. Share relevant, educational, and professional content, avoiding offensive or inappropriate material. Engage in respectful and constructive dialogue, avoiding negative comments or arguments on sensitive topics. Ensure all shared information is accurate and evidence-based, avoiding misinformation. Give proper credit to original sources to prevent plagiarism.
4. **Impact:** Prospective employers, residency directors and future patients surf social networking sites to check out your background, interests, and professional standards.

College of Dental Medicine Student/Patient Relationships

The relationship between the CDM student and patient should always remain at a professional level. The student is not to engage in relationships with patients that are construed as unethical or illegal. Dating and intimate relationships with patients is never a consideration. Unprofessional conduct will be considered improper behavior and will be grounds for disciplinary action, including dismissal from LMU-CDM.

College of Dental Medicine Student/ Clinician Faculty Members

A health professional providing health services, via a therapeutic relationship, to an LMU-CDM student must recuse him/herself from the academic assessment or promotion of the student receiving those services.

Academic and Professionalism Deficiencies

Honor Code Violations and Accountability

Our honor as community members and professionals is maintained through accountability. We will act in accordance with this code, and we expect our peers to do the same. We will act with honor to avoid burdening our peers with responsibility for our integrity. Actions not in accordance with the aforementioned standards constitute a violation of this Code.

Self-Reflection

If there is concern that our academic or social conduct represents a violation of the Honor Code, we are obligated to report our behavior by contacting an Ethics and Honor Code Committee member.

Interactions with Others

If there is concern that a peer's academic or social conduct is in violation of the Honor Code, we must privately confront that individual. It is sometimes difficult to

challenge the behavior of a fellow community member. However, it is our responsibility to confront offending parties; failure to do so is a violation of the Code.

As confrontation is often a matter between two individuals or parties, we will exercise discretion and respect privacy when initiating a dialogue to address our concerns. It is essential that these steps of confrontation involve respectful communication and interchange. During the initial confrontation, each party will attempt to achieve mutual understanding. If the parties realize that there has been no violation, the matter is dropped. If the parties realize there has been a violation of the Code, the offending party is obligated to report his/her behavior by contacting an Ethics and Honor Code Committee member within an agreed-upon time frame.

Inability to Resolve

In the event a mutual understanding is not reached during the initial confrontation, the offending party is obligated to report his/her behavior, and the matter will be brought before the committee. If the offending party has neglected to report his/her actions, the confronting party must contact a member of the Ethics and Honor Code Committee, and the matter will be brought before the committee.

In rare cases where the confronting party believes that his/her personal safety may be threatened, he/she may ask a member of the Ethics and Honor Code Committee to initiate or assist in the dialogue.

Role of the Faculty

In cases of suspected code violations, members of the faculty will follow the same procedures as outlined above; privately resolved matters do not repair the breach of trust inflicted upon the greater community.

THE ETHICS AND HONOR CODE COMMITTEE

The Ethics and Honor Code committee consists of 8-10 voting members from the LMU-CDM faculty, appointed by the Dean of LMU-CDM. One member serves as the Chair. A quorum is achieved when 51% of the voting members are present. Decisions are made by most of those present. The Ethics and Honor Code Committee's student meetings are private and confidential, including the names of participants, proceedings, discussions, minutes, and recommendations. For students attending any Ethics and Honor Code meetings, the following are prohibited unless otherwise authorized in writing by the Dean of Faculty and Students: (1) electronic recording of the meeting (2) invitation of legal counsel or uninvited individuals.

Responsibilities of the Committee Members

The Ethics and Honor Code Committee is responsible to the community, including educating students about the Code, providing information and literature about the Code, and assisting in maintaining awareness of the Code.

The Ethics and Honor Code Committee is responsible for interpreting the Code. The Committee will consider each case individually and should be sensitive to both the community and the individual involved when making decisions.

Reporting Procedure

A case of a suspected violation or an unresolved situation may be brought to the Ethics and Honor Code Committee through self-reporting or by the confronting student, faculty, or staff, at which point the case proceeds to a hearing for resolution. Once reported and the complaint is presented to the committee by the chair, the case proceeds to a hearing for resolution. Reporting violations should be accomplished by submitting the appropriate ethics and honor code violation form which may be obtained from the Associate Dean for Faculty and Students. After submission to the Chair of the Ethics and Honor Code Committee, the involved parties will be informed of a hearing date, time, and location promptly.

Hearing procedures

The hearing will be scheduled during school hours when a quorum of committee members is present to meet with the student. The Chairperson will be the facilitator of this meeting and all related meetings after these proceedings. At the beginning of a hearing, the Chairperson will give a brief overview of the purpose of the hearing, answer any procedural questions, and ask members of the Committee to report any conflicts of interest. If a conflict of interest arises, a committee member will recuse themselves from any further proceedings involving the case. Students whose case will be reviewed by The Ethics and Honor Code Committee or who will be interviewed by The Ethics and Honor Code Committee, are given a list of The Ethics and Honor Code Committee members in advance to report any conflict of interest. If no conflict of interest is reported by the student within 24 hours of receiving the list, no recusals will be considered. If students identify any conflicts of interest, they can report them to The Ethics and Honor Code Committee chair, who will assess and determine if recusal is necessary. All people involved in the hearing, including the parties themselves and Committee members, are expected to maintain the confidentiality of the proceedings. Ethics and Honor Code Committee members and students attending the hearings must sign a confidentiality agreement. Failure to sign this form will result in the committee member being removed from the

committee and the students losing their right to be interviewed by The Ethics and Honor Code Committee before a recommendation is made to the SPC. This form must be signed within 24 hours of receipt.

Deliberation

Once all information has been obtained the student will be excused from the meeting and the Committee will discuss the information acquired. Subjects to be discussed include:

1. What are the relevant circumstances in this case?
2. Is there enough evidence to decide?
3. What is an appropriate resolution in this case?

At the end of the meeting, committee will vote to take appropriate action. If a committee member needs more time or more information to reach a consensus the committee will adjourn and take appropriate action to resolve the situation.

Presentation of the Resolution

The recommendations by the Student Ethics and Honor Code Committee will be forwarded to the chair of Student Progress Committee and Students when appropriate.

Recommendation to the Student Progress Committee

The recommendation will be reported in writing to the parties and to the SPC of LMU-CDM within ten (10) business days and when the school calendar allows. A student will be informed if circumstances do not allow reporting within the timeframe. Once recommendations are made, the case moves to the SPC for consideration of action. See section on Student Progress Committee.

Repairing breaches of trust

With any violation of the Code, the offending party is obligated to repair breaches of trust to the community at large. This will be accomplished by compliance with the final decision in the case and an acceptable reaffirmation of the party's commitment to the community's standards.

If a student breaks the rules, the university can take one or more of the following recommendations:

1. **Warning Letter: The student might get a written warning.**
2. **Failing grade: The student may receive a zero or failing grade for the exercise or exam in question.**
3. **Probation: The student might have to meet certain conditions to stay in the program. If they do not meet these conditions, the probation period could be extended, and more actions might be taken.**
4. **Pay for Damages: If the student caused damage or loss of property, or caused injury physical or**

mental, there may be financial repercussions. If financial damages are requested and not paid, the university may put a hold on a student's record.

5. **Loss of Privileges: The student might lose certain privileges, like participating in activities, rotations or accessing certain areas of the university, for a set time.**
6. **Suspension: The student might be temporarily removed from the CDM. They must meet certain conditions before they can return. If they do not meet these conditions, their suspension might be extended, and more actions might be taken. The university can put a hold on their record during suspension.**
7. **Dismissal: The student might be permanently removed from the university.**
8. **Hazing Penalties: If the student is involved in hazing, they will lose any state-funded grants, scholarships, or awards for a set period.**

Factors for Deciding Penalties

When deciding on a penalty, the university might consider:

- When deciding on a penalty, the university might consider:
- How serious and ongoing the misconduct was
- Whether violence was involved
- The impact on the victim and the university community
- The student's past disciplinary record
- Whether the student has accepted responsibility
- The need to maintain a safe and respectful learning environment
- Any other pertinent factors

Student Progress Committee

Role of SPC

The purpose of the Student Progress Committee (SPC) at LMU-CDM is to ensure that every graduate possesses the necessary skills, knowledge, and judgment to responsibly perform as a dentist or dental hygienist. The SPC monitors student progress, ensuring all students meet the academic and professional standards required for curriculum advancement and graduation. This includes oversight of promotion, remediation, probation, leave of absence, expansion, reprimand, suspension, dismissal, licensing exam performance, compliance, and graduation. Additionally, the SPC recommends students for honors and graduation awards.

Each student case is reviewed individually, adhering to LMU-CDM's Standards, with flexibility allowed when circumstances justify it. The SPC assesses a student's record

for concerns regarding academic performance or conduct. If a student's overall record reflects unsatisfactory progress or reports of unacceptable conduct, the SPC decides the appropriate action through voting.

Evaluator concerns about a student's performance or conduct can lead to failure to meet graduation requirements, even if all curricular elements and exams are passed.

Grades and evaluations from course, block, thread, and clerkship directors form the basis of SPC decisions. The SPC does not handle grade appeals, as this responsibility lies with the Curriculum Committee.

The SPC does not investigate allegations of unacceptable conduct. The Ethics and Honor Code Committee handles such inquiries. Once their investigation is complete, the SPC reviews confirmed violations and determines the necessary actions.

Composition of SPC and Voting Process

The SPC consists of 8-10 voting members from the LMU-CDM faculty, appointed by the Dean of LMU-CDM. One member serves as the Chair. A quorum is achieved when 51% of the voting members are present. Decisions are made by most of those present. The Chair votes only when needed to achieve quorum, break a tie, or create a tie to allow for further discussion.

Ex-officio (non-voting) members may attend meetings to provide relevant information about individual students or insights into LMU-CDM's curriculum, after which they are excused from Committee deliberations to avoid potential conflicts of interest. Current ex-officio members include but are not limited to:

- Associate Dean for Faculty and Students
- Associate Dean for Academic Affairs
- Associate Dean of Clinical Affairs
- Registrar
- Student Advisor
- Chair of Student Ethics and Honor Code Committee
- Faculty and Staff

Decisions Made on Behalf of SPC

The SPC Chair can convene a subcommittee consisting of the Chair and at least three SPC members to urgently review cases. If a scheduled SPC meeting does not reach a quorum, it can also function as a subcommittee.

If a student accepts a decision made by the subcommittee, the decision is presented to the full SPC at the next

scheduled meeting for informational purposes only. However, if a student does not accept the decision, they can request a full review by the SPC at the next meeting. In such cases, the student maintains their current status and does not proceed with the recommended program or remediation until their case is reviewed by the full SPC.

Only the full SPC can recommend suspension or dismissal; these actions cannot be decided by the subcommittee.

Confidentiality

The SPC maintains strict confidentiality regarding students' academic performance and progress in the dental school program. The following individuals are aware of a student's status or are informed as necessary to support the student's successful progress:

- SPC chair and SPC
- Faculty and staff who serve as ex-officio members
- The student's mentor. Academic advisors are informed of any action taken by SPC regarding one of their students.
- Relevant staff members who schedule appointments with deans, schedule students in courses and clerkships, write letters of good standing, and/or maintain academic files.
- Block, thread, course, and clerkship directors (or designees) who present or provide information to SPC about students having difficulty in their curricular component, and who need to manage remediation.
- Anyone with a legitimate need to know as defined by the federal Family Educational Rights and Privacy Act (FERPA).

All SPC members and students appearing before the SPC must sign a confidentiality agreement form. Failure to sign this form will result in the member being removed from the committee and the student facing punitive actions determined by the SPC which may lead to direct dismissal from the program. This form must be signed within 24 hours of receipt of email. Failure to sign this form will result in the students losing their right to be interviewed by the SPC.

Conflict of Interest

Voting and ex-officio members of the SPC may have relationships with students under review. To prevent conflicts of interest, SPC members are required to disclose any conflicts and recuse themselves from student reviews, interviews, discussions, and voting when the student in question is:

- A friend or family member
- Related to a colleague or friend (child, spouse, etc.)
- A current or former patient of the SPC member
- In any other relationship with the SPC member, past or present, that creates a conflict of interest.

A faculty member recusing themselves will physically leave the meeting room during the review, interview, discussion, and vote portions of the SPC process for the student with whom the faculty member has a conflict of interest.

Course, preclinical, and clinical directors may serve on SPC. When a student is under discussion because of a deficiency of a given SPC member's course, the SPC member is required to recuse themselves from the interview, discussion, and vote. However, that faculty member should inform SPC about that student's performance in their course before leaving the meeting. This faculty member does not need to recuse themselves from future meetings if the same student is reviewed for different deficiencies.

Students whose case will be reviewed by the SPC or who will be interviewed by SPC, are given a list of SPC members in advance to report any conflict of interest. If no conflict of interest is reported by the student within 24 hours of receiving the list, no recusals will be considered. If students identify any conflicts of interest, they can report them to the SPC chair, who will assess and determine if recusal is necessary.

Committee Procedures for Academic Deficiencies

When conducting a review, the SPC examines a student's deficiencies and entire school record, including academic performance, conduct, and evaluator concerns, to decide on an appropriate course of action. Various actions or alternatives will be applied as needed for individual cases. The SPC can also establish timelines for completing these actions and criteria for future performance. The student will be notified of the plan in writing and will collaborate with the Associate Dean of Academic Affairs to implement it.

SPC Actions include but are not limited to:

- Allow Remediation and academic probation
- Disciplinary Warning/Letter of Reprimand
- Requirement for Work to be Redone
- Disciplinary Probation
- Dismissal

Each action is described in further detail below.

1. Allow Remediation and Academic Probation

The SPC determines whether a student will pursue remediation. Directors of courses or clinic rotations cannot initiate remediation for a student's deficiency until the SPC has convened and decided on the appropriate action based on the student's overall performance. This approach ensures that a coordinated plan is developed if the student faces challenges in multiple areas.

For students failing one course or rotation in a given academic year, the SPC will recommend one of the following:

- The student must take a remediation exam as stated in the remediation policy.
- The student must repeat all or a portion of the entire academic year.

Remediations will be reflected in the student's official transcript.

If a student does not complete remediation within the timeline set by the SPC, or fails the remediation, they will be automatically dismissed from the program. Students that need remediation are put automatically on academic probation. Academic probation serves as a formal notification to a student that further deficiencies will lead to dismissal. The SPC exercises discretion to ensure that probation serves as a clear warning that dismissal is the next step. Any unsatisfactory progress within the SPC's purview will lead to academic probation. Violation of LMU-CDM's guidelines or policies related to personal or professional conduct while under probation may lead to dismissal.

While on academic probation, students are restricted from participating in non-clinical electives, serving in leadership roles in student activities, pursuing paid employment during school operating hours, or engaging in any activity that might interfere with their dental school performance without prior permission from the Associate Dean of Academic Affairs.

All students who fail a course will automatically be placed on academic probation for the remainder of the academic year and may appear before the Student Progress Committee at an officially convened meeting. Once placed on academic probation, a student will be required to attend all lectures and labs and will be required to follow all "at-risk" student policies as outlined by the Associate Dean for Academic Affairs and/or the Associate Dean for Clinical Affairs and it will be the **student's responsibility** to set up

a meeting with the Associate Dean for Academic Affairs and/or Associate Dean of Clinical Affairs within 2 working days after receiving notice from SPC. Upon successful remediation of the course(s) and satisfactory academic progress, the student will be removed from probation at the end of the academic year unless specified otherwise,

Students on probation should not hold any offices within student organizations

2. Disciplinary Warning

A disciplinary warning addresses minor breaches in conduct, especially when it is evident that the student did not intend to deceive or misuse a right or privilege. The goal is to help the student recognize and rectify their behavior. The warning may include specific assignments or activities for the student to complete. A disciplinary warning is documented with a Letter of Reprimand and is included in the student's Performance Evaluation at the discretion of the Associate Dean of Academic Affairs.

3. Requirement for Remediation Work

SPC will require remediation of coursework or other graduation requirements but not egregious breaches in conduct. The intent is to have the student understand the consequences of behavior that the student knowingly violated LMU's Academic and Professionalism Standards.

4. Disciplinary Probation

Students will be placed on disciplinary probation following a breach of LMU's academic and professional standards. If further conduct issues arise during this probationary period, the student may be dismissed from the program at SPC discretion. The duration of disciplinary probation is determined at the time it is imposed. The SPC conducts a vote to authorize the removal of students from disciplinary probation, which is a prerequisite for graduation. The disciplinary probation must include specific assignments or activities for the student to complete.

Once placed on disciplinary probation, a student will be required to attend all lectures and labs and will be required to follow all "at-risk" student policies as outlined by the Associate Dean for Academic Affairs and/or Associate Dean of Clinical Affairs and it will be the student's responsibility to set up a meeting with the Associate Dean for Academic Affairs and/or Associate Dean of Clinical Affairs within two working days after receiving the SPC letter. Unless specified otherwise, removal from disciplinary probation is determined by the SPC.

Students on probation should not hold any offices within student organizations.

5. Dismissal

A student will face dismissal if they fail to meet the academic and/or conduct standards required for graduation as established by LMU-CDM. Even if a student achieves passing grades in individual courses, if their overall record does not align with LMU-CDM's performance expectations, the SPC will propose dismissal. This recommendation for dismissal can occur at any point during a student's enrollment in dental school and does not require prior placement on probation. Additionally, the SPC will impose a dismissal in cases where there is unmistakable evidence of a significant violation of LMU-CDM's guidelines or policies related to personal or professional conduct including but not limited to:

- Documented cheating in any coursework, clinical or preclinical sessions, or examinations
- Intentional misrepresentation of patient information
- Endangering patient care or safety
- Unacceptable behavior in the community
- Breach of the University's student conduct code
- Violation of local, state, or federal laws

For students who fail two or more courses or rotations in the same year, the SPC will recommend one of the following:

- The student must repeat all or a portion of the entire academic year.
- The student will be dismissed from LMU-CDM.

In addition, once a student starts treating patients, each student is responsible for adhering to the Professional Decorum Standards of the College of Dental Medicine as outlined in the clinical manual. These standards apply in all classrooms, laboratories, and clinical settings, including examinations. Breaches of these standards should be reported to the Office of Clinical Affairs by the Group Leader faculty, staff, or other students via email, detailing the involved parties, infractions, and time of occurrence. The Office of Clinical Affairs will inform the student of the number of identified breaches in Professional Decorum that have been awarded. If the student contests the decision, they may discuss the matter with the Associate Dean of Clinical Affairs to seek a resolution. If resolution cannot be achieved by the Office of Clinical Affairs, the case will be referred to SPC.

Alcohol and Drug Charges or Convictions

Students charged by law enforcement with alcohol or drug violations must contact the Associate Dean of Faculty and Students as soon as possible. The Associate Dean for Faculty and Students will ensure that the student's health and welfare are prioritized. Throughout the legal process, the Associate Dean for Faculty and Students will keep the Student Progress Committee (SPC) informed of any developments. After the court's decision, the student will meet with the SPC, which will then recommend an appropriate course of action to the Dean of LMU-CDM, considering the unique circumstances of each case. Students must understand that those with untreated alcohol or substance abuse issues are unfit for patient care. During legal proceedings related to drug or alcohol violations, the student will be placed on leave until the case is resolved.

Following the court's decision, and after meeting with the student, the Student Progress Committee may recommend that the student be dismissed from CDM school or that the student enter into substance abuse counseling for later re-evaluation by the committee. Following a prescribed course of treatment, the Student Progress Committee will meet again with the student and recommend to the LMU-CDM Dean whether the student can continue as a dental hygiene and dental student.

Harassment, Discrimination, and Sexual Misconduct

LMU prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. LMU prohibits retaliation against any individual for 1) filing, or encouraging someone to file, a complaint of discrimination; 2) participating in an investigation of discrimination; or 3) opposing discrimination. "Retaliation" includes an adverse action or act of revenge against an individual for filing or encouraging someone to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination.

LMU is committed to providing an environment free of all forms of discrimination, including gender or sex-based discrimination. With the exception of guidance counselors in session, all LMU employees are Mandatory Reporters; this means that if you inform any LMU employee of a situation that may involve sexual misconduct, including sexual harassment, sexual assault, stalking, domestic

violence, dating violence, or any other form of prohibited gender or sex-based discrimination, the employee is required to report the information to the Title IX Coordinator. If you would like to speak with an individual who does not have this obligation, confidential counseling is available to students free of charge through the LMU Office of Mental Health Counseling, Duke Hall 202. For more information, call (423) 869-6277, or schedule an appointment online at <https://www.lmunet.edu/student-life/counseling/schedule-an-appointment>.

If you have experienced discrimination and would like to make a report to the University, contact: Rebekah Webb, Title IX Coordinator/Institutional Compliance Officer, by email at titleix@lmunet.edu. The Title IX Coordinator/Institutional Compliance Officer's office is located in Cumberland Gap Offices #3 at 609 Colwyn Ave., Cumberland Gap, TN. The Harassment, Discrimination, and Sexual Misconduct Policies are available on the Office of Institutional Compliance website.

Academic Integrity

The faculty of LMU-CDM are committed to upholding a high standard of integrity. Any attempt by a CDM student to present work as their own when it has not been honestly performed is considered a profoundly serious offense by the faculty and administration. Such actions may result in severe consequences, including possible dismissal.

Cheating

Dishonesty of any kind on examinations or written assignments, unauthorized possession of examination questions (including but not limited to, taking pictures, screenshot or recording of the exam, etc), the use of unauthorized notes (either written or electronic) during an examination, obtaining information during an examination from another dental hygiene and dental student, assisting others to cheat, altering grade records, or illegally entering an office are instances of cheating. Cell phones, smartphones, and smartwatches are not permitted during examinations. A student found to have a cell phone or smart device on their person during an examination will receive a zero for that examination and will be subject to dismissal.

Plagiarism

Offering the work of another as one's own without proper acknowledgment is plagiarism; therefore, any dental hygiene and dental student who fails to give credit for quotations or essentially identical material taken from

books, magazines, encyclopedias, or other reference works, or from the themes, reports, or other writings of a fellow dental hygiene and dental student has committed plagiarism. CDM students should become familiar with any standing policies differing from these general expectations as per their academic department and/or school.

The SPC Actions

The SPC's chair, or whoever is acting on his/her behalf, will notify the LMU-CDM Dean in writing of the decision for any action or sanction. For either academic or discipline issues, the Dean of LMU-CDM will review the Student Progress Committee's recommendation and affirm, amend, or the recommendation and notify the student and the Student Progress Committee Chair in writing of the decision.

Appeal Process

Appeal Process

A student wishing to appeal against the decision of the SPC must submit their letter to the Appeals Board along with the decision letter they received from SPC within 5 working days of receiving notification of that decision. The student's status will remain unchanged until the appeal process is finalized. Appeals may only be made in reference to the Student Progress Committee or specific actions of the Dean for failing to follow LMU-CDM policies and procedures; no other grounds for appeal will be accepted.

Appeals Board

The Appeals Board will be composed of the Executive Vice-President for Academic Affairs, the Dean of the College of Dental Medicine, the LMU-CDM Associate Dean for Academic Affairs, and the LMU-CDM Associate Dean for Faculty and Students. The Appeals Board will review all written information pertaining to the case. **The job of the Appeals Board is to determine if LMU-CDM policies and procedures relating to the case were followed and that no gross misapplication of fact occurred.** They will meet with the student but not with witnesses or other complainants. The Appeals Board's decision will be forwarded to the student in writing by email, by certified mail to his or her last official address or hand delivered with a receipt. All decisions of the Appeals Board will be final and binding. **No further option for appeal will be considered. The Chair of the Appeals Board will notify the SPC and Dean of their decision by email.**

Dismissal & Withdrawal

LMU-CDM reserves the right to dismiss any CDM student at any time before graduation.

Circumstances warranting such action may be of an academic, legal, or professional nature. Any student who leaves LMU-CDM for any reason must follow the approved check-out procedure before their dismissal, withdrawal, or Leave of Absence is final. Failure to complete this exit procedure will cause LMU-CDM to withhold all records pertaining to student attendance. The check-out procedure is as follows:

1. If the student withdraws, they must supply the Associate Dean of Faculty and Students with a letter of resignation. The student's transcript will note the date of the withdrawal.
2. If the student is being dismissed, the Dean of LMU-CDM should inform the Associate Dean of Faculty and Students of the dismissal as soon as possible. The Associate Dean of Faculty and Students communicates with the student being dismissed that a check-out procedure is required.
3. As soon as the Office of Admissions and Student Services is formally notified of the student leaving school, it will produce a memorandum stating the change in the student's status to all LMU-CDM offices and faculty. Before leaving campus, the student must undergo an exit interview with the Admissions and Student Services Office.
4. When the student completes all these obligations, LMU-CDM will then release student records upon the proper request. Dismissal and check-out forms are available in the LMU-CDM Associate Dean of Faculty and Students. The student's transcript will note the date of the dismissal.

Additional Information

General Guidelines

Identification Badges

A picture identification card (ID) will be made for all students free of charge. A \$10.00 fee will be charged for replacing lost ID's. The card should be retained over all semesters that the student is enrolled at LMU-CDM. All registered students must carry their ID and surrender their ID card if asked by a staff member of the institution (including Resident Assistants, Resident Directors, and Security). All valid IDs are used for identification, to check out library books, to obtain admission to most campus activities, entrance into LMU-CDM facilities, and are useful

as a form of identification in the surrounding community as well. It is the student's responsibility to have the ID validated each semester with the Office of Admissions and Student Services. A possible fine of \$25.00 will be assessed to any student not in possession of his/her LMU-CDM student I.D. upon request by LMU personnel.

All LMU-CDM students must have their University ID badge visibly above the waist when on campus or in any LMU facility.

Any student on campus after-hours or on weekends requesting facility access must have an LMU ID badge to verify identity. Campus Police & Security will need to see your LMU ID badge before you gain access to the facility. If you have forgotten your LMU ID badge you may be asked to show a picture ID, such as a driver's license. If you can't provide an LMU ID Badge or valid Driver's License/State approved ID, access may be denied.

Holidays

Official LMU Holidays (Offices closed/no classes): In addition to the mid-semester break which varies from year to year; CDM is closed on the following days: Labor Day, Thanksgiving Day and the Day following Thanksgiving, December week of administrative closing; January 1 observed holiday; Martin Luther King Day, Good Friday, Memorial Day, Fourth of July.

Breaks between semesters

Breaks between semesters dates for dental hygiene and CDM students, can be found in their respective Academic Calendar. Student should check their calendar before making any arrangement for time off including but limited to Booking flights, doctor appointments etc. failure to uphold this recommendation may result in the students receiving a zero on any prescheduled exam or assignment.

Inclement Weather

Campus closure due to incremental weather is announced on local radio and TV stations and posted on the LMU website. LMU-CDM will also make official announcements via university email. It is the student's responsibility to stay abreast of weather conditions and notifications.

Parking

The University provides parking facilities for faculty, staff, students, and patients. Students can park in any lot **except the G level** of the LMU tower, which is reserved for faculty and staff affiliated with LMU.

All CDM students, faculty, and staff vehicles must be registered with the University Office of Student Services during academic registration. Vehicle registration covers one academic year, ending on the last day of the summer session. A registration fee of \$30.00 is assessed per dental hygiene or dental student. Parking tags are issued upon registration and indicate status as student or faculty/staff. Tags must be visible on the rear windshield. Parking tags are transferable to other vehicles.

Students are required to park in designated student parking spaces and lots. Any unauthorized vehicle parked in Visitors or Staff/Faculty spaces will be issued a ticket by Campus Police and Security. LMU parking is not designed for long term storage of vehicles. If a vehicle is left on-campus during a break or vacation the student does so at their own risk. LMU employees are not responsible for monitoring the status of the car during the break.

Building Hours

All CDM students can access the LMU Tower building with their LMU ID Badge.

- Except holidays and other administrative closings, students can access the CDM 24/7 with the exception of Sim Labs which are closed between 11 p.m. -6 a.m..
- When entering the building, students must use their ID Badge to enter and remain in the building. If the students are at the Tower after hours, they must sign in with security at LL1.
- ID Badge must be worn and visible at all times. If a student forgets their badge, they must present ID such as a valid Driver's license and sign in with security in Knoxville.

CAMPUS POLICE AND SECURITY

The LMU Tower campus has an on-campus police force that supervises the entire campus along with LMU standards and policies and State of Tennessee certification requirements. The LMU Campus Police and Security Team is professionally trained and licensed by the State of Tennessee. Security is administered and monitored through the LMU Office of Student Services. At least one police officer is on duty seven days per week, 24 hours per day to secure campus facilities, protect and assist campus students, personnel, visitors and to monitor traffic regulations. All CDM students, faculty, staff, and visitors are encouraged to report criminal activity and any other safety concerns as soon as safely possible. Upon request, reports can be submitted through a "voluntary confidential reporting process."

At the **LMU Tower**, security is provided by Lincoln Memorial Security. The Security team is professionally trained and licensed by the State of Tennessee.

Campus Police and Security provides numerous services to the LMU community, including but not limited to vehicle patrols, foot patrols, door locks and unlocks, escort service after hours, camera monitoring, and dispatching for both emergency and non-emergency situations.

LMU uses the LiveSafe emergency notification system to alert university members in an emergency. To download the LiveSafe App: 1) visit the Google Play or App Store and search for "LiveSafe" 2) Download the app, register with your LMU email, and complete your profile 3) Search for "Lincoln Memorial University" as your school.

In an emergency or other security need, look for an officer or phone the Security Office at (423) 526-6911 or the Associate Dean of Faculty and Students at (865) 370-2121.

LMU ANNUAL SECURITY & FIRE SAFETY REPORT

The LMU Annual Security & Fire Safety Report (ASFSR) will be published online by October 1st of each year and can be found at: <https://www.lmunet.edu/campus-police-and-security/documents/ASR21.pdf>

The LMU ASFSR contains three previous years of crime statistics, campus policies and procedures, including alcohol, drugs, weapons, sexual violence, etc., and law enforcement authority. This publication is required to be in compliance with the Clery Act and the Higher Education Opportunity Act (HEOA)

To request a paper copy, contact the Clery Act Compliance Coordinator at 423-869-6301 or in person at: Tex Turner Arena, 330 Mars/DeBusk Parkway, Harrogate, TN 37752.

Veteran

Veterans In accordance with the Veterans Benefits and Transition Act of 2018, Section 367(e) of title 38 (Public Law 115-407), a student who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation & Employment, or Chapter 33, Post 9/11 GI Bill® *benefits shall be permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a Certificate of Eligibility for entitlement to educational assistance under Chapter 31 or 33 (a Certificate of Eligibility can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs website- eBenefits, or a VAF 28-1905 form for Chapter 31) and ending on the earlier of the following dates:

1. The date on which payment from the VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following receipt of the Certificate of Eligibility.

The university shall not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or require the student to borrow additional funds, in order to meet his or her financial obligations to the institution due to the delayed disbursement funding form VA under Chapter 31 or 33.

Beginning with the terms starting after December 17, 2021, students using their Post 9/11 GI Bill will be required to verify their enrollment at the end of each month.

Students receiving the Montgomery GI Bill will not be impacted by this change. They are already required to verify their enrollment. After December 17, 2021, all impacted students with a US mobile phone number on file with the VA will receive an opt-in text as their next enrollment period approaches.

Students who do not have a mobile phone number on file will not be able to use text verify. They will be automatically enrolled into email verification.

* GI Bill is a registered trademark of the US Department of Veteran Affairs.

Additional Offering-DMD/MBA Combined Degree Completion Pathway

The Combined Degree Completion Pathway for LMU-CDM students has been designed to provide the student with excellent career options and practice management and administration skills at the same time they are preparing to become a well-trained dental professional. Completion of the professional MBA degree at the time of pursuing the DMD Degree should prepare the Combined Degree Pathway graduate with the knowledge and skills to assume a leadership role more quickly in clinical practice in a clinic or educational institution.

Doctor of Medicine in Dentistry

Program Overview - DMD

The 39 competency statements for the “New General Dentist” are developed as the overarching goals for achievement. These competencies are integrated within courses, learning activities, clinical cases, skill development exercises and labs, behavioral training, and clinical training to demonstrate the knowledge achieved by the general dentist. “Competency” assumes that all taught behaviors and skills are performed with a degree of quality consistent with patient well-being, and that the general dentist can self-evaluate treatment effectiveness. In competency-based dental education, what the students learn is based upon clearly articulated competencies and further assumes that all behaviors/abilities are supported by foundation knowledge and psychomotor skills in the biomedical, behavioral, ethical, clinical dental science, and informatics areas that are essential for independent and unsupervised performance as an entry-level general dentist.

The curriculum was designed to ensure that learning experiences will lead to the development of these competencies. The curriculum is firmly rooted in evidence and largely modeled after Bruner's spiral curriculum approach. Content is introduced, emphasized, and reinforced with increasing levels of complexity, eventually leading to competency prior to graduation. Each time the content is re-visited, the student gains deeper knowledge of the topic and allows for the reinforcement of information over time, requiring the use of prior knowledge to inform future learning. By implementing this curriculum design, students are reminded that courses are not singular, nor does learning occur in silos. Each subsequent course or unit of work covered will build upon previous content. Faculty involved in teaching similar content in various years of the curriculum collaborate to develop student learning outcomes that reflect a progression from foundational knowledge to application, synthesis, and evaluation.

The curriculum design is divided into four categories: Biomedical/Basic Medical Sciences, Oral Health/Clinical Sciences, Behavioral Sciences, and Interprofessional Healthcare. Based on the topics presented, most courses will be taught with an integrated approach.

During the D-1 year, the biomedical/basic medical science courses focus on how the body works optimally and is presented in a disciplined approach. In the Spring, MFMII

begins the introduction into the pathology of disease. The D-2 year is about the atypical or pathologic presentation, demonstrated through traditional medical systems, with the discussion of what happens when the typical systems go awry and result in the clinical manifestation of disease.

During the D-1 and D-2 years of student study coursework includes didactic studies in Biomedical/Basic Medical Sciences, Behavioral Sciences, Interprofessional Healthcare, and Oral Health Science. The faculty utilize traditional assessment modalities, instruments, literature reviews, case studies, papers, and presentations to measure student learning and incremental competency success evaluations.

In the Oral Health Sciences Courses, the laboratory/preclinical component will be conducted in the technologically advanced simulation clinic. This allows students to begin to apply their knowledge and develop new clinical skills as they learn and demonstrate simulated dental procedures for the dental faculty. To determine when new competencies have been achieved, the faculty will introduce simulated clinical examinations to assess student knowledge and skills and to demonstrate their growing competency as they progress to the clinical curriculum for their third and fourth years of study.

In the College of Dental Medicine's clinical curriculum, the Oral Health Science coursework in the D-1 and D-2 years evolves into Comprehensive Patient Care in the D-3 and D-4 years. The College of Dental Medicine is committed to providing students with a sufficient and diverse patient population and clinical experiences to attain clinical competency. The university will provide fully equipped, state-of-the-art dental clinics to enrich and enhance their learning. The College of Dental Medicine faculty will design a series of comprehensive clinical examinations and Clinical Competency Evaluations to assess student knowledge, behavioral characteristics, and clinical skills as well as other qualities and performance abilities to validate determinations of competency.

During the D-1 and D-2 years, six semesters consist of didactic courses delivered mostly in a lecture and team-based learning format. The oral health science courses have both didactic and laboratory/preclinic components. During the D-3 and D-4 years, the five semesters consist of 90 weeks (3040 hours) of full-time clinical experience with Comprehensive General Dentistry Seminars during the D-3 year and Advanced Topics in General Dentistry Seminars D-4 year.

Admissions

LMU-CDM ADMISSIONS AND STUDENT SERVICES

The LMU-CDM Admissions and Student Services, located on the 8th Floor, is responsible for admissions, recruitment, retention, securing financial services, student records, tracking outcomes data, providing academic support, and counseling dental hygiene and dental students. In addition, the office is a center of campus life and oversees all student activities, student government functions, student clubs, the student ambassador program, and all other non-academic student-life issues. The Office is committed to creating an environment that is conducive to learning so that all LMU-CDM students fully reach their academic and personal potential. The office works closely with various college and university committees to create an environment that facilitates student learning. The office has an open-door policy, and students are welcome to come in at any time, although appointments are recommended.

The Lincoln Memorial University Office of Student Services will provide students with information on parking, meal plans, housing, ticket sales, campus events, security, etc., in cooperation with the LMU-CDM.

Student Services

Documentation of Immunizations, Immunity, and Physical Health

Matriculating students are required to set up an account with an LMU-CDM contracted vendor who monitors, approves, and manages all required health forms and substantiating documentation. Applicants accepted for admission are required to submit a medical history, physical examination, PPD testing, and proof of immunity forms that have been completed, reviewed, and signed by a licensed health care provider (DO, MD, PA-C, FNP) prior to matriculation. Students without the required immunizations and proof of immunity will not be permitted to actively participate in patient care activities until the requirements have been completed and authorized by an LMU-CDM healthcare provider. Students must also provide proof of health insurance or purchase the mandatory required health insurance.

YEARLY REQUIREMENTS-Students are required to submit proof of health insurance, and complete a urine drug screen, influenza vaccine, and PPD test yearly. Students must complete these requirements by typically April of each academic year or otherwise directed by the Associate Dean for Faculty and Students.

Documents that must be completed prior to matriculation include:

- LMU-CDM Prematriculation Medical History completed and signed by the student and reviewed/signed by a healthcare provider
- LMU-CDM Prematriculation Physical Exam form, completed and signed by a licensed healthcare provider (DO, MD, PA-C, FNP)
- LMU-CDM Record of Immunity form, completed and signed by the licensed healthcare professional (Prematriculation Provider)
- Substantiating documentation (copies of laboratory results, immunization records, chart records of immunizations, PPD testing form or CXR report, etc.) must accompany the Record of Immunity Form for the student's folder to be considered complete
- Records Release Form signed by student authorizing LMU-CDM to release health-related information to affiliated training sites where the student will be rotating
- A signed photo release form
- A signed technical standards acknowledgement
- Background check

It is expected that this documentation will be provided by the matriculating student to the Admissions Office, along with other required admissions documents, by May 15 of the matriculating year, unless extenuating circumstances exist. Any student not making a good faith effort to complete their immunization record by this time will not be permitted to register.

During the second semester of the first, second, and third years, students will be expected to provide an updated PPD and urine drug screen as a requirement for beginning clinical rotations. **Any student not providing evidence of updated PPD and urine drug screen by April 15 will not be authorized to participate in the dental or dental hygiene clinic until completed.**

Required prior to matriculation

- Proof of Tdap and polio vaccine
- Proof of meningococcal vaccine
- Proof of immunity against measles, mumps, and rubella, if not provided at matriculation
 - Qualitative or quantitative antibody titers for MMR
 - If any of the three components show insufficient immunity, a booster and recheck of titer 6 weeks later will be required
- Proof of immunity against varicella, if not provided at matriculation

- Qualitative or quantitative antibody titers for varicella
- History of infection is not considered proof of immunity
- If antibody titer is negative, booster vaccination and recheck of titer 6 weeks later is required
- Proof of immunity against hepatitis B, if not provided at matriculation
 - Proof of completion of 3 injection series (takes 7 months to complete) or HEPLISAV-B two injection series (takes one month to complete)
 - Qualitative or quantitative antibody titers showing immunity to Hepatitis B, ideally drawn 6-12 weeks after completion of 3 injection series
 - If antibody titers are negative 6-12 weeks following completion of Hepatitis B series, a second series of 3 injections needs to be completed, with antibody titers drawn 6-12 weeks following completion
 - If antibody titers are negative following second series of 3 injections (per protocol), and proof of completion of two full series of vaccinations is provided, student will be considered a “non-responder” to Hepatitis B immunization
- Negative PPD screening for tuberculosis within 6 months of starting rotations
 - If prior history of tuberculosis, BCG vaccination, or positive PPD, must provide negative chest x-ray and/or QuantiFERON-TB Gold test within 6 months of starting rotations
- Urine drug screen (10-panel testing) negative except for prescribed medication

Required prior to starting clinical patient:

- Proof of immunity against measles, mumps, and rubella, if not provided at matriculation
 - Qualitative or quantitative antibody titers for MMR any of the three components show insufficient immunity, a booster and recheck of titer 6 weeks later will be required any of the three components show insufficient immunity, a booster and recheck of titer 6 weeks later will be required
- Proof of immunity against varicella, if not provided at matriculation
 - Qualitative or quantitative antibody titers for varicella
 - History of infection is not considered proof of immunity
 - If antibody titer is negative, booster vaccination and recheck of titer 6 weeks later is required
- Proof of immunity against hepatitis B, if not provided at matriculation

- Proof of completion of 3 injection series (takes 7 months to complete) or HEPLISAV-B two injection series (takes one month to complete)
- Qualitative or quantitative antibody titers showing immunity to Hepatitis B, ideally drawn 6-12 weeks after completion of 3 injection series
- If antibody titers are negative 6-12 weeks following completion of Hepatitis B series, a second series of 3 injections needs to be completed, with antibody titers drawn 6-12 weeks following completion
- If antibody titers are negative following second series of 3 injections (per protocol), and proof of completion of two full series of vaccinations is provided, student will be considered a “non-responder” to Hepatitis B immunization
- Negative PPD screening for tuberculosis within 6 months of starting rotations
 - If prior history of tuberculosis, BCG vaccination, or positive PPD, must provide negative chest x-ray and/or QuantiFERON-TB Gold test within 6 months of starting rotations
- Urine drug screen (10 panel testing) negative with the exception of prescribed medication

Note: Though proof of Hepatitis B immunity is not required until the start of rotations, if you have completed the Hepatitis B vaccination series, it is advisable to provide proof of immunity prior to matriculation.

If students choose to not be vaccinated for Hepatitis B or from vaccinations for religious purposes, then the **Hepatitis B Information** form or **Religious Exemption from Vaccinations** must be filled out and submitted to the Associate Dean for Faculty and Students.

Mission, Vision and Goals-DMD

Mission

The mission of LMU CDM is to prepare highly skilled, compassionate, and ethical oral health providers dedicated to excellence in teaching, patient care, research, and service. Our focus is on improving oral and overall health in underserved communities, which is accomplished through lifelong learning and critical thinking. Graduates leave equipped to contribute meaningfully to their profession and to society through innovation, evidence-based care, and outreach.

Vision

By 2030, LMU-CDM be recognized as national and international leaders in

- Providing dental education for the 21st Century students through curriculum innovation and advanced technology.
- Providing seamless, integrated, clinically based, patient-centered, and person-centered education founded in preventive health and evidence-based science.

The Mission of the LMU-CDM is fulfilled through the achievement of four general goals supported by specific objectives for measuring achievement, which are addressed annually. These goals are supported by strategies and assessments and serve as a priority for the College of Dental Medicine's long-range strategic planning.

Goals

To achieve the Mission of the Doctor of Medicine in Dentistry and Dental Hygiene programs, the faculty and students engage in an active educational process with a variety of learning experiences. They collaborate in scholarly and service activities within a curriculum designed so that upon completion of the program, the following Goals will be achieved:

Domains:

1. **Teaching Excellence**
2. **Research**
3. **Patient-Centered Care**
4. **Service**

1. Teaching Excellence: Provide predoctoral and postdoctoral students with a quality education that integrates evidence-based knowledge and skills in the oral health and clinical sciences, biomedical, and behavioral sciences necessary to become competent practitioners.

2. Research: Provide an environment that promotes and supports research and scholarly activity in education and oral health care.

3. Patient-Centered Care: Provide high-quality, comprehensive, evidence-based, patient-centered care for our patients while improving access to oral health care in the region through the practice of our graduates.

4. Service: Address the oral health needs and improve access to oral healthcare in the region through continuing dental education and community service efforts.

Tuition & Fees - DMD

For the full cost of attendance for DMD students, please visit the LMU cost of attendance website:

<https://www.lmunet.edu/student-financial-services/tuition-and-fees/graduate-and-professional>

Orientation - DMD

Orientation will be held the week before classes begin. A meet and greet will be held on the first day, with CPR, OSHA, HIPAA, and orientation to Lincoln Memorial University College of Dental Medicine on the 2nd and 3rd days. The exact dates will be sent via your LMU.net.edu email. Plan to be on campus from 8:00 am until 5:00 pm EST.

Please note your photo will be taken for your ID Badge during orientation.

Curriculum - DMD

The program is a full-time, continuous, 46-month cohort program consisting of 276 credit hours, not including electives, culminating in the receipt of the DMD degree. The curriculum includes eleven consecutive semesters of academic and clinical education. The program will admit only one cohort per year. The curriculum is arranged according to a classical 2 + 2 design with Biomedical and Pre-clinical Oral Health Sciences in the first two years, while Clinical and Behavioral Sciences occupy D3 and D4. In the D4 year, students are assigned to external dental practice rotations as part of CDM Community-Based Dental Education (CBDE) Program. In addition, students are engaged in Community Outreach activities during all four years.

Curriculum Digest - DMD

Degree Type

Doctor of Medicine in Dentistry

CDM I, Fall Semester

Item #	Title	Credits
DMDSYS-701	Medical Gross Anatomy	5.5
DMDSYS-711	Molecular Fund of Medicine I	6
DMDSYS-714	Medical Histology	4
DMD-700	Oral Histology and Embryology	0.5
DMD-701	Found Mod Oral Healthcare I	1.5
DMD-702	Oral Health Science	10
DMD-703	Community Outreach	0.5

CDM I, Spring Semester

Item #	Title	Credits
DMSYS-712	Molecular Fund of Medicine II	7
DMSYS-715	Medical Neuroanatomy	3.5
DMSYS-716	Medical Physiology	7.5
DMSYS-717	Medical Basic Pharmacology	4
DMD-704	Head and Neck Anatomy	4
DMD-705	Oral Hlth Sci w/Case Studies II	10
DMD-706	Found Mod Oral Hlthcare II	1.5
DMD-708	Commun Outreach/Serv Lrng II	0.5

CDM I, Summer Semester

Item #	Title	Credits
DMD-709	Oral Health Science with Case Studies III	15
DMD-710	Community Outreach/Service-Learning III– Health Promotions	0.5
DMD-711	Evidence-Based Dentistry I	0.5
DMD-712	Interprofessional Education II – Roles and Responsibilities	1
DMD-713	Elective Research Experience	10

CDM II, Fall Semester

Item #	Title	Credits
DMSYS-724	Musculoskeletal System	4
DMSYS-760	Endocrine	3
DMSYS-753	Cardiovascular	5.5
DMSYS-755	Renal	2.5
DMSYS-757	Respiratory	3
DMD-714	Oral Pathology	3
DMD-715	Oral Health Science with Case Studies IV	15
DMD-716	Community Outreach/Service-Learning IV– Local and Global Health	0.5
DMD-717	Evidence-Based Dentistry II	0.5

CDM II, Spring Semester

Item #	Title	Credits
DMSYS-762	Reproductive/Genital Urinary	5
DMSYS-751	Hematology & Lymph	3
DMSYS-764	Gastrointestinal	3
DMSYS-768	Integument	2
DMD-718	Foundations of Modern Oral Healthcare III	2
DMD-719	Oral Health Science with Case Studies V	15
DMD-721	Community Outreach/Service-Learning V– Local and Global Health	0.5

CDM II, Summer Semester

Item #	Title	Credits
DMD-722	Treatment of Patients with Special Needs	2
DMD-723	Pain Management, Anxiety Control, and Medical Emergencies	3
DMD-724	Oral Health Science with Case Studies VI	15
DMD-725	Community Outreach/Service-Learning VI– Local and Global Health	0.5
DMD-727	Behavioral Dentistry I	1
DMD-728	Comprehensive Patient Care with Case Studies I	1

CDM III, Fall Semester

Item #	Title	Credits
DMD-726	Ethics, Jurisprudence, and Practice Management	1.5
DMD-730	Comprehensive Patient Care with Case Studies II	14
DMD-731	Behavioral Dentistry II	1
DMD-732	Community Outreach/Service-Learning VII– School Districts	0.5
DMD-733	Comprehensive General Dentistry Seminar I	4
DMD-734	Patient Care Review I	1
DMD-752	Practice Management Fundamentals I	1

CDM III, Spring Semester

Item #	Title	Credits
DMD-735	Comprehensive Patient Care with Case Studies III	14
DMD-736	Community Outreach/Service-Learning VIII– School Districts	0.5
DMD-737	Comprehensive General Dentistry Seminar II	4
DMD-738	Patient Care Review II	1

CDM III, Summer Semester

Item #	Title	Credits
DMD-739	Comprehensive Patient Care with Case Studies IV	14
DMD-740	Community Outreach/Service-Learning IX– School Districts	0.5
DMD-741	Behavioral Dentistry III	1
DMD-742	Comprehensive General Dentistry Seminar III	4
DMD-743	Patient Care Review III	1

CDM IV, Fall Semester

Item #	Title	Credits
DMD-744	Comprehensive Patient Care with Case Studies V	14
DMD-745	Community Outreach/Service-Learning X– Advanced Experiences in Community Health	0.5
DMD-746	Advanced Topics in Comprehensive General Dentistry I	4
DMD-747	Patient Care Review IV	1
DMD 753	Practice Management Fundamentals II	1

CDM IV, Spring Semester

Item #	Title	Credits
DMD-748	Comprehensive Patient Care with Case Studies VI	14
DMD-749	Community Outreach/Service-Learning XI– Advanced Experiences in Community Health	0.5
DMD-750	Advanced Topics in Comprehensive General Dentistry II	4
DMD-751	Patient Care Review V	1
Total Credits		276-286

Associate of Science in Dental Hygiene

The primary source of information for the Associate of Science Dental Hygiene Program is the Lincoln Memorial University General Undergraduate Catalog.

Program Overview - ASDH

LINCOLN MEMORIAL UNIVERSITY DENTAL HYGIENE PROGRAM GOALS

1. Provide dental hygiene students with a quality education that integrates evidence-based knowledge and skills in general education, biomedical science, dental science, dental hygiene science, and basic clinical education necessary to become competent dental hygiene practitioners.
2. Provide an environment that promotes and supports research and scholarly activity in education and oral health care.

3. Provide high quality, evidence-based, patient-centered care for our patients while improving access to oral health care in the region through the practice of our graduates.
4. Address the oral health needs and improve access to oral healthcare in the region through continuing dental hygiene education and community service efforts.

Admissions - ASDH

Application Procedures

Lincoln Memorial University operates on a semester system with terms beginning in August (Fall Semester), January (Spring Semester), and May (Summer Semester). Refer to the undergraduate academic calendar for class start and end dates.

All applicants must apply and be accepted for general admission to Lincoln Memorial University before the applicant can be considered for the Dental Hygiene Program. Undergraduate Admissions link: <https://www.lmunet.edu/undergraduate-admissions/>

General admission to Lincoln Memorial University **does not** guarantee admission to the Dental Hygiene Program.

Lincoln Memorial University College of Dental Medicine Dental Hygiene Program (LMU CDM DHP) participates in a centralized application service, the American Dental Education Association Dental Schools Centralized Application Service (ADEA DHCAS). The American Dental Education Association (ADEA) offers prospective students a convenient, centralized online application service for accredited dental hygiene schools. Through ADEA DHCAS, students can file one electronic application. The ADEA DHCAS then verifies and distributes the information to each of the colleges designated by the applicant. The Dental Hygiene Centralized Services (DHCAS) can be reached at www.adea.org.

The Dental Hygiene Program (DHP) uses the American Dental Education Association (ADEA.org) in its admission process. The LMU CDM DHP will begin each October accepting applications for the following fall admission, with the application deadline of March 15 each year. The DHP consists of two 16-week semesters for fall and spring, with the Summer Semester being 10 weeks.

Students Right To Know

To comply with federal regulations regarding the reporting of completion/graduation and transfer-out, Lincoln Memorial University annually prepares information

regarding the completion/graduation rates within 150% of the normal time to complete the program and the transfer-out rates of full-time, first-time students enrolled at the institution in the fall quarter who are pursuing certificate and degree programs at the institution. You may review this information in the Consumer Information section of the Lincoln Memorial University website.

Admissions Requirements by Pathway of Entry

Direct Freshman Entry

This pathway is appropriate for high school seniors applying to LMU who would like to complete their Associate of Science in Dental Hygiene in 3.0 years via the ASDH degree path. These students must meet the following criteria for undergraduate admissions:

Required Entrance Test(s):

For high school seniors, either the ACT or SAT to determine eligibility to take biology and chemistry courses. Students applying to the DHP must possess a cumulative high school GPA of 3.25 on a 4.0 scale. Minimum Score on Required Entrance Test(s): ACT of 22+

Students Must Satisfy the Following Requirements for Admission:

High School Seniors:

- Complete the DH Application for Admissions.
- Initial Admissions Interview with CDM and DHP Admissions Committee (During Senior Year).
- 300-word essay – How you arrived at this career goal.
- Two letters of recommendation (from non-relatives) attesting to community service, leadership ability, character, and other skills.
- Minimum GPA for each Required Course: A C+ is the minimum grade needed for all required courses.
- Interview with admissions committee.

Required Technical Standards and Competencies for Program Admission:

- Sixteen (16) - hours of documented observation/shadowing hours in a General Dentist's Office shadowing the Dental Hygienist. The document must be signed by RDH observed.
- During the spring before the last semester of prerequisites, the student will apply to LMU through the admission portal. Once accepted into LMU, the student will be required to complete the supplemental ADEA-DHCAS application.

- Applicants must pass the LMU-CDM Medicine criminal background check (completed upon offer of admission)
- Applicants must be drug-free, as evidenced through required LMU-CDM drug testing (completed upon offer of admission).

LMU-DHP Technical Standards for Admissions and Retention

Candidates for admission must have sufficient abilities and skills in five areas: I) Observation; II) Communication; III) Motor; IV) Conceptual, Integrative, and Quantitative; and V) Behavioral and Social. Technological compensation can be made for some limitations in certain areas, but candidates should perform in a reasonably independent manner (Technical Standards).

- I. Observation: The candidate must be able to make observations at a distance and close at hand accurately. Observation necessitates the functional use of the sense of vision and somatic sensation and is enhanced by the functional use of all other senses.
- II. Communication: The candidate must communicate effectively, efficiently, and sensitively in both oral and written forms and perceive nonverbal communication.
- III. Motor: The candidate must coordinate both gross and fine muscular movements, maintain equilibrium, and have functional use of the senses of touch and vision. The candidate must possess sufficient postural control, neuromuscular control, and eye-to-hand coordination to perform profession-specific skills and tasks.
- IV. Conceptual, Integrative, and Quantitative Abilities: The candidate must be able to problem-solve, measure, calculate, reason, analyze, record, and synthesize large amounts of information promptly. The candidate must be able to comprehend three-dimensional relationships and understand spatial relationships.
- V. Behavioral and Social Attributes: The candidate must possess the emotional health required to fully utilize his/her intellectual abilities, consistently exercise good judgment in addition to prompt completion of all responsibilities, and the development of mature, sensitive, and effective relationships. The candidate must tolerate physically, mentally, and emotionally taxing workloads and function effectively under stress. The candidate must adapt to changing environments, display flexibility, and learn to function in the face of uncertainties. The candidate must possess and exhibit compassion, integrity, concern

for others, effective interpersonal skills, ability to function as an effective team member, and interest and motivation to learn.

Students must attest to their ability to meet technical requirements. Any student seeking accommodation must follow LMU's established process through the Department of Accessible Education Services. No accommodation is available for preclinical and clinical courses. If the student needs accommodations, it is the student's responsibility to request those accommodations each semester. Please note the student will need to request accommodations needed for the Dental Hygiene National Board Examination from ADA.org. and for the Computerized Structured Clinical Examination (CSCE) of the ADEX, SRTA, or CRDTS examination.

Direct Entry to the DHP:

Students must have taken the seven (7) required prerequisite courses from a regionally accredited institution to qualify for entry via this pathway. Prerequisites and recommended courses align with those of the previous path.

1. Complete the Dental Hygiene Application through the admissions portal.
2. At a minimum, science GPAs of 3.00 on a 4.00 scale are required. Applicants must report both a science and a cumulative GPA over 3.00 (although >3.25 will be generally competitive) on a 4.00 grading scale.
3. Two letters of recommendation are required. Letters should be from either a dental or medical professional or a science professor. Letters written by immediate family members will not be accepted. All letters of recommendation must be submitted directly to LMU from those completing the letters. Letters submitted or delivered by the applicant will not be accepted.
4. Complete sixteen (16) documented observation/shadowing hours before entering the DHP.
5. Applicants must demonstrate a genuine understanding of, and interest in, the humanitarian ethos of health care, particularly dental medicine.
6. Applicants should reflect a people and service orientation through community service or extracurricular activities.
7. Applicants should reflect proper motivation for and commitment to healthcare as demonstrated by previous salaried work, volunteer work, or other life experiences.
8. Applicants must possess the oral and written communication skills necessary to interact with patients and colleagues. A 300-word essay - How you arrived at this career goal.

9. Applicants must pass the LMU-CDM criminal background check (completed upon offer of admission).
10. Applicants must be drug-free, as evidenced through the LMU-CDM required drug testing (completed upon offer of admission).

Admissions criteria are weighted with an emphasis on academic performance (approximately 3/4 of the final score), including science GPAs, non-science GPAs, cumulative GPAs, number of hours completed per semester or quarter, and institution(s) attended. Motivation, experience, recommendations, community service experience, and the interview evaluation (about 1/4 of the final score) also contribute to candidate rankings. The ranking formula, the weighting, and the scoring will be analyzed and reviewed before each admission cycle by the Admissions Committee (Applicant Ranking Plan).

Technical Standards for Admission

Candidates for admission must have sufficient abilities and skills in five areas: I) Observation; II) Communication; III) Motor; IV) Conceptual, Integrative, and Quantitative; and V) Behavioral and Social. Technological compensation can be made for some limitations in certain areas, but candidates should perform in a reasonably independent manner (Technical Standards).

- I. Observation: The candidate must be able to make observations at a distance and close at hand accurately. Observation necessitates the functional use of the sense of vision and somatic sensation and is enhanced by the functional use of all other senses.
- II. Communication: The candidate must communicate effectively, efficiently, and sensitively in both oral and written forms and perceive nonverbal communication.
- III. Motor: The candidate must coordinate both gross and fine muscular movements, maintain equilibrium, and have functional use of the senses of touch and vision. The candidate must possess sufficient postural control, neuromuscular control, and eye-to-hand coordination to perform profession-specific skills and tasks.
- IV. Conceptual, Integrative, and Quantitative Abilities: The candidate must be able to problem-solve, measure, calculate, reason, analyze, record, and synthesize large amounts of information promptly. The candidate must be able to comprehend three-dimensional relationships and understand spatial relationships.
- V. Behavioral and Social Attributes: The candidate must possess the emotional health required to fully utilize his/ her intellectual abilities, consistently exercise

good judgment, promptly complete all responsibilities, and develop mature, sensitive, and effective relationships. The candidate must tolerate physically, mentally, and emotionally taxing workloads and function effectively under stress. The candidate must adapt to changing environments, display flexibility, and learn to function in the face of uncertainties. The candidate must possess and exhibit compassion, integrity, concern for others, effective interpersonal skills, ability to function as an effective team member, and interest and motivation to learn. All are personal qualities required during the educational process.

Students must attest to their ability to meet technical requirements. Any student seeking accommodation must follow LMU's established process through the Department of Accessible Education Services <https://www.lmunet.edu/student-life/accessible-education-services/>

Acceptance into a Lincoln Memorial University Dental Hygiene Program does not imply or guarantee that a student will be able to obtain licensure, certification, or employment. Several Lincoln Memorial University programs require field experiences during the curriculum (e.g., clinicals, internships, practicums, student teaching) and/or lead to a field that requires a license or certification. Background checks are required prior to matriculation into these programs and may further be required prior to the field experiences and/or licensure/certification. Students should be aware that a prior misdemeanor or felony arrest or conviction (or an event of this nature occurring during the program) may restrict the individual's ability to gain admission into the program, progress into field experiential training, and/or obtain professional licensure or certification. It is the responsibility of the student to inform the program of any issues that may have occurred in the past or that arise during the program. The events may require voluntary withdrawal or administrative dismissal from the program. All students are responsible for learning the requirements for licensure within their home state or any state in which he/she wishes to practice ensuring ability to meet these requirements.

Admission Of Transfer Students

Regular Transfer Admission- LMU meets the needs of community college students in the Appalachian Region by providing transference of credit. Overseen by the Director of Community College Relations and the Office of Undergraduate Admissions, LMU's transfer policies are proactive in assuring that students have all the information necessary to make informed transfer decisions.

Regular Transfer Admission status is granted if a student has a cumulative GPA of 2.4 or higher on all previous college-level work. Students with a cumulative GPA of less than 2.4 on previously attempted college-level work earned within the past five years must be reviewed by the Undergraduate Admissions Committee.

Students going before the Undergraduate Admissions Committee may be required to participate in the University's academic support and tutoring programs, may receive the recommendation to send more information or may be denied admission to the University.

Transfer admission students who have completed fifteen (15) or more semester credit hours of potentially transferable seated, college-level coursework at an accredited/approved college or university will be considered for regular transfer admission.

Students having completed fewer than fifteen (15) semester credit hours are subject to the Regular Admission criteria and procedures applicable to freshman admissions (see above). Transfer student applicants must submit the following:

- The online Application for Admission
- Official transcripts from all colleges and universities attended (sent directly from the institution)
- If fewer than fifteen (15) semester credit hours of college-level course work have been completed, an official high school transcript and official ACT/SAT test scores must be submitted.

For more detail regarding Lincoln Memorial University policies regarding transfer credit, see the *Lincoln Memorial University Undergraduate Catalog* section entitled, "Transfer Credits from Other Institutions."

The college reserves the right to reject any or all credits from other institutions regardless of their accreditation status. The college reserves the right to refuse transfer credit for courses if the student's subsequent grades in required courses in the same subject fall below a 2.0 average.

Mission Statement - ASDH

The Mission of the LMU-DH Program is to develop competent oral health care providers who are committed to the premise that the cornerstone of meaningful existence is service to humanity.

THE MISSION OF THE LMU-DH PROGRAM IS ACHIEVED BY:

- Graduating competent Registered Dental Hygienists.
- Providing a values-based learning community as the context for teaching, research, patient care, and service.
- Improving the oral and general health of the people within the Appalachian region and beyond.
- Focusing on enhanced access to oral health care for underserved communities.
- Investing in quality academic programs supported by superior faculty and technology.
- Embracing compassionate, patient-centered, and person-centered oral health care values diversity, public service, and leadership as an enduring commitment to professionalism and the highest ethical standards.
- Facilitating the growth, development, and maintenance of graduate dental hygiene education.

Orientation - ASDH

Orientation for new students will be the 3 days before classes begin. With CPR training happening during the orientation.

Tuition and Fees - ASDH

For the full cost of attendance for Dental Hygiene students, please visit the LMU cost of attendance website:
<https://www.lmunet.edu/student-financial-services/tuition-and-fees/undergraduate>

Curriculum Digest - ASDH, Direct Admissions to DH with 7 Prerequisites

Degree Type

Dental Hygiene

Associate of Science in Dental Hygiene Prerequisites

Item #	Title	Credits
BIOL-261	Human Anatomy and Physiology I	4
BIOL-230	Microbiology	4
ENGL-101	Composition	3
PSYC-100	Introduction to Psychology	3
	Math (College Level Math or Higher)	3
CHEM-100	Introduction to Chemistry	4
SOCI-100	Introduction to Sociology	3
	AS General Education - Ethics, Fine Arts, History or Humanities	3

DH-1, Fall - 20 Weeks

Item #	Title	Credits
DH-200	Clinical Theory I - Lec/Lab	5.2
DH-201	Embryology, Histology, & Dental Anatomy	3
DH-202	Head and Neck Anatomy	2
DH-203	Dental Radiology	3

DH-1, Spring - 20 Weeks

Item #	Title	Credits
DH-250	Clinic Theory II - Lec/Lab	5.8
DH-251	General and Oral Pathology	2
DH-252	Periodontology	2
DH-253	Pharmacology	2
DH-302	Treatment of Patients With Special Needs	3
LNCN-100	Lincoln's Life and Legacy	1

DH-2, Summer - 10 Weeks

Item #	Title	Credits
DH-254	Pain, Anxiety, Medical Emergencies	4
DH-300	Clinic Theory III - Lec/Lab	6
DH-301	Dental Materials	3

DH-2, Fall Semester - 20 Weeks

Item #	Title	Credits
DH-350	Clinic Theory IV - Lec/Lab	6.4
DH-351	Commun Outreach, Service Learn	3
DH-352	Ethics, Jurisprudence, and Practice Management	3
COMM-200	Speech Communications	3

DH-2, Spring Semester - 20 Weeks

Item #	Title	Credits
DH-360	Clinic Theory V - Lec/Lab	9
DH-361	Dental Hygiene Board Review	3
	Total Credits	96.4

Curriculum Digest - ASDH, Direct Admit from High School

Degree Type

Dental Hygiene

General Education and Prerequisites, Fall

Item #	Title	Credits
BIOL-261	Human Anatomy and Physiology I	4
ENGL-101	Composition	3
SOCI-100	Introduction to Sociology	3
	Math (College Level Math or Higher)	3
LNCN-100	Lincoln's Life and Legacy	1
UACT-100	Strategies for College Success	1

General Education and Prerequisites, Spring

Item #	Title	Credits
BIOL-230	Microbiology	4
COMM-200	Speech Communications	3
PSYC-100	Introduction to Psychology	3
CHEM-100	Introduction to Chemistry	4

DH-1, Fall - 20 Weeks

Item #	Title	Credits
DH-200	Clinical Theory I - Lec/Lab	5.2
DH-201	Embryology, Histology, & Dental Anatomy	3
DH-202	Head and Neck Anatomy	2
DH-203	Dental Radiology	3

DH-1, Spring - 20 Weeks

Item #	Title	Credits
DH-250	Clinic Theory II - Lec/Lab	5.8
DH-251	General and Oral Pathology	2
DH-252	Periodontology	2
DH-253	Pharmacology	2
DH-302	Treatment of Patients With Special Needs	3
LNCN-100	Lincoln's Life and Legacy	1

DH-2, Summer - 10 Weeks

Item #	Title	Credits
DH-254	Pain, Anxiety, Medical Emergencies	4
DH-300	Clinic Theory III - Lec/Lab	6
DH-301	Dental Materials	3

DH-2, Fall Semester - 20 Weeks

Item #	Title	Credits
DH-350	Clinic Theory IV - Lec/Lab	6.4
DH-351	Commun Outreach, Service Learn	3
DH-352	Ethics, Jurisprudence, and Practice Management	3
COMM-200	Speech Communications	3

DH-2, Spring Semester - 20 Weeks

Item #	Title	Credits
DH-360	Clinic Theory V - Lec/Lab	9
DH-361	Dental Hygiene Board Review	3
	Total Credits	98.4

Courses

Dental Hygiene

DH-200 : Clinical Theory I - Lec/Lab

This course introduces the dental hygiene student to clinical dental hygiene practice. It provides a historical overview of dentistry and dental careers, ethical principles, the science behind disease transmission, instrument sterilization, and infection control procedures. Ergonomics, communication skills, and preliminary patient assessment tools, including vital signs, are covered. The dental hygiene process of care, basic instrumentation, extrinsic stain removal, and fluoride application will be covered in the simulation laboratory. Clinic Theory I Lec/lab is a prerequisite to Clinic Theory II Lec/lab.

Credits 5.2

DH-201 : Embryology, Histology, & Dental Anatomy

This course will introduce the dental hygiene student to the form, function, and comparative anatomy of primary and permanent teeth, tooth numbering, and dentition periods. Embryologic development of the face, neck, orofacial structures, and teeth. And the histologic study of the gingiva, oral mucosa, and attachment apparatus.

Credits 3

DH-202 : Head and Neck Anatomy

This course is designed to provide dental hygiene students with the anatomical foundation of dental hygiene and study regional and systemic anatomy. Presented through didactic, case-based learning, and experiential learning pedagogy, this course focuses on conceptual anatomy, demonstrating the dental significance of anatomical structures including the skull, face, oral cavity, and cranial cavity are critical to the practice of dental hygiene.

Credits 2

DH-203 : Dental Radiology

This course introduces dental hygiene students to the science of radiography and safety techniques for the operator and patient, intraoral and extraoral radiographic techniques, interpretation, and identification of pathological processes. Students will be acquiring radiographs on the simulation manikin and transition to live patient experiences during the lab portion of the course.

Credits 3

DH-250 : Clinic Theory II - Lec/Lab

This course is a continuation of Clinic Theory I. In the lab, simulation exercises will provide practice exercises for assessment and instrumentation techniques. Students will begin the application of dental hygiene theory to responsible patient-centered dental hygiene care.

Credits 5.8

DH-251 : General and Oral Pathology

This course has been designed to integrate oral pathology and general pathology. Students will study principles of general pathology with emphasis on the relationships to oral diseases. Pathologic physiology includes tissue regeneration, the inflammatory process, immunology, and wound healing. Clinical appearance, etiology, location, and treatment options of general system diseases is presented, along with the oral manifestations. Special attention will be placed on the oral cavity's common pathological conditions and early recognition of these conditions.

Credits 2

DH-252 : Periodontology

This course introduces students to the identification, treatment, and prevention of pathological conditions that affect the periodontium. Includes assessment, diagnosis, and initial treatment of periodontal disease. Emphasis will be placed on anatomy and histology of normal periodontal tissues, etiology of periodontal diseases, and resulting tissue changes. Classification of Periodontal Disease will be discussed in depth.

Credits 2

DH-253 : Pharmacology

This course introduces the student to classes of drugs and their uses, actions, interactions, side effects, contraindications, systemic and oral manifestations, emphasizing dental application. Students will learn the dosages of commonly prescribed medications in dentistry and prescription writing.

Credits 2

DH-254 : Pain, Anxiety, Medical Emergencies

This course provides student hygienists with the anatomy, medical considerations, pharmacology, needle safety, preparation, procedures, complications, documentation, and the legal considerations of delivering local anesthesia and nitrous oxide sedation. Students will administer local anesthesia, administer and monitor nitrous oxide sedation, and manage simulated medical emergencies in the laboratory. Completing this course satisfies the State of Tennessee Board of Dentistry requirements for licensure in administering local anesthesia and administering and monitoring of nitrous oxide.

Credits 4

DH-300 : Clinic Theory III - Lec/Lab

This course is a continuation of Clinical Theory II. Through patient care experiences, students will review and assess medical histories, take and recording vital signs, perform intraoral and extraoral exams, assess periodontal health, treatment planning, provision of routine prophylaxis and scaling and root planing, and remove calculus and stain, oral hygiene instruction, the use of preventative agents and adjuncts to homecare. Students will understand the biochemistry of nutrition, the effect of nutrition on oral cavity disease processes, and systemic health. Tobacco cessation will be discussed in depth.

Credits 6

DH-301 : Dental Materials

This course presents the fundamentals of dental materials used in dental hygiene, including laboratory techniques, procedures, advantages, and disadvantages. The properties of dental materials are covered, including prophylactic paste, fluoride gel, fluoride varnish, cements, bleaching gels, bleaching trays, occlusal guards, and sealants. Labs will cover mixing techniques, applications, and uses of different dental materials.

Credits 3

DH-302 : Treatment of Patients With Special Needs

This course focuses on the unique dental and medical needs of pediatric, adult, and geriatric patients with special needs and limitations. Student dental hygienists will develop the knowledge and skills required to provide oral health care to this population. They will understand the complexities and limitations, management techniques, and the dental hygienist's role in delivering oral healthcare while managing patients with mental or physical disabilities and those medically compromised.

Credits 3

DH-350 : Clinic Theory IV - Lec/Lab

This course is a continuation of Clinic Theory III. Through patient-care experiences, students will continue developing communication and critical thinking skills, treatment planning, patient-centered care, time management, and treatment outcome evaluation skills to achieve competence.

Credits 6.4

DH-351 : Commun Outreach, Service Learn

This course focuses on the importance of community oral health and its impact on the population. It correlates oral health as an entity of one's overall health as illuminated in The Healthy People initiative adopted by the Federal Government. The dental hygiene student will be able to identify career options for a dental hygienist in community health and promote disease prevention. Students will develop and implement a community health outreach event at the College of Dental Medicine for the community.

Credits 3

DH-352 : Ethics, Jurisprudence, and Practice Management

This course introduces the student dental hygienists to the ethical and legal issues related to dental hygiene practice. Case studies are presented to determine the principles of dental ethics and jurisprudence. Review and interpretation of the Tennessee Dental Practice Act and licensure requirements are reviewed. The student dental hygienist will be introduced to practice management, employment issues, dental office procedures, career opportunities, resume building, and effective communication as a member of the oral healthcare team.

Credits 3

DH-360 : Clinic Theory V - Lec/Lab

This course is a continuation of Clinic Theory IV. Through patient-care experiences, students will continue developing communication and critical thinking skills, treatment planning, patient-centered care, time management, and treatment outcome evaluation skills to achieve competence.

Credits 9

DH-361 : Dental Hygiene Board Review

This course helps dental hygiene students prepare for the National Board Dental Hygiene Examination and the ADEX Dental Hygiene Examination. Course content will include a comprehensive review of dental hygiene curriculum content, computer-simulated clinical examination (case studies), and patient treatment clinical examination (mock board exam).

Credits 3

Doctor of Med in Dentistry

DMD-700 : Oral Histology and Embryology

This course establishes the foundation of normal oral histology, embryology, and the surrounding extraoral and intraoral structures. Topics include the embryologic development and related histology of the orofacial structures, which is a fundamental element in the oral health science and provides the background for Oral Pathology, Operative Dentistry, Endodontics, and Periodontics.

Credits 0.5

DMD-701 : Found Mod Oral Healthcare I

This course introduces students to the structure and function of the healthcare system. The course will also lay the groundwork in establishing the student as a lifelong learner who will uphold the professional and ethical standards of the Doctor of Medicine in Dentistry

Credits 1.5

DMD-702 : Oral Health Science

This course is continuous, throughout the D1 and D2 year (I - VI) with integrated didactic and laboratory components to take the student from dental materials, dental morphology and occlusion, basic through advanced clinical dentistry including radiology, oral medicine, nutrition, periodontics, rotary endodontics, cariology, operative dentistry, fixed prosthodontics including CAD/CAM and implant dentistry, removable prosthodontics, oral surgery including temporomandibular function and dysfunction, pediatric dentistry, and orthodontics including Invisalign while utilizing case-studies and an evidence-based approach to simulate patient cases and treatment. Students will participate in simulated clinical competency evaluations, including radiographic interpretation and diagnosis, oral health sciences, oral medicine, and treatment planning while developing the psychomotor skills necessary to practice Comprehensive General Dentistry.

Credits 10

DMD-703 : Community Outreach

This course is continuous throughout the D1, D2, D3, and D4 year (I - XI) and involves community service-learning theory and practice. Courses I - III focus on Health Promotion. Through Remote Area Medical, the Health Wagon, and Smile TN, students' partner with non-profit agencies and programs serving the underserved populations of Tennessee, Kentucky, Virginia, and Georgia. Additionally, students will visit elementary and junior high schools to provide health promotion education to students in oral disease prevention, tobacco cessation, and drug avoidance. Student engagement, reflection, reciprocity, and public dissemination are vehicles for the implementation of service-learning. These courses are designed to enhance students' understanding of the social determinants of illness, community public health dentistry, and civic engagement.

Credits 0.5

DMD-704 : Head and Neck Anatomy

This course is designed to provide dental students with the anatomical foundation of dentistry and entails the study of regional and systemic anatomy. Presented through didactic, case-based learning, and experiential learning pedagogy, this course focuses on conceptual anatomy, demonstrating the dental significance of anatomical structures including the skull, face, oral cavity, and cranial cavity are critical to the practice of dentistry.

Credits 4

DMD-705 : Oral Hlth Sci w/Case Studies II

This course is continuous, throughout the D1 and D2 year (I - VI) with integrated didactic and laboratory components to take the student from dental materials, dental morphology and occlusion, basic through advanced clinical dentistry including radiology, oral medicine, nutrition, periodontics, rotary endodontics, cariology, operative dentistry, fixed prosthodontics including CAD/CAM and implant dentistry, removable prosthodontics, oral surgery including temporomandibular function and dysfunction, pediatric dentistry, and orthodontics including Invisalign while utilizing case-studies and an evidence-based approach to simulate patient cases and treatment. Students will participate in simulated clinical competency evaluations, including radiographic interpretation and diagnosis, oral health sciences, oral medicine, and treatment planning while developing the psychomotor skills necessary to practice Comprehensive General Dentistry.

Credits 10

DMD-706 : Found Mod Oral Hlthcare II

This course will introduce students to the structure and function of the healthcare system, including topics in health policy, professionalism, research, and the dentist-patient relationships. These areas are topics such as epidemiology and population health, interprofessional education, evidence-based dentistry, research ethics, and public health and disease surveillance. The course will include introducing the importance of standard precaution and disease prevention, along with topics in global health and the epidemiology of infectious diseases.

Credits 1.5

DMD-707 : Interprofessional Educ I

This course introduces the student dentist to activities that offer knowledge-based information, focused on describing roles and responsibilities, and demonstrates awareness of interprofessional communication and teamwork required across the health profession. Concentrating on the interprofessional team dynamics as they relate to individual team members' values and the impact on team functioning in ethical dilemmas.

Credits 0.5

DMD-708 : Commun Outreach/Serv Lrng II

This course is continuous throughout the D1, D2, D3, and D4 year (I - XI) and involves community service-learning theory and practice. Courses I - III focus on Health Promotion. Through Remote Area Medical, the Health Wagon, and Smile TN, students partner with non-profit agencies and programs serving the underserved populations of Tennessee, Kentucky, Virginia, and Georgia. Additionally, students will visit elementary and junior high schools to provide health promotion education to students in oral disease prevention, tobacco cessation, and drug avoidance. Student engagement, reflection, reciprocity, and public dissemination are vehicles for the implementation of service-learning. These courses are designed to enhance students' understanding of the social determinants of illness, community public health dentistry, and civic engagement.

Credits 0.5

DMD-709 : Oral Health Science with Case Studies III

This course is continuous throughout the D-1 and D-2 year (I – VI) with integrated didactic and laboratory components to take the student from dental materials, dental morphology and occlusion, basic through advanced clinical dentistry including radiology, oral medicine, nutrition, periodontics, rotary endodontics, cariology, operative dentistry, fixed prosthodontics including CAD/CAM and implant dentistry, removable prosthodontics, oral surgery including temporomandibular function and dysfunction, pediatric dentistry, and orthodontics including Invisalign while utilizing case-studies and an evidence-based approach to simulate patient cases and treatment. Students will participate in simulated clinical competency evaluations, including radiographic interpretation and diagnosis, oral health sciences, oral medicine, and treatment planning, while developing the psychomotor skills necessary to practice Comprehensive General Dentistry.

Credits 15

DMD-710 : Community Outreach/Service-Learning III– Health Promotions

This course is continuous throughout the D-1, D-2, D-3, and D-4 years (I – XI) and involves community service-learning theory and practice. Courses I – III focus on Health Promotion. Through Remote Area Medical, the Health Wagon, and Smile TN, students partner with non-profit agencies and programs serving the underserved populations of Tennessee, Kentucky, Virginia, and Georgia. Additionally, students will visit elementary and junior high schools to provide health promotion education to students in oral disease prevention, tobacco cessation, and drug avoidance. Student engagement, reflection, reciprocity, and public dissemination are vehicles for the implementation of service-learning. These courses are designed to enhance students' understanding of the social determinants of illness, community public health dentistry, and civic engagement.

Credits 0.5

DMD-711 : Evidence-Based Dentistry I

Evidence-based dentistry (EDB) is the major theme for all courses within the dental medicine curriculum and contemporary dental practice. This course provides a foundation for students, along with an introductory working knowledge of all of the tools for EBD.

Credits 0.5

DMD-712 : Interprofessional Education II – Roles and Responsibilities

This course is a continuation of Interprofessional Education I and introduces the student dentist to activities that offer knowledge-based information, focused on describing roles and responsibilities, and demonstrates awareness of interprofessional communication and teamwork required across the health profession—focusing on describing the student dentist's role, responsibilities, values, and scope of practice effectively to clients/patients/families and other professionals.

Credits 1

DMD-713 : Elective Research Experience

This course encourages LMU College of Dental Medicine students to become involved in oral health-related research (basic, biomaterials, clinical, or behavioral) at LMU CDM. The research experience is flexible to fit the diversity of the projects and the changing goals of the students as they progress through the dental medicine curriculum.

Credits 10

DMD-714 : Oral Pathology

This course focuses on the identification and differential diagnosis of the oral pathology lesions most encountered in general dental practice and their management. Emphasis is placed on the pathology of the oral mucosa, dental tissues, and related structures. Student dentists learn about the pathogenesis, etiology, histopathological features, and diagnostic methods of a range of lesions of the teeth, oral mucosa, and jawbones, including developmental anomalies, caries, pulp, periapical, and periodontal diseases. Additionally, cystic lesions that affect the jaws and perioral soft tissues will be discussed, along with oral connective tissue lesions and epithelial lesions, most importantly, squamous cell carcinoma.

Credits 3

DMD-715 : Oral Health Science with Case Studies IV

This course is continuous throughout the D-1 and D-2 year (I – VI) with integrated didactic and laboratory components to take the student from dental materials, dental morphology and occlusion, basic through advanced clinical dentistry including radiology, oral medicine, nutrition, periodontics, rotary endodontics, cariology, operative dentistry, fixed prosthodontics including CAD/CAM and implant dentistry, removable prosthodontics, oral surgery including temporomandibular function and dysfunction, pediatric dentistry, and orthodontics including Invisalign while utilizing case-studies and an evidence-based approach to simulate patient cases and treatment. Students will participate in simulated clinical competency evaluations, including radiographic interpretation and diagnosis, oral health sciences, oral medicine, and treatment planning, while developing the psychomotor skills necessary to practice Comprehensive General Dentistry.

Credits 15

DMD-716 : Community Outreach/Service-Learning IV– Local and Global Health

This course is continuous throughout the D-1, D-2, D-3, and D-4 years (I – XI) and involves community service-learning theory and practice. Courses IV-VI focuses on Local and Global Health. Through Remote Area Medical, the Health Wagon, and Smile TN, students partner with non-profit agencies and programs serving the underserved populations of Tennessee, Kentucky, Virginia, and Georgia. Additionally, students will visit elementary and junior high schools to provide health promotion education to students in oral disease prevention, tobacco cessation, and drug avoidance. Student engagement, reflection, reciprocity, and public dissemination are vehicles for the implementation of service-learning. Students will have an opportunity to participate in humanitarian mission trips to Uganda and Belize to provide dental care to the underserved. These courses are designed to enhance students' understanding of the social determinants of illness, community public health dentistry, and civic engagement.

Credits 0.5

DMD-717 : Evidence-Based Dentistry II

Evidence-based dentistry (EDB) is the major theme for all courses within the dental medicine curriculum and contemporary comprehensive dental practice. This course discusses the integration of the dentist's clinical expertise, the patient's needs and preferences, and the most current, clinically relevant evidence as to the three-part decision-making process for patient care.

Credits 0.5

DMD-718 : Foundations of Modern Oral Healthcare III

This course will introduce students to the structure and function of the healthcare system. The course will also lay the groundwork in establishing the student as a lifelong learner that upholds the professional and ethical standards of the dentist while exposing the students to diverse populations. This will include topics in health policy, professionalism, research, and dentist-patient relationships. Included in these areas are topics such as health care organization, dental service organizations, insurance, interprofessional education, evidence-based dentistry, ethics, and malpractice. The course will include the introduction of key principles and methods of biostatistics and epidemiology that are important for the understanding of published studies.

Credits 2

DMD-719 : Oral Health Science with Case Studies V

This course is continuous throughout the D-1 and D-2 year (I – VI) with integrated didactic and laboratory components to take the student from dental materials, dental morphology and occlusion, basic through advanced clinical dentistry including radiology, oral medicine, nutrition, periodontics, rotary endodontics, cariology, operative dentistry, fixed prosthodontics including CAD/CAM and implant dentistry, removable prosthodontics, oral surgery including temporomandibular function and dysfunction, pediatric dentistry, and orthodontics including Invisalign while utilizing case-studies and an evidence-based approach to simulate patient cases and treatment. Students will participate in simulated clinical competency evaluations, including radiographic interpretation and diagnosis, oral health sciences, oral medicine, and treatment planning, while developing the psychomotor skills necessary to practice Comprehensive General Dentistry.

Credits 15

DMD-720 : Interprofessional Education III – Communication

This course is a continuation of Interprofessional Education II and introduces the student dentist to activities that offer knowledge-based information, focused on describing role and responsibilities, and demonstrates awareness of interprofessional communication and teamwork required across the health profession—focusing on the recognition and understanding of how one's uniqueness, including power and hierarchy within the IP team, contributes to communication effectiveness.

Credits 0.5

DMD-721 : Community Outreach/Service-Learning V–Local and Global Health

This course is continuous throughout the D-1, D-2, D-3, and D-4 years (I – XI) and involves community service-learning theory and practice. Courses IV-VI focuses on Local and Global Health. Through Remote Area Medical, the Health Wagon, and Smile TN, students partner with non-profit agencies and programs serving the underserved populations of Tennessee, Kentucky, Virginia, and Georgia. Additionally, students will visit elementary and junior high schools to provide health promotion education to students in oral disease prevention, tobacco cessation, and drug avoidance. Student engagement, reflection, reciprocity, and public dissemination are vehicles for the implementation of service-learning. Students will have an opportunity to participate in humanitarian mission trips to Uganda and Belize to provide dental care to the underserved. These courses are designed to enhance students' understanding of the social determinants of illness, community public health dentistry, and civic engagement.

Credits 0.5

DMD-722 : Treatment of Patients with Special Needs

This course focuses on the unique dental and medical needs of pediatric, adult, and geriatric patients with special needs and limitations. Student dentists will develop the knowledge and skills required to provide comprehensive oral health care to this population. They will gain an understanding of the complexities and limitations, management techniques, and the role so the dentist in comprehensive oral healthcare while managing patients with mental or physical disabilities and those medically compromised.

Credits 2

DMD-723 : Pain Management, Anxiety Control, and Medical Emergencies

This course provides student dentists with the anatomy, medical considerations, pharmacology, techniques, and complications of local anesthesia in dental practice. Additional topics include the administration of nitrous oxide, oral, IM, IV, and conscious sedation, general anesthesia, along with the management of medical emergencies likely to be seen in the dental office. Students will learn how to administer local anesthesia efficiently and effectively for patient treatment

Credits 3

DMD-724 : Oral Health Science with Case Studies VI

This course is continuous throughout the D-1 and D-2 year (I – VI) with integrated didactic and laboratory components to take the student from dental materials, dental morphology and occlusion, basic through advanced clinical dentistry including radiology, oral medicine, nutrition, periodontics, rotary endodontics, cariology, operative dentistry, fixed prosthodontics including CAD/CAM and implant dentistry, removable prosthodontics, oral surgery including temporomandibular function and dysfunction, pediatric dentistry, and orthodontics including Invisalign while utilizing case-studies and an evidence-based approach to simulate patient cases and treatment. Students will participate in simulated clinical competency evaluations, including radiographic interpretation and diagnosis, oral health sciences, oral medicine, and treatment planning, while developing the psychomotor skills necessary to practice Comprehensive General Dentistry.

Credits 15

DMD-725 : Community Outreach/Service-Learning VI– Local and Global Health

This course is continuous throughout the D-1, D-2, D-3, and D-4 years (I – XI) and involves community service-learning theory and practice. Courses IV-VI focuses on Local and Global Health. Through Remote Area Medical, the Health Wagon, and Smile TN, students partner with non-profit agencies and programs serving the underserved populations of Tennessee, Kentucky, Virginia, and Georgia. Additionally, students will visit elementary and junior high schools to provide health promotion education to students in oral disease prevention, tobacco cessation, and drug avoidance. Student engagement, reflection, reciprocity, and public dissemination are vehicles for the implementation of service- learning. Students will have an opportunity to participate in humanitarian mission trips to Uganda and Belize to provide dental care to the underserved. These courses are designed to enhance students' understanding of the social determinants of illness, community public health dentistry, and civic engagement.

Credits 0.5

DMD-726 : Ethics, Jurisprudence, and Practice Management

This course introduces the student dentist to the ethical and legal issues related to the practice of dentistry. Case studies are presented to determine the principles of dental ethics and jurisprudence. Review and interpretation of the Tennessee Dental Practice Act and licensure requirements are reviewed. The student dentist will be introduced to practice management, employment issues, dental office procedures, career opportunities, resume building, and effective communication as a member of the oral healthcare team.

Credits 1.5

DMD-727 : Behavioral Dentistry I

This course introduces the student dentist to the role of behavioral science in the study and practice of dentistry. It provides the student with an understanding of human behavior and its effects on dental treatment. Emphasis is placed on the psychobiology of inflammation and pain, oral health and quality of life, saliva health, and hypnosis in dentistry.

Credits 1

DMD-728 : Comprehensive Patient Care with Case Studies I

This course is continuous throughout the D-3 and D-4 years (I – VI). Student dentists learn comprehensive patient-centered oral health care and develop clinical competency required to enter the general practice of dentistry. Student dentists will provide patient care under the supervision, guidance, and support of faculty and will enhance their diagnostic, technical, and interpersonal skills. This courses emphasize the importance of these skills in effective, efficient, and compassionate patient care and guide the students towards independent practice by evaluating competence in the delivery of specific services, providing high-quality, comprehensive care to all patients, maintaining professionalism in the delivery of care, accurately self-evaluating one's clinical performance, and practicing efficiently and profitably. Case studies include topics in evidence-based, comprehensive general dentistry, advanced radiological interpretation and diagnosis, implantology, laser dentistry, CAD/CAM dentistry, occlusion, obstructive sleep apnea, temporomandibular dysfunction, occlusion, surgical periodontics, pharmacology, and practice management.

Credits 1

DMD-729 : Interprofessional Education IV- Teams and Teamwork

This course is a continuation of Interprofessional Education III and introduces the student dentist to activities that offer knowledge-based information, focused on describing roles and responsibilities, and demonstrates awareness of interprofessional communication and teamwork required across the health profession—focusing on the practice of Interprofessional Education with respect to the science and theories behind teamwork. Including the description of the culture of the Interprofessional team that facilitates or inhibits collaboration and its constraints. And identifies instances where Interprofessional care will improve patient, family, and community outcomes.

Credits 0.5

DMD-730 : Comprehensive Patient Care with Case Studies II

This course is continuous throughout the D-3 and D-4 years (I – VI). Student dentists learn comprehensive patient-centered oral health care and develop clinical competency required to enter the general practice of dentistry. Student dentists will provide patient care under the supervision, guidance, and support of faculty and will enhance their diagnostic, technical, and interpersonal skills. This courses emphasize the importance of these skills in effective, efficient, and compassionate patient care and guide the students towards independent practice by evaluating competence in the delivery of specific services, providing high-quality, comprehensive care to all patients, maintaining professionalism in the delivery of care, accurately self-evaluating one's clinical performance, and practicing efficiently and profitably. Case studies include topics in evidence-based, comprehensive general dentistry, advanced radiological interpretation and diagnosis, implantology, laser dentistry, CAD/CAM dentistry, occlusion, obstructive sleep apnea, temporomandibular dysfunction, occlusion, surgical periodontics, pharmacology, and practice management.

Credits 14

DMD-731 : Behavioral Dentistry II

This course is a continuation of Behavioral Dentistry I and facilitates the integration of the role of behavioral science in the study and practice of dentistry and provides the student with an understanding of human behavior and its effects on dental treatment. Emphasis is placed on the examination of anxiety, fear, dental and chronic orofacial pain, and then reviews techniques for designing and managing behavior change.

Credits 1

DMD-732 : Community Outreach/Service-Learning VII– School Districts

This course is continuous throughout the D-1, D-2, D-3, and D-4 years (I – XI) and involves community service-learning theory and practice. Courses VII-IX focus on School Districts. Through Remote Area Medical, the Health Wagon, and Smile TN, students partner with non-profit agencies and programs serving the underserved populations of Tennessee, Kentucky, Virginia, and Georgia. Additionally, students will visit elementary and junior high schools to provide health promotion education to students in oral disease prevention, tobacco cessation, and drug avoidance. Student engagement, reflection, reciprocity, and public dissemination are vehicles for the implementation of service- learning. These courses are designed to enhance students' understanding of the social determinants of illness, community public health dentistry, and civic engagement.

Credits 0.5

DMD-733 : Comprehensive General Dentistry Seminar I

This course is continuous throughout the D-3 year (I-III) and is a seminar review course that involves the synthesis and implementation of comprehensive treatment plans applicable to direct patient care. Emphasis is placed on collecting diagnostic data, proper sequencing of treatment steps dealing with the prevention, elimination, and control of the dental disease. Clinical patient management and practice management are incorporated into the course design. Topics will include practice management, radiology, oral medicine, internal medicine, advanced treatment planning, emergency patient care, pain management, periodontics, endodontics, operative dentistry, fixed prosthodontics, implantology, occlusion, removable prosthodontics, oral surgery, pediatric dentistry, geriatric dentistry, oral and maxillofacial surgery, and orthodontics.

Credits 4

DMD-734 : Patient Care Review I

This course is continuous throughout the D-3 and D-4 years (I -V). It gives student dentists the broadest input on the treatment of patients with perspectives from endodontists, orthodontists, periodontists, pedodontists, prosthodontists, and oral surgeons, for the development of interdisciplinary comprehensive treatment plan.

Credits 1

DMD-735 : Comprehensive Patient Care with Case Studies III

This course is continuous throughout the D-3 and D-4 years (I – VI). Student dentists learn comprehensive patient-centered oral health care and develop clinical competency required to enter the general practice of dentistry. Student dentists will provide patient care under the supervision, guidance, and support of faculty and will enhance their diagnostic, technical, and interpersonal skills. This courses emphasize the importance of these skills in effective, efficient, and compassionate patient care and guide the students towards independent practice by evaluating competence in the delivery of specific services, providing high-quality, comprehensive care to all patients, maintaining professionalism in the delivery of care, accurately self-evaluating one's clinical performance, and practicing efficiently and profitably. Case studies include topics in evidence-based, comprehensive general dentistry, advanced radiological interpretation and diagnosis, implantology, laser dentistry, CAD/CAM dentistry, occlusion, obstructive sleep apnea, temporomandibular dysfunction, occlusion, surgical periodontics, pharmacology, and practice management.

Credits 14

DMD-736 : Community Outreach/Service-Learning VIII– School Districts

This course is continuous throughout the D-1, D-2, D-3, and D-4 years (I – XI) and involves community service-learning theory and practice. Courses VII-IX focus on School Districts. Through Remote Area Medical, the Health Wagon, and Smile TN, students partner with non-profit agencies and programs serving the underserved populations of Tennessee, Virginia, and Georgia. Additionally, students will visit elementary and junior high schools to provide health promotion education to students in oral disease prevention, tobacco cessation, and drug avoidance. Student engagement, reflection, reciprocity, and public dissemination are vehicles for the implementation of service-learning. These courses are designed to enhance students' understanding of the social determinants of illness, community public health dentistry, and civic engagement.

Credits 0.5

DMD-737 : Comprehensive General Dentistry Seminar II

This course is continuous throughout the D-3 year (I-III) and is a seminar review course that involves the synthesis and implementation of comprehensive treatment plans applicable to direct patient care. Emphasis is placed on collecting diagnostic data, proper sequencing of treatment steps dealing with the prevention, elimination, and control of the dental disease. Clinical patient management and practice management are incorporated into the course design. Topics will include practice management, radiology, oral medicine, internal medicine, advanced treatment planning, emergency patient care, pain management, periodontics, endodontics, operative dentistry, fixed prosthodontics, implantology, occlusion, removable prosthodontics, oral surgery, pediatric dentistry, geriatric dentistry, oral and maxillofacial surgery, and orthodontics.

Credits 4

DMD-738 : Patient Care Review II

This course is continuous throughout the D-3 and D-4 years (I -V). It gives student dentists the broadest input on the treatment of patients with perspectives from endodontists, orthodontists, periodontists, pedodontists, prosthodontists, and oral surgeons, for the development of interdisciplinary comprehensive treatment plan.

Credits 1

DMD-739 : Comprehensive Patient Care with Case Studies IV

This course is continuous throughout the D-3 and D-4 years (I – VI). Student dentists learn comprehensive patient-centered oral health care and develop clinical competency required to enter the general practice of dentistry. Student dentists will provide patient care under the supervision, guidance, and support of faculty and will enhance their diagnostic, technical, and interpersonal skills. This courses emphasize the importance of these skills in effective, efficient, and compassionate patient care and guide the students towards independent practice by evaluating competence in the delivery of specific services, providing high-quality, comprehensive care to all patients, maintaining professionalism in the delivery of care, accurately self-evaluating one's clinical performance, and practicing efficiently and profitably. Case studies include topics in evidence-based, comprehensive general dentistry, advanced radiological interpretation and diagnosis, implantology, laser dentistry, CAD/CAM dentistry, occlusion, obstructive sleep apnea, temporomandibular dysfunction, occlusion, surgical periodontics, pharmacology, and practice management.

Credits 14

DMD-740 : Community Outreach/Service-Learning IX– School Districts

This course is continuous throughout the D-1, D-2, D-3, and D-4 years (I – XI) and involves community service-learning theory and practice. Courses VII-IX focus on School Districts. Through Remote Area Medical, the Health Wagon, and Smile TN, students partner with non-profit agencies and programs serving the underserved populations of Tennessee, Kentucky, Virginia, and Georgia. Additionally, students will visit elementary and junior high schools to provide health promotion education to students in oral disease prevention, tobacco cessation, and drug avoidance. Student engagement, reflection, reciprocity, and public dissemination are vehicles for the implementation of service- learning. These courses are designed to enhance students' understanding of the social determinants of illness, community public health dentistry, and civic engagement.

Credits 0.5

DMD-741 : Behavioral Dentistry III

This course is a continuation of Behavioral Dentistry II and facilitates the integration of the role of behavioral science in the study and practice of dentistry and provides the student with an understanding of human behavior and its effects on dental treatment. Emphasis is placed on professional practice, including care of special needs, geriatric, and diabetic patients, and interpersonal communication in dental education.

Credits 1

DMD-742 : Comprehensive General Dentistry Seminar III

This course is continuous throughout the D-3 year (I-III) and is a seminar review course that involves the synthesis and implementation of comprehensive treatment plans applicable to direct patient care. Emphasis is placed on collecting diagnostic data, proper sequencing of treatment steps dealing with the prevention, elimination, and control of dental disease. Clinical patient management and practice management are incorporated into the course design. Topics will include practice management, radiology, oral medicine, internal medicine, advanced treatment planning, emergency patient care, pain management, periodontics, endodontics, operative dentistry, fixed prosthodontics, implantology, occlusion, removable prosthodontics, oral surgery, pediatric dentistry, geriatric dentistry, oral and maxillofacial surgery, and orthodontics.

Credits 4

DMD-743 : Patient Care Review III

This course is continuous throughout the D-3 and D-4 years (I -V). It gives student dentists the broadest input on the treatment of patients with perspectives from endodontists, orthodontists, periodontists, pedodontists, prosthodontists, and oral surgeons, for the development of interdisciplinary comprehensive treatment plan.

Credits 1

DMD-744 : Comprehensive Patient Care with Case Studies V

This course is continuous throughout the D-3 and D-4 years (I – VI). Student dentists learn comprehensive patient-centered oral health care and develop clinical competency required to enter the general practice of dentistry. Student dentists will provide patient care under the supervision, guidance, and support of faculty and will enhance their diagnostic, technical, and interpersonal skills. This courses emphasize the importance of these skills in effective, efficient, and compassionate patient care and guide the students towards independent practice by evaluating competence in the delivery of specific services, providing high-quality, comprehensive care to all patients, maintaining professionalism in the delivery of care, accurately self-evaluating one's clinical performance, and practicing efficiently and profitably. Case studies include topics in evidence-based, comprehensive general dentistry, advanced radiological interpretation and diagnosis, implantology, laser dentistry, CAD/CAM dentistry, occlusion, obstructive sleep apnea, temporomandibular dysfunction, occlusion, surgical periodontics, pharmacology, and practice management.

Credits 14

DMD-745 : Community Outreach/Service-Learning X– Advanced Experiences in Community Health

This course is continuous throughout the D-1, D-2, D-3, and D-4 years (I – XI) and involves community service-learning theory and practice. Courses X – XI focus on Community Health. Through Remote Area Medical, the Health Wagon, and Smile TN, students partner with non-profit agencies and programs serving the underserved populations of Tennessee, Kentucky, Virginia, and Georgia. Additionally, students will visit elementary and junior high schools to provide health promotion education to students in oral disease prevention, tobacco cessation, and drug avoidance. Student engagement, reflection, reciprocity, and public dissemination are vehicles for the implementation of service-learning. These courses are designed to enhance students' understanding of the social determinants of illness, community public health dentistry, and civic engagement.

Credits 0.5

DMD-746 : Advanced Topics in Comprehensive General Dentistry I

This course is continuous throughout the D-4 year (I-II) and will provide student dentists with lectures on advanced topics in general dentistry, including practice management, radiology, oral medicine, internal medicine, advanced treatment planning, emergency patient care, pain management, periodontics, endodontics, operative dentistry, fixed prosthodontics, implantology, occlusion, removable prosthodontics, oral surgery, pediatric dentistry, geriatric dentistry, oral and maxillofacial surgery, orthodontics, behavioral dentistry, forensic odontology**, leadership and communication**, evidence based-dentistry, ethics and jurisprudence, community health and epidemiology**, Invisalign treatment for Class I and II Malocclusion**, obstructive sleep apnea, oral parafunction, substance abuse, temporomandibular function and dysfunction, orofacial myofunctional disorders, and IV sedation**. **lectures are elective.

Credits 4

DMD-747 : Patient Care Review IV

This course is continuous throughout the D-3 and D-4 years (I -V). It gives student dentists the broadest input on the treatment of patients with perspectives from endodontists, orthodontists, periodontists, pedodontists, prosthodontists, and oral surgeons, for the development of interdisciplinary comprehensive treatment plan.

Credits 1

DMD-748 : Comprehensive Patient Care with Case Studies VI

This course is continuous throughout the D-3 and D-4 years (I – VI). Student dentists learn comprehensive patient-centered oral health care and develop clinical competency required to enter the general practice of dentistry. Student dentists will provide patient care under the supervision, guidance, and support of faculty and will enhance their diagnostic, technical, and interpersonal skills. This courses emphasize the importance of these skills in effective, efficient, and compassionate patient care and guide the students towards independent practice by evaluating competence in the delivery of specific services, providing high-quality, comprehensive care to all patients, maintaining professionalism in the delivery of care, accurately self-evaluating one's clinical performance, and practicing efficiently and profitably. Case studies include topics in evidence-based, comprehensive general dentistry, advanced radiological interpretation and diagnosis, implantology, laser dentistry, CAD/CAM dentistry, occlusion, obstructive sleep apnea, temporomandibular dysfunction, occlusion, surgical periodontics, pharmacology, and practice management.

Credits 14

DMD-749 : Community Outreach/Service-Learning XI-Advanced Experiences in Community Health

This course is continuous throughout the D-1, D-2, D-3, and D-4 years (I – XI) and involves community service-learning theory and practice. Courses X – XI focus on Community Health. Through Remote Area Medical, the Health Wagon, and Smile TN, students partner with non-profit agencies and programs serving the underserved populations of Tennessee, Virginia, and Georgia. Additionally, students will visit elementary and junior high schools to provide health promotion education to students in oral disease prevention, tobacco cessation, and drug avoidance. Student engagement, reflection, reciprocity, and public dissemination are vehicles for the implementation of service-learning. These courses are designed to enhance students' understanding of the social determinants of illness, community public health dentistry, and civic engagement.

Credits 0.5

DMD-750 : Advanced Topics in Comprehensive General Dentistry II

This course is continuous throughout the D-4 year (I-II) and will provide student dentists with lectures on advanced topics in general dentistry, including practice management, radiology, oral medicine, internal medicine, advanced treatment planning, emergency patient care, pain management, periodontics, endodontics, operative dentistry, fixed prosthodontics, implantology, occlusion, removable prosthodontics, oral surgery, pediatric dentistry, geriatric dentistry, oral and maxillofacial surgery, orthodontics, behavioral dentistry, forensic odontology**, leadership and communication**, evidence based-dentistry, ethics and jurisprudence, community health and epidemiology**, Invisalign treatment for Class I and II Malocclusion**, obstructive sleep apnea, oral parafunction, substance abuse, temporomandibular function and dysfunction, orofacial myofunctional disorders, and IV sedation**. **lectures are elective.

Credits 4

DMD-751 : Patient Care Review V

This course is continuous throughout the D-3 and D-4 years (I -V). It gives student dentists the broadest input on the treatment of patients with perspectives from endodontists, orthodontists, periodontists, pedodontists, prosthodontists, and oral surgeons, for the development of interdisciplinary

Credits 1

DMD-752 : Practice Management Fundamentals I

The student dentist will be introduced to a number of essential practice management building blocks including the contribution of all dental office staff members to the success of the patient's clinical experience, effective communication as a member of the oral healthcare team dental office procedures, patient scheduling, personal time management, infection control, supplies management, and related health precautions for staff members.

Credits 1

DMD-753 : Practice Management Fundamentals II

Credits 1

DMDSYS-701 : Medical Gross Anatomy

Medical Gross Anatomy (MGA) is the study of the body's structure. The course is organized according to the major body regions: back and upper limb; thorax and abdomen; pelvis and lower limb; and head and neck. Laboratory dissections will be utilized throughout the entire course. Supplemental lectures and tutorials will also be given. The student is expected to learn anatomical terminology, three-dimensional, and radiological anatomy. Throughout the course, students will be challenged to relate anatomy to solving clinical problems. The latter is an integral part of the anatomy curriculum. Students will be evaluated by a series of written examinations and laboratory practical exams.

Credits 5.5

DMDSYS-711 : Molecular Fund of Medicine I

The Molecular Fundamentals of Medicine I (MFM I) course is designed to provide each student with an integrated understanding of the basic biochemical, molecular, and cellular principles underlying cell structure and function in health and disease. The course integrates the basic science disciplines of molecular and cellular biology, biochemistry and metabolism, pathology, and medical genetics within the context of their clinical applications to basic biomedical sciences. Students will gain an understanding of (1) human molecular biology and genetics; (2) cellular biology and metabolism (3) cellular, molecular, and metabolic abnormalities resulting in pathological conditions and disease; and (4) the molecular basis for clinical diagnosis and therapy.

Credits 6

DMDSYS-712 : Molecular Fund of Medicine II

MFM II focuses on the function of the human immune system and the infectious diseases that afflict body uses normal microbiota and various components of the immune system for self-regulation, self-healing, and health preservation to protect us from infection and disease. The microbiology content is delivered in a "bug parade" manner to study the characteristics, disease presentation, and pathology caused by individual microorganisms allowing students to determine the diagnosis and treatments of infectious diseases. It is an integrated course introducing the student unfamiliar with microbiology to foundations of bacteriology, virology, parasitology, and mycology.

Credits 7

DMDSYS-714 : Medical Histology

Medical Histology gives students a foundation in the basic structural and functional organization of cells and tissues in the human body. The course focuses on the histologic study of basic tissue types and the microscopic anatomy of major organs and organ systems. The understanding of the normal histology presented in this course is critical for the student's ability to: (1) envision the cellular/tissue structures associated with the biochemical and physiological processes explained in other courses, and (2) identify and comprehend the histopathology presented in the second-year systems courses

Credits 4

DMDSYS-715 : Medical Neuroanatomy

This course provides a thorough survey of the central, peripheral, and autonomic nervous systems. The basic science components will include embryologic neural development, neuroanatomy, and neurophysiology.

Credits 3.5

DMDSYS-716 : Medical Physiology

This course is a comprehensive study of normal human physiology organized by system, with an emphasis on integration and control based on the body's innate capacity for regulation and healing. Students are also introduced to failures of the regulatory systems, due either to internal or external pathology. The major class activities are lectures and team-based learning (TBL) exercises. TBL activities are problem-solving exercises to reinforce learning.

Credits 7.5

DMDSYS-717 : Medical Basic Pharmacology

The course is designed to build a foundation of pharmacologic knowledge. Drug modes of action and physiologic effects that stem from drug actions are introduced systematically by pharmacologic class with emphasis placed upon prototypical and commonly used members from each pharmacologic class.

Credits 4

DMDSYS-724 : Musculoskeletal System

This course provides the student with an interdisciplinary approach to the primary care focused evaluation and treatment of conditions involving the neuromusculoskeletal system. Foundations of anatomy and biomechanics, physiology, pharmacology, and pathology are included to enhance the understanding of fundamental clinical concepts. Basic science and aspects of clinical neuromusculoskeletal medicine are considered.

Credits 4

DMDSYS-751 : Hematology & Lymph

This course provides the dental student with an interdisciplinary, integrated approach to the basic science and clinical medicine framework for understanding the fundamentals of the hematopoietic and lymphatic systems. The course will introduce students to biochemical, genetic, pathological, pharmacologic, and immunologic considerations as the basis for an approach to the pathophysiology and clinical evaluation and treatment of anemia, hemoglobinopathies, white blood cell disorders, primary immunodeficiency disorders, leukemias and lymphomas, multiple myeloma, myeloproliferative disorders, hemostasis disorders, platelet disorders, transfusion medicine, lymphedema, select infectious disease considerations, along with other specialized topics.

Credits 3

DMDSYS-753 : Cardiovascular

This course will prepare students to apply scientific understanding of normal physiological functions, the mechanisms of disease, and principles of therapeutics within conceptual and clinical applications in order to:

- A. Distinguish normal from abnormal cardiovascular function, formulate a diagnosis, and determine the most appropriate basic therapeutic approach.
- B. Interpret and analyze history and physical examination, laboratory results, ECGs, and imaging technologies to diagnose and guide basic therapeutic approach for common cardiovascular conditions.

Credits 5.5

DMDSYS-755 : Renal

The purpose of this course is to present relevant clinical information of the pathophysiology and diagnosis and treatment of renal diseases to allow the student to develop an in-depth knowledge of the structures and functions of the human renal system and how they are altered by various specific renal and systemic disease processes. This second-year renal course will build on and augment what the student has already learned in the various first-year courses and will develop a more comprehensive understanding of the structure and function of the renal system in health and illness and how it is evaluated. This course will also introduce and reinforce for the student the systemic manifestations of renal disease impacting other body systems and how pathophysiological processes in other systems impact renal function. The course will also provide an introduction to the understanding of the alterations of the pharmacology of various medications as a result of the presence of renal disease.

Credits 2.5

DMDSYS-757 : Respiratory

The Respiratory Course is designed to instruct students about the pathologic conditions of the Respiratory system. The course is organized by disease types and has the pathophysiology early and integrated throughout the course. The course instructs students on the diagnostic and therapeutic tools used to evaluate and manage patients with pathology of the respiratory system. Numerous disciplines like anatomy, microbiology, and pharmacology are used to instruct the students about the evaluation and treatment of the pathology of the respiratory system. The greater design of the course is to teach an osteopathic student how to diagnose and treat problems originating from or related to the respiratory system.

Credits 3

DMDSYS-760 : Endocrine

This course applies the physiologic principles of hormone production and function to pathologic processes of endocrine disorders. It also explores metabolic dysfunction, including the pathophysiology of type 2 diabetes and other obesity-related conditions. Clinical manifestations, diagnosis, and treatment of common adult endocrine disorders are covered. Emphasis is placed on understanding the interplay of endocrine regulatory mechanisms as they relate to appropriate pharmacologic treatment of endocrine dysfunction.

Credits 3

DMDSYS-762 : Reproductive/Genital Urinary

This course will familiarize the student with the female and male reproductive system. The basic science and clinical information regarding the normal structure and function of the genitourinary system, the pathophysiology of genitourinary system disorders, and the clinical characteristics and epidemiology of these disorders.

Credits 5

DMDSYS-764 : Gastrointestinal

This course tasks the student with applying basic principles of histology, embryology, anatomy, genetics, microbiology, physiology, pharmacology, and pathology of gastrointestinal diseases in the adult and pediatric population. Basic concepts of nutrition will also be covered in this system.

Credits 3

DMDSYS-768 : Integument

This course explores the anatomy of the skin, pathologies of the skin, and the pharmacology of dermatologic drugs. Clinical manifestations of skin disorders of various ages are presented in lecture format or TBL categorized by classification of lesions.

Credits 2

Gen Eds

BIOL-230 : Microbiology

The microbial world: emphasis on techniques of studying microbes, isolation and identification of bacteria, and modern methods of molecular techniques used in the study of microbes. Corequisite: BIOL 230L lab, 1 credit hour. Fall and Spring.

Credits 4

BIOL-261 : Human Anatomy and Physiology I

This course is the first of a two-semester sequence of courses addressing the human body's structure and function and 99 mechanisms for maintaining homeostasis. Emphasis will be given to aspects relevant to medical science. The first semester (BIOL 261) will focus on the anatomy and physiology of human cells, tissues, and systems, including the integumentary, skeletal, muscular, and nervous systems. In the laboratory, students will examine human anatomy through histological and skeletal preparations, as well as through dissection of mammals. Physiological lab experiments and/or computer simulation exercises will also be conducted. Corequisite: BIOL 261L lab, 1 credit hour. Fall.

Credits 4

CHEM-100 : Introduction to Chemistry

This course provides students with an introduction to the basic principles of modern chemistry. The course uses real-world applications such as ozone depletion, air and water quality, nuclear power, and the pharmaceutical industry to introduce the essential concepts of modern chemistry.

Corequisite: CHEM 100 Lab, 1 cr hr. Fall, Spring.

Credits 4

COMM-200 : Speech Communications

Introductory course designed to increase skills and ease interpersonal oral communications through development of analytical thinking, clear organization and support of ideas, effective expression/delivery techniques, confidence before groups, and effective listening. Includes a variety of formal and informal speaking situations and experiences. Recommended prerequisite: ENGL 101. Fall, Spring.

Credits 3

ENGL-101 : Composition

This course is an introduction to the conventions of college-level reading, writing, and research. Emphasis is on the writing process and the improvement of critical thinking, language, and grammar skills. Admission to the course is determined by student writing samples administered in ENGL 099; or successful completion of ENGL 099 with a grade of "C-" or higher; or an ACT English score between 18 and 25; or an SAT Verbal score between 470 and 660. Fall, Spring.

Credits 3

ENGL-102 : Composition II

Extends concepts introduced in ENGL 101 with emphasis on effective writing in response to a variety of reading selections. An important feature of ENGL 201 is information literacy and research based writing using correct formatting and documentation. Writing intensive. Requires a college-level research paper of significant length, supported by authoritative sources. Prerequisites: "C-" or high in ENGL 101; or "C-" or higher in one (1) dual enrollment composition course; or 4 or higher on the AP English Language and Composition Exam; or 26 or higher on the ACT English exam; or 670 or higher on the SAT Verbal exam. Fall, Spring

Credits 3

ISYS-100 : Computer Literacy

This course addresses the elementary study of microcomputers; topics include hardware and operating systems, introduction to word processing, spreadsheets and database, communications software, computer terminology, ethics, social implications, and career opportunities. This course should be completed during the freshman year. For students demonstrating computer skills equivalent to ISYS 100, the General Education Core Curriculum requirement in Computer Literacy may be waived; opportunities for such are provided during Student Orientation sessions preceding each semester. Fall, Spring, Summer

Credits 2

LNCN-100 : Lincoln's Life and Legacy

An introduction to the life, career, and legacy of Abraham Lincoln. The course will focus on Lincoln's biography (including the lives of his family members), his letters and speeches, and his place in American culture. Attention will be devoted to his impact on shaping the course of American history in the mid- nineteenth century, and to assessing the way Americans have remembered him. The course will include discussion of the origins and history of LMU. Fall, Spring.

Credits 1

MATH-105 : College Level Math

This course is designed to be a logical foundation for both the classical instance of algebra in MATH 115 College Algebra and the alternative general education course, MATH 100, Reasoning and Problem Solving. Emphasis is on the logical and computational elements: operators, operands, expressions, distinct but equivalent expressions, words of a type versus objects of a type, and use thereof in both contexts. Exercises address interpretation and use of math language and notation, algebra of sets, algebra of numbers, and processes utilized in solving linear and quadratic equations and inequalities. Prerequisites: Math ACT of 19 or higher, or Math SAT 510 or higher, or successful completion of MATH 099. Fall/Spring.

Credits 3

PSYC-100 : Introduction to Psychology

An introduction to the basic concepts, methods, theories, and applications of psychology. Survey of the major areas of psychology such as the scientific method, biological basis of behavior, sensation, perception, and consciousness, conditioning and learning, memory and cognition, motivation.

Credits 3

SOCI-100 : Introduction to Sociology

Overview of principles employed in analyzing the nature of societal, cultural, and group behavior. Applications to major social institutions and individual lives. Fall, Spring.

Credits 3

UACT-100 : Strategies for College Success

This course explores and integrates topics of relevance for a more successful transition to university academic and social life. Along with gaining a better understanding of LMU's values, topics such as time management, learning strategies, self-understanding, and career and life choices will be addressed. Health issues such as managing stress, substance use and abuse, and general wellness are also examined. This course is required of all new freshmen with less than 15 credits of college credit. Given the goals of this course, AP, CLEP, dual enrollment, and online courses may not be included in the calculation of the 15 credits necessary to be exempt from this course. University Honors Scholars may substitute HNRS 100. Fall/Spring. The following courses are given a grade of Pass/Fail. These courses are offered as needed Fall and/or Spring.

Credits 1