

The seal of Lincoln Memorial University - College of Dental Medicine is a circular emblem. It features a central figure of a man, likely Abraham Lincoln, with a beard and a topknot, looking to the right. To the right of the figure is a caduceus, a staff with two snakes entwined around it and wings at the top. The seal is surrounded by the text "COLLEGE OF DENTAL MEDICINE" at the top and "LINCOLN MEMORIAL UNIVERSITY" at the bottom. The years "1897" and "2022" are also present, separated by stars.

Lincoln Memorial University – College of Dental Medicine

CATALOG 2024-2025

Updated June 2024

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This edition of the Lincoln Memorial University (LMU) College of Dental Medicine (CDM) Academic Catalog takes effect on July 1, 2024. For detailed information about the University's professional 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.

LMU College of Dental Medicine

1705 Saint Mary's Street,
Knoxville, TN 37917

Contact: 865-370-2148

General Information

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>

LMU-CDM Diversity Statement

LMU-CDM recognizes that fostering diversity among its students, faculty, staff, and administration is essential to prepare outstanding health professionals and educators. Only by reflecting, embracing, and nurturing the varied traits, values, and interests of the people across Appalachia and beyond can LMU- CDM effectively train physicians to provide quality and compassionate health care for all.

Diversity, equity, and inclusion are important concepts that govern how LMU-CDM operates. Diversity involves embracing a wide range of varied backgrounds, identities, characteristics, experiences, and perspectives. Equity involves fairness and justice in access, treatment, and opportunity. Inclusion involves intentional, active participation and contribution by everyone. LMU-CDM values and supports a community that is diverse in race, ethnicity, culture, sexual orientation, sexual identity, gender identity and expression, socioeconomic status,

language, national origin, religious affiliation, spiritual practice, mental and physical ability/disability, physical characteristics, veteran status, political ideology, age and any other status protected by law in the recruitment and admission of students, recruitment and employment of employees, and in the operation of all its programs, activities, and services.

We acknowledge the strengths and weaknesses of our history and are continually trying to cultivate a community that values diversity, challenges discrimination and injustices, and addresses disparities and inequities.

LMU-CDM is committed to providing equal access to educational and employment opportunities. We strive to maintain an environment that is safe, civil, respectful, humane, and free of all forms of harassment and discrimination. LMU-CDM pledges to train highly educated, culturally sensitive professionals who mirror the diverse populations they serve.

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

Lincoln Memorial University- College of Dental Medicine (LMU-CDM) is accredited by the Commission on Dental Accreditation (CODA) to offer an academic program leading to the Doctor of Dental Medicine (DMD) degree. The degree is conferred by the Board of Trustees of LMU on those candidates recommended by the faculty of LMU-CDM. CODA is the only accrediting agency for the dental education and is recognized by the United States Department of Education (USDE).

LMU DMD initial accreditation visit was March 1, 2021. The school was found to be in compliance. The next CODA site visit will be August, 2024.

Additional information on accreditation can be found at: <https://coda.ada.org>

Mailing Address:

Commission on Dental Accreditation
211 E. Chicago Ave.
Suite 1900
Chicago, Illinois 60611

Accreditation Grievances

Students wishing to file a complaint related to the accreditation standards and procedures have two options:

1. The student may file a complaint in writing to the Dean of LMU-CDM. Forms are available on the LMU-CDM website.
2. The Lincoln Memorial University-College of Dental Medicine (LMU-CDM), in compliance with the Standards of the Commission on Dental Accreditation (CODA), conducts an on-going outcomes assessment program to ensure that the CDM receives input and feedback from multiple sources, including students, to determine that the CDM is fulfilling its educational goals.

This notice informs you of the additional opportunity to provide feedback directly to CODA if you feel the CDM is not fulfilling CODA Standards or is not following CODA policies and procedures.

CODA reviews all complaints related to the CDM's compliance with accreditation standards. The Commission is interested in ensuring sustained quality and continued improvement of dental and dental-related education programs but does not act on behalf of individuals in matters of admission, appointment, promotion, or dismissal of faculty, staff, and students.

A copy of the accreditation standards and the Commission's policy and procedure for submission of complaints may be obtained by contacting the Commission at 211 Each Chicago Avenue, Chicago, IL 60611 or calling 1-800-621-8099 extension 4653. Additionally, the procedure for submitting complaints can be found at www.ada.org/prof/ed/accred/complaint.html.

LMU-CDM requests the opportunity to address any complaint internally before seeking an investigation by the Commission. If we can be of service in that regard, or if you have questions about your right to file a complaint, please contact the CDM Associate Dean of Academic Affairs.

Students may file a complaint or grievance without fear of retaliation. Retaliation (in any form) towards students filing complaints or grievances is strictly prohibited.

Bush, Sharla	BS, RDH	Assistant Professor of Dental Hygiene, SMEC
Butler, Sharla	RDH, BSDH	Assistant Professor of Dental Hygiene, SMEC
Caldwell, Mark	DDS	Part-Time Assistant Professor of Dental Medicine
Campbell, David	DDS	Director of Technology & Assistant Professor of Dental Medicine
Clark, David	BS, DDS, MS, ICAF	Part-Time Assistant Professor of Dental Medicine
David, Thomas	DDS, D- ABFO	Part-Time Assistant Professor of Dental Medicine
Diaz, Vivian	BDS	Assistant Professor of Dental Medicine
Erpenbach, James	DDS	General Dentist & Assistant Professor of Dental Medicine
Glenn, Hanf	DDS	Assistant Professor Clinical Dentistry Faculty
Hoque Apu, Ehsanul	DDS, MSC, PhD	Assistant Professor Department of Biomedical Science, College of Dental Medicine & Co-Appointment with DeBusk College of Osteopathic Medicine
Johnson, Candice	DDS	Assistant Professor of Dental Medicine
Johnson, Mark	DDS	Assistant Professor of Dental Medicine
Jones, Vickie	DHSc, MDH, RDH	Associate Dean for Faculty and Students
Kassan, Modar	PhD	Chair of Biomedical Sciences and Associate Professor of Physiology, College of Dental Medicine & Co-Appointment with DeBusk College of Osteopathic Medicine
Swearingen, Kyla	DDS, MDS	Assistant Professor of Dental Medicine
Lefevers, Kathryn	DMD	Part-Time Dental Faculty & Assistant Professor
Lewis, James	DMD, D- ABFO	Director of Forensic Odontology & Associate Professor of Dental Medicine
Loomis, Peter	DDS, D- ABFO	Part-Time Assistant Professor of Dental Medicine
Lovely, Jessica	J.D, C.D.A.	Clinical Supervisor & Assistant Professor
Maness, Holland	DMD, D- ABFO	Part-Time Associate Professor of Dental Medicine
Mardini, Shaza	DDS, MS	Associate Dean of DEI, Chair of Department of Oral and Maxillofacial Radiology & Assistant Professor of Dental Medicine
Metzger, Cynthia	MSAH, RDH	Dental Hygiene Program Director
Munkhsaikhan, Undral	MS, MD	Assistant Professor Department of Biomedical Science, College of Dental Medicine & Co-Appointment with DeBusk College of Osteopathic Medicine
Parfomak, Katherine	DDS	Part-Time Dental Faculty & Assistant Professor

Parfomak, Miroslawa	DDS	Part-Time Dental Faculty & Assistant Professor
Patel, Tulsidas	DDS	Part-Time General Dentist
Pryse, John	DDS	Part-Time Dental faculty & Assistant Professor
Sahyoun, Amal	PhD	Assistant Professor Department of Biomedical Science, College of Dental Medicine & Co-Appointment with DeBusk College of Osteopathic Medicine
Shasteen, Alivia	DMD	Assistant Professor of Specialty Dental Medicine
Siddika, Nazeeba	BDS, MPH, PhD	Assistant Professor of Dental Medicine
Steedley, George	DMD	Assistant Professor of Dental Medicine
Taylor, LaDonna	MSDH, RDH	Dental Hygiene Assistant Program Dir & Assistant Professor
Walker, Michelle	MPH, RDH	Director for Community Based Clinical Education
Wang, Qi	DDS	Interim Dean and Associate Dean for Academic Affairs
Whisenant, Wesley	DDS	General Dentist & Assistant Professor

LMU CDM Academic Calendar 2024-2025

Doctor of Medicine in Dentistry Program	Master of Science in Forensic Dentistry
Fall Semester 2024	
Break	August 5 – August 9, 2024
Fall Semester Begins	August 12, 2024
Labor Day	September 2, 2024
Thanksgiving Break	November 28– November 29, 2024
End of Semester	December 20, 2024
Break	December 21, 2024 – January 3, 2025
Spring Semester 2025	
Classes Begin	January 6, 2025
Martin Luther King Day (off)	January 20, 2025
Spring Break	March 10– March 14, 2025
Good Friday	April 18, 2025
End of Semester	May 9, 2025
Summer Semester 2025	

Break	May 12- May 16, 2025
Classes Begin	May 19, 2025
Classes End	August 8, 2025
Fall Semester 2025	
Classes Begin	August 11, 2025

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/graduate/index>, including the Knoxville and Harrogate Cost of Attendance.

Repeat Semester

In some instances, as approved by the Student Progress Committee and Dean, DMD students may have to repeat a year of coursework. For a semester in which they had failed coursework, they will be charged \$10,000/semester.

Reimbursement of Funds

According to institutional policy, the LMU Student Financial Services Staff will calculate a tuition refund 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 through 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 their 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 Student Financial Services Office.

The official date of a student's withdrawal is when 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, Title IV funds are not returned. 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 to pay 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 LMU any principal amount and collection costs 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 WebAdvisor. 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).

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 Admissions and Student Services and make an appointment with the Dean of 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 CDM 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 disclosure of directory information on their education records, but they may request 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

CDM 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

Attendance

Attendance is expected at 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. Students who disregard attendance policies may face academic action.

Course directors may take attendance using various methods which includes, but not limited to, sign-in rosters, assigned seating, audience response systems, and quizzes. Classes begin promptly on the hour, and students are expected to be seated at that time. Tardiness or leaving class early will be counted as an absence at the discretion of the course director. The Associate Dean of Faculty and Students will track attendance for mandatory sessions, and failure to attend will result in disciplinary actions as outlined in this document and/or the course syllabus

Attendance records are official school documents. Falsifying these records constitutes academic dishonesty. Using another student's audience response clicker or signing an attendance sheet for another student are examples of falsified attendance records. Attendance may also impact the course grade as described in the course syllabus.

Absences

Excused absences for all CDM students are allowed only if they do not exceed 5% of the total class or preclinical lab sessions (not including the final examination period) for the semester.

Unexcused absences for CDM students may not exceed 2% of the total class meetings or preclinical lab sessions (not including the final examination period) for the semester.

Students who will exceed 2% unexcused absences and, excused absence 5% limit, will appear before the Student Progress Committee. Missing more than 5% of preclinical laboratory sessions will result in those additional sessions not being counted as excused absences and may lead to grade deductions or failure of the course.

A student may request an excused absence from a mandatory event. Excused absences **may** be granted for the following reasons:

- Medical necessity: illness of the student or a member of their immediate family

- Death in the family: the passing of an immediate family member, significant other, close relative, or friend
- Special circumstances/other: including vehicle accidents, court appearances, participation in weddings, approved religious observances, and other qualifying absences as approved by the Associate Dean of Faculty and Students.
- Students with prior knowledge of the excused absence exceeding the 5% limit 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>

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: Doctor'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 of 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.

Mediasite Policy

Class recordings are distributed for the exclusive use of students in the LMU-CDM class that was recorded. 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 them is 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 of 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 of 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 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.

Canvas and Lockdown Browser

LMU-CDM 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 testing software to administer examinations using student laptops. It is important for students to have an up-to-date laptop that meets college guidelines to avoid difficulties during testing. Students must have a working laptop with an internal or external webcam for

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 as long as it fits. 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 policies.

For both pre-clinical and clinical courses, within seven 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 will be determined by the student's overall GPA.

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.

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 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 24 hours of the grade being posted.

A student desiring to appeal a grade must send a letter explaining the facts 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.

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 discuss the remediation process, the student will also be required to meet with the Associate Dean for Academic Affairs and/or Dean of Clinical Affairs to develop a plan of action. Successful remediation consists of achieving a final score of 70% or greater on each course component of an exam. If a student fails one of the remediation course components, they will fail the remediation. If a student fails a course in the fall, they will remediate it at the end of the spring semester. If a student fails a course in the spring, they will remediate it at the end of the summer semester. If a student fails a course in the summer, they will remediate it one week after the end of the summer semester. Remediation involves a final cumulative exam, and the study plan for the failed course should be discussed with the course director and the chair as mentioned above.

If remediation 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 referral to the Student Progress Committee and may result in repeating the course in its entirety or dismissal. 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.

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 requested to spend at least 5 minutes responding to the open-ended questions. These responses are available to the Department Heads but are primarily used by course directors to enhance their classes in future semesters.

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 opened to students three weeks before the last day of classes. Students can access the evaluations through Canvas or via links that are automatically emailed to them. They have the entire three-week period (up until Reading Day) to complete their evaluations. Shortly after final semester grades are submitted, the results of the course evaluations are made available to faculty.

Graduation Requirements

A 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 or Master of Science in Forensic Dentistry 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 the Master of Science in Forensic Dentistry, three years for Associate of Science in Dental Hygiene, and six years for the Doctor of Medicine in Dentistry program;
3. Attended, in person, the ceremony at which time the degree is conferred unless an exception is approved by the Dean of the CDM;
4. Taken and passed the INBDE or NBDH in no more than 3 attempts, or Master's Thesis completion; and

5. Demonstrated the ethical, personal, and professional qualities deemed necessary for the successful and continued study and practice of dental medicine and dental hygiene.

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

Student Consultation

LMU-CDM maintains an open-door policy with regard to the 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 Clinical Education Dean.

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 for purposes of admission to LMU or access to LMU's facilities, programs, and services on the basis of disability. LMU is committed to providing accessible educational support services that enable students with disabilities to participate in, and benefit from, all University programs and activities. Every effort is made to reasonably accommodate the needs of a student with disabilities. As buildings on the LMU campuses are remodeled, care is taken to assure that persons with disabilities have sufficient access to those buildings. In addition to longstanding accommodations, students who need temporary accommodation can also contact accessible services. Policies and procedures for requesting

and being granted accommodations are outlined on the LMU website. For more information about requesting an accommodation or LMU's policy on accessible education services, please visit <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 as long as 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 generally not be granted to students in clinical scenarios, including rotations and the clinical performance exam. Similarly, the use of trained intermediaries will generally not be approved in clinical situations. LMU will determine whether or not to grant an 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 an accommodation is requested, the student must submit a request for accommodations 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 necessary, will make a determination regarding 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 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, then 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 purpose of the appeal is to look at the material that was 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 rules of behavior, whether or not 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, 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 of 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 as well as 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 Student Handbook 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 of 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 an 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 the dental hygiene and 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 important in communication between health care providers and effective patient care; it is also a legal document and is available for patient review. As such, it is crucial that we maintain the integrity of patients' dental care through accurate reporting of all pertinent information about which we have direct knowledge. Written medical documents, including electronic correspondence pertaining to patients and their care must be legible, truthful, complete, and accurate to the best of our knowledge and abilities. To avoid an accidental breach of confidentiality, we will not discuss patient care in common areas. Appropriate medical and/or personal information about patients should only be shared with health professionals directly involved or for educational purposes. Any communication of patient information in the course of educational presentation will always be void of any patient identifying information and with the permission of the attending physician(s).

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.

A. Examinations

1. As students, we must demonstrate honor and integrity during examinations.
2. We understand that examinations are meant to reflect our individual achievement. Cheating during examinations is unethical and is defined as doing any of the following without authorization:
 - a. Looking at the answers written by another student during an examination.
 - b. Communicating with another student about topics that might help to answer a question during an examination.
 - c. Referring to notes or textual matter during an examination.
 - d. Violating any other policy of examinations, including possession of a cell phone during an examination.
3. During examinations, students have an obligation to maintain a non- disruptive atmosphere.
4. 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.
5. At the end of each examination, we will provide a signed statement that affirms our conduct was in accordance with the Code.

B. Other Academic Work

1. In deference to the scientists, doctors, and patients who have shared their knowledge and experience for the betterment of dental hygiene and dental learning, we have a responsibility to not intentionally misrepresent the work of others nor claim it as our own.
2. During dental hygiene and dental training we will be provided with communal instructional material that will greatly aid our learning. We will therefore make every effort to protect and preserve these resources for the use of 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 with regard to 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 of Lincoln Memorial University, all students must abide by the University Code of Conduct found in the Rail-splitter Community Standards Guide: <https://handbook.lmunet.edu/scope-of-the-code-of-conduct>

Professional Appearance

All students of LMU-CDM are required to maintain appropriate attire, personal hygiene, and cleanliness, reflecting a professional demeanor at all times. It is imperative that students exercise sound judgment in selecting their attire for various educational activities. The comfort of patients in the presence of students is paramount; thus, 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 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 are required to wear clean and wrinkle-free scrubs while on campus. Scrubs should be maintained in a professional manner to uphold the standards of cleanliness and hygiene expected in a healthcare environment.
2. **Scrub Jacket or White Coat:** In addition to scrubs, students must wear a scrub jacket or white coat as part of their attire when needed. This serves to enhance professionalism and distinguish members of the healthcare team 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. **LMU Logo Attire on Fridays:** On Fridays, all individuals are required to wear attire featuring the LMU logo. This serves to promote school spirit and unity among students, faculty, and staff.
5. **Footwear:** Closed-toe shoes, with low heels, clean, well-maintained and free from scuffs or visible wear and tear.
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:** Other plain or logo t-shirts, sweatshirts, hoodies, jackets, etc., are strictly prohibited on campus.
8. **Students must have short fingernails.** NO artificial nails.

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 are required to wear clean, neat, properly fitted scrubs in their classes' color.

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. Restrictions ensure a uniform and professional appearance among the LMU-CDM community at all times.:

- Tube tops
- Hooded sweatshirts
- Tank tops
- T-shirts (plain or logo) except on Fridays
- Flip-flops
- Excessive body piercing
- Cutoff shorts
- Jeans with holes

Public Representation

Clinical Services Students on clinical services are required to follow the dress code stated above.

Professionalism Standards in Social Media

Social media is a term that describes the various web-based networking sites that students use to communicate and connect. The most popular examples are Facebook, Instagram, Snapchat, Tik Tok, and Twitter. Blogs are also a form of social media that provide commentary or serve as a personal on-line diary.

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

LMU-CDM recognizes the major advantages of social networking sites. Not only do they connect students quickly and widely, but they also provide valuable exchanges of information and the ability to comment, to critique and to carry on dialogue. However, the University also recognizes that this technology imposes additional standards for professional behavior upon dental hygiene, dental and health professions students. A study reported in the *Journal of the American Dental Association* (September 23/30, 2009; 302: 1309- 1315) found that 60 percent of U.S. dental school deans reported incidents in which students had posted unprofessional content online. The unprofessional postings included profanity, discriminatory statements, alcohol abuse, sexually suggestive material and a few incidents in which patient confidentiality was violated. Maintaining professionalism in social media is essential for protecting patient privacy, upholding the reputation of LMU-CDM, 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.

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. Some students do not realize that posting information about nameless patients is still a violation of the confidentiality obligation and may be 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.

2. 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.

3. 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. Cameras and cell phones 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.

4. Digital Footprint: While quick and far-reaching, social media are also fairly permanent. Although you may think you have deleted an inappropriate post, it is probably archived in someone's file. The American Dental and Dental Hygiene Student Association advises students: "If you

would be embarrassed if your Dean read your statements, then you are better off not posting them." Always conduct yourself in a manner that reflects the values and standards of the dental profession. 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, steering clear of 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.

Impact: Prospective employers, residency directors and future patients surf social networking sites to check out your background, interests, and professional standards.

Consequences of Unprofessional Conduct

Violations of these guidelines may result in disciplinary action by LMU-CDM, including but not limited to warnings, suspension, or dismissal from the program. Unprofessional conduct on social media can also have long-term implications for your career, including damage to your reputation and future employment opportunities.

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 is 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, 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 a responsibility for our own 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 that 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 the 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'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 and faculty 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 Honors Code Committee, the involved parties will be informed of a preliminary 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.

If not signed, the hearing may be postponed or canceled, and the student may waive their right to be interviewed by the committee before a recommendation is made to the SPC.

Deliberation

Once all information has been obtained the student will be excused from the meeting and the Committee will discuss the information acquired. If appropriate, voting may occur immediately or after 24-hour deliberation if needed. 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?

The Committee will reconvene and either reaffirm its position or reach a consensus on another 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:

- 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.

Graduation requirements include:

- Successful completion of all curricular requirements.
- Demonstration of conduct in line with LMU-CDM's academic and professional standards.

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. Current ex-officio members include but are not limited to:

- Associate Dean for Student and Faculty
- Associate Dean of Academic Affairs
- Dean of Clinical Affairs
- Registrar
- Student Advisor
- Chair of Student Ethics and Honor 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 direct dismissal from the program. This form must be signed within 24 hours of receipt.

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.

Events that Result in Review by SPC

SPC Review means that the student's entire record, including academic performance, evaluator concerns, and findings from any LMU-CDM misconduct processes are presented to SPC for discussion and determination of actions.

- **Failing Grades.** Students receiving failing grades in course exams are reviewed by SPC.
- **Failure to Achieve Competency.** Students receiving this designation in a course, or preclinical lab are reviewed by SPC.
- **Failure to Complete Clinical Competency Evaluation (CCE).** Students who fail to successfully complete a CCE in the appropriate timeline will be reviewed by SPC.
- **Evaluator Concerns.** Evaluator concerns are internal notes and do not appear in the Dental Student Performance records. Faculty members can submit these concerns through written statements describing specific performance issues. These concerns are then reviewed by the Associate Dean of Faculty and Student. If a student has multiple evaluator concerns or additional academic or conduct issues, the Associate Dean of Faculty and Students will refer the student to the SPC for further review.
- **Incomplete.** A student who must leave a course, a preclinical lab or clinic rotation or miss an assignment, quiz or exam or make-up quiz or make-up exam due to illness or a personal emergency may be granted an "incomplete" by the Dean of Faculty and Student. If the student does not complete the work by the deadline set up by the SPC and/or course director, the incomplete will convert to a Fail and will be reviewed by SPC. Students assigned "I" in a course(s) cannot be promoted to the next semester unless they complete the course

- **Registrar Drop.** Students who must leave a course, preclinical lab or clinic rotation due to illness, personal emergency, or because they have been placed on a leave of absence, will receive a grade designation of “Registrar Drop, when permitted by the appropriate course director in consultation with an Associate Dean of Academic Affairs. Students are not allowed to take a Registrar Drop to avoid failing a course, or preclinical labs. A student who does not complete a course and does not have permission to take a Registrar Drop will be assigned a grade of fail. All Registrar Drops are reported to SPC.
- **Former Quarter Drop.** Students may consult with the Associate Dean of Academic Affairs to begin the process of receiving a grade designation of Former Quarter Drop.
- **Failure to Complete LMU-CDM Compliance Requirements.** Non-compliance with essential requirements will be reviewed by the SPC at the discretion of the Associate Dean of Academic Affairs.
- **Violations of LMU-CDM’s Academic or Professionalism Standards.** SPC defines academic and professionalism standards of conduct by referring to LMU/LMU-CDM Policy on Professional Conduct, LMU/LMU-CDM Standards of Conduct and Professional Behavior Policy, and LMU/LMU-CDM Student Conduct Code. These standards together are referred to as “LMU/LMU-CDM’s academic and professionalism standards.” When an alleged violation of LMU/LMU-CDM’s academic and professionalism standards occurs, The Ethic and Honor Committee manages the process. When a formal or informal hearing occurs, the Chair of SPC should receive the report and the SPC will determine actions. The SPC may or may not interview the student. Even if no interviews take place with SPC, the student (under investigation) is still required to sign the conflict of interest and the confidentiality forms. For students attending any meetings, the following are prohibited unless otherwise authorized in writing by the Associate Dean of Faculty and Students: (1) electronic recording of the meeting (2) invitation of legal counsel or uninvited individuals.

Actions and Sanctions for Managing Students

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 will lead to automatic dismissal.

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

Probation shall be either academic or professional probation. 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 Clinical Education and it will be the students responsibility to set up a meeting with the Associate Dean for Academic Affairs and/or Dean of Clinical Affairs. Unless specified otherwise, removal from academic probation is automatic upon successful remediation of the course(s) and satisfactory academic progress.

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 correct the 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 will be automatically dismissed from the program. 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 Dean of Clinical Affairs and it will be the students responsibility to set up a meeting with the Associate Dean for Academic Affairs and/or Dean of Clinical Affairs . 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. This includes, but is not limited to:

- Documented cheating in all coursework, clinical and preclinical sessions, and 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 Departures awarded. If the student contests the decision, they may discuss the matter with the Dean of Clinical Affairs to seek a resolution.

1. Class Promotion

At the end of each grading period, the committee reviews the academic progress of all the students. For students assigned an "F" in a course(s), the committee will recommend one of the following: (a) to allow the student to take a remediation exam, (b) to dismiss the student, or (c) to require the student to repeat all or a portion of the entire year of dental school. If a remediation is granted (only one course), the student can move to the next semester.

Students assigned "I" in a course(s) cannot be promoted to the next semester unless they complete the course.

7. 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 will ensure that the student's health and welfare are prioritized. Throughout the legal process, the Associate Dean 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.

Committee Procedures for Academic Deficiencies

At the end of every grading period, once final course grades have been assigned, the Associate Dean for Academic Affairs schedules a meeting date informs students of the meeting via LMU email, provides an agenda to the members, and convenes the meeting. The meeting will be held as soon as possible following the submission of the final course grades. Minutes will be kept by a recording secretary. All matters are submitted to a vote, with a simple majority ruling.

The committee will meet with each student who has an academic deficiency. The committee's responsibility is to meet with the student and to discuss the grades that have been assigned by the course directors. It is not within the Committee's purview to delve into issues relating to how individual grades were assigned. All matters pertaining to how a grade was assigned must be resolved before the Student Progress Committee meeting with the student. In the interest of due process, if a student is in the midst of filing a grade appeal or intends to file a grade appeal, the meeting will be put on hold until the issue pertaining to the grade is resolved. If the student intends on filing a grade appeal it is the student's responsibility to make the Student Progress Committee aware of their intent so that the meeting can be put on hold.

Students are encouraged to meet with the Student Progress Committee in person. If the student wishes to hold the meeting via conference call, then that is the student's choice. The only individuals allowed to attend the Student Progress Committee meeting include the student, the student's advisor (at the student's request), the recording secretary, and the committee members. The committee's recommendation will be forwarded to the Dean of LMU-CDM within 5 working days. The student's academic record can be examined at a Student Progress Committee meeting.

In addition to students who fail a course, the committee may also meet with students who consistently score below 75% for final course grades, receive negative comments on clinical rotations, or have any other academic or professionalism issues. Students accused of unethical behavior, such as dishonesty, theft, and violation of patient confidentiality, may also be referred to the Student Progress Committee. (See Disciplinary Procedures in the LMU-CDM Student Handbook).

Students in the Preclinical and Clinical Years

For students failing one course or rotation in a given academic year, the Student Progress Committee may recommend one of the following:

1. The student must take a remediation exam or exams given by the LMU-CDM faculty.
2. The student must repeat all or a portion of the academic year.
3. The student must remediate the course during the summer semester.

For students who fail two or more courses or rotations in the same year, the Student Progress Committee may recommend one of the following:

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

For students who fail two or more courses or rotations in different academic years, the Student Progress Committee may recommend one of the following:

1. The student must take a remediation exam or exams, given by the LMU-CDM faculty.
2. The student must repeat all or a portion of the entire academic year.
3. 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 during tests. Breaches of these standards should be reported to the Dean of Clinical Affairs and to the SPC by the Group Leader faculty, staff, or other students via email, detailing the involved parties, infractions, and time of occurrence.

Note: Failures are cumulative across all semesters and years in the program.

Alcohol and Drug Charges or Convictions

Students who are 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 of Faculty and Students will work with the student to make sure that the student's health and welfare are of

primary importance. As the case moves through the courts, the Associate Dean of Faculty and Students will also keep the Student Progress Committee informed of the legal outcomes. Following the court's decision and keeping in mind that no two cases are the same, the student will meet with the Student Progress Committee, who will make a recommendation to the Dean about the appropriate course of action. Students must recognize that a student with an untreated alcohol or other substance abuse issue is by definition unfit to continue in a patient care capacity.

During any legal proceedings related to drug or alcohol abuse, the student may be placed on leave while the case moves through the courts.

Following the court's decision, and after meeting with the student, the Student Progress Committee may recommend that the student is dismissed from CDM school or that the student enter into substance abuse counseling for later re-evaluation by the committee. Following a proscribed course of treatment, the Student Progress Committee will meet again with the student and recommend to the 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

It is the aim of the faculty of LMU-CDM to foster a spirit of complete honesty and a high standard of integrity. The attempt of any CDM student to present as his/her own work that he/she has not honestly performed is regarded by the faculty and administration as a very serious offense and renders the offender liable to severe consequences and possible dismissal.

Cheating

Dishonesty of any kind on examinations or written assignments, unauthorized possession of examination questions, 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 who is 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 reverse 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 a letter to the Appeals Board 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 and/or the Dean following LMU-CDM policies and procedures; no other grounds for appeal will be accepted.

Appeals Board

The Appeals Board will be composed of the Dean of the College of Dental Medicine, the LMU Executive Vice-President of Academic Affairs, 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.**

Dismissal & Withdrawal

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

Circumstances warranting such action may be of an academic, legal, or professional nature. It is imperative that any student who leaves LMU-CDM for any reason follows

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 is withdrawing, he or she 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 who is 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.

Vacations

Vacation dates for the first and second-year dental hygiene students, and first- and second-year CDM students can be found in the Academic Calendar. Third- and fourth-year dental students will have scheduled time off based on their rotation schedule set by the Associate Dean of Academic Affairs and/or Clinical Education Dean.

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 the completion of 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.

- With the exception of holidays and other administrative closings, students can access the CDM 24/7.
- The main doors (front and back) to the buildings are unlocked Monday – Friday, 6:00 am – 6:00 pm. When entering any building outside of building hours, students must use their ID Badge to enter and remain in the building.
- 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 provides supervision for the entire campus in conjunction 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 utilizes the LiveSafe emergency notification system to alert university members in the event of 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 the event of an emergency or any other security need, look for an officer or phone the Security Office at (423) 526-6911 or phone 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, drug, 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

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 Certificates-DMD/ MBA

The Combined Degree 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 Dental Medicine

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, MFMI

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 - DMD

The Dean Suite Administrators at LMU-CDM are responsible for admissions, securing financial

services, recruitment, retention, student records, tracking of outcomes data, providing academic support, and counseling for dental students. In addition, the Dean's Suite is the 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 administrators are committed to creating an environment that is conducive to learning so that all LMU-CDM dental students fully reach their academic and personal potential. The LMU-CDM administrators work closely with various college and university committees to create an environment that facilitates student learning. The Dean's Suite has an open-door policy and students are welcome to come in at any time, although appointments are recommended.

Admission Requirements

Required Undergraduate Courses:

General Biology: 8 semester hours (including lecture and lab)

Inorganic (General) Chemistry: 8 semester hours (including lecture and lab)

Organic Chemistry: 8 semester hours (including lecture and lab)

Physics: 8 semester hours (including lecture and lab)

English: 8 semester hours

Note: Labs are required in all science prerequisites unless otherwise noted.

Recommended Undergraduate Courses:

Anatomy and Physiology: 4 semester hours

Biochemistry: 4 semester hours

Cellular and Molecular Biology: 4 semester hours

Histology: 4 semester hours

Direct Freshman Entry – BS to DMD

This pathway is appropriate for high school seniors applying to LMU who would like to complete their Bachelor of Science (Biology, Chemistry, or Pre-Health Profession Track) and DMD degree in eight years via the BS/DMD 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 determines eligibility to take biology and chemistry courses. Minimum Score on the Required Entrance Test(s): ACT of 25+ or SAT of 1250
- Students applying to the Doctor of Medicine in Dentistry (DMD) program must possess a cumulative high school GPA of 3.7 on a 4.0 scale.

Students Must Satisfy the Following Requirements for Guaranteed Admissions:

High School Seniors:

- Complete the LMU-CDM Application for Admissions
- Initial Admissions Interview with LMU-CDM Admissions Committee (During Senior Year)
- 1000-word essay – How have you arrived at this career goal?
- Two letters of reference attesting to community service and leadership ability addressing character and other skills (from non-relatives)

Overall Undergraduate Grade Point Average (GPA): 3.3

Required GPA in Undergraduate Major: Students must maintain at least a 3.3 (science) and 3.2 (non-science) GPA. Minimum grade for each Required Course: A C+ is the minimum grade needed for all required courses. However, a B or better is generally needed.

Required Technical Standards and Competencies for Program Admissions

- DAT – Dental Admissions Test (can be no more than three years old): Student must score a 19 or better.
- 60 observation/shadowing hours in a general dentist's office
- During the summer before the last year of college, the student will apply to LMU-CDM through the ADEA Associated American Dental Schools Application Service (ADEA AADSAS) for admission to the DMD program with three letters of recommendation. The student is required to complete the supplemental application and meet for a second interview with the LMU-CDM Admissions Committee.
- Applicants must pass the LMU-CDM criminal background check.
- Applicants must be drug-free, as evidenced through required drug testing (completed upon admission).

To apply for the LMU-CDM Doctor of Medicine in Dentistry (DMD) program, you must apply both through the [LMU portal](#) and through the [ADEA portal](#). A student will not be accepted into the program if both applications are not completed.

Mission, Vision and Goals- DMD

Mission

The mission of the Lincoln Memorial University College of Dental Medicine 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 LMU-CDM is achieved by:

- Graduating competent Doctor of Medicine in Dentistry.
- 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 comprehensive 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 that 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 education.

Vision

By 2030, Lincoln Memorial University-College of Dental Medicine 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 College of Dental Medicine 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.

1. Provide a humanistic and character-developing environment for students.
2. Foster a holistic and compassionate approach to patient-centered care.
3. Provide interdisciplinary education that teaches dental hygiene and dental students how to use and interact with other health science professionals and teaches other health science students about dental hygiene and dental education and oral health.
4. Graduate competent dentists who possess clinical judgment, understanding, empathy, technical skills, and independence to begin professional practice.
5. Develop and implement a curriculum that leads to competency.
6. Aggressively recruit the highest quality faculty and staff available according to Federal, state, and Lincoln Memorial University's requirements.
7. Ensure the respectful treatment of students as professionals and future colleagues in the profession.
8. Promote faculty and staff recruitment, development, and retention to ensure the continued excellence and success of the College of Dental Medicine.
9. Foster mutual respect among faculty, staff, and students and recognize the diverse roles these individuals play in the educational process.
10. Promote ongoing programs for faculty to improve teaching effectiveness and student learning.
11. Recognize the achievements of members of the faculty and staff to elevate morale, improve effectiveness, and enhance job satisfaction.
12. Instill a sense of community in graduating dentists by providing community-based opportunities to enrich predoctoral education.
13. Improve access to dental care for Tennessee's disadvantaged and underserved populations through community action.
14. Continually develop and evaluate materials, programs, and dissemination methods that promote learning using technology.
15. Develop interprofessional education with medicine, pharmacy, optometry, and other health science programs.

16. Encourage a lifelong learning philosophy of dental and dental hygiene education.

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

1. Promote collaborative research and scholarly activity among College and University Colleagues.
2. Promote student research and scholarly activity among faculty and integrate research with teaching and clinical care activities.
3. Allocate appropriate resources, support, time, and reward to faculty and staff for research and scholarship.
4. Lead in the development and application of new technologies for education, research, 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.

1. Provide comprehensive patient care that is safe, effective, respectful, responsive, efficient, and equitable to diverse patient populations.
2. Develop and maintain a high-quality, innovative, evidence-based, patient-centered, faculty-led oral health delivery system.
3. Promote the idea of patient or customer satisfaction with the College of Dental Medicine personnel and students in all levels of interaction and communication.
4. Establish patient-friendly clinics that strengthen the clinical learning environment and demonstrate respect for patients as a valuable resource and an essential component of the teaching program.
5. Support and encourage both individual and collective efforts to meet the oral health needs of populations with special health care requirements.

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

1. Educate and inform members of the Lincoln Memorial University's academic community and the dental practice community of the educational, research, service/mission, and achievements of the College of Dental Medicine.
2. Establish partnerships with dentists and oral health professionals to promote oral health through education, research, and service.

3. Provide leadership and service through faculty, staff, and student participation in University and community activities.
4. Be a leader in the provision of oral health care to the rural and underserved communities of Eastern Tennessee.

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>

When viewing Doctor of Dental Medicine program's cost of attendance, please review the following non-billable expenses:

Year 1

Student Activity Fee: \$150

Background check, drug screening, and vaccination recording: \$125

Cardiopulmonary resuscitation: \$75*

Uniforms: \$275

Instruments and supplies: \$3500

Year 2-3

Student Activity Fee: \$150

Background check, drug screening, and vaccination recording: \$125

Instruments and supplies: \$3500

Year 4

Student Activity Fee: \$150

Background check, drug screening, and vaccination recording: \$125

Graduation Fee: \$3500

Integrated National Board Examination: \$845

ADEX Dental Examination: \$2795

Initial Dental Licensure (TN): \$410

Miscellaneous:

Acceptance/Matriculation Fee (One-time fee applied to tuition): \$1250

Late registration fee: \$100

Lost ID Badge: \$10

Remediation fee: \$10,000

* When Applicable.

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 270.5/280.5 credit hours culminating in the receipt of the DMD degree. The curriculum includes eleven consecutive semesters of academic and clinical education. The projected life of the program is ongoing but will admit only one cohort per year.

The competency-based curriculum design is based on the American Dental Education Association's (ADEA) Competencies for the New General Dentist. When achieved, it predicts with confidence that students have attained the knowledge; clinical, research, critical thinking, practice management, behavioral, and interpersonal skills; clinical experience; sound clinical judgment; professional and ethical behavior; and patient care training to provide comprehensive oral health care to diverse patients of all ages and conditions of physical, mental, and emotional health. The 39 competency statements address the following domains of competence: Critical Thinking, Professionalism, Communication, and Interpersonal Skills, Health Promotion, Practice Management and Informatics, Patient Care; Assessment, Diagnosis, and Treatment Planning, and Establishment and Maintenance of Oral Health.

The 39 competency statements for the "New General Dentist" are developed as the overarching goals for achievement, the courses, learning activities, clinical cases, skill development exercises and labs, behavioral training, and clinical training, and become an integrated whole during patient care delivery, by the competent 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 the "Normal," how the body works optimally, and are presented in a disciplined approach. In the Spring, Molecular Fundamentals of Medicine II begins the introduction to the pathology of disease. The D-2 year is about the "Abnormal" presented through traditional medical systems, with the idea of what happens when the normal systems go awry and result in the clinical manifestation of disease.

During the D-1 and D-2 years of student study in the Biomedical/Basic Medical Sciences, Behavioral Sciences,

Interprofessional Healthcare, and Oral Health Science courses include didactic coursework. The faculty will most often utilize traditional assessment modalities, instruments, literature reviews, case studies, papers, and presentations to measure student learning and incremental competency successes.

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 dental procedures for the 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.

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
DMDSYS-712	Molecular Fund of Medicine II	7
DMDSYS-715	Medical Neuroanatomy	3.5
DMDSYS-716	Medical Physiology	7.5
DMDSYS-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-707	Interprofessional Educ I	0.5
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	0.5
DMD-713	Research Experience	10

CDM II, Fall Semester

Item #	Title	Credits
DMDSYS-724	Musculoskeletal System	4
DMDSYS-751	Hematology & Lymph	3
DMDSYS-753	Cardiovascular	5.5
DMDSYS-755	Renal	2.5
DMDSYS-757	Respiratory	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
DMDSYS-768	Integument	2

CDM II, Spring Semester

Item #	Title	Credits
DMDSYS-762	Reproductive/Genital Urinary	5
DMDSYS-760	Endocrine	3
DMDSYS-764	Gastrointestinal	3
DMD-718	Foundations of Modern Oral Healthcare III	2
DMD-719	Oral Health Science with Case Studies V	15
DMD-720	Interprofessional Education III – Communication	0.5
DMD-721	Community Outreach/Service-Learning V– Local and Global Health	0.5
DMD-714	Oral Pathology	3

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-726	Ethics, Jurisprudence, and Practice 1 Management	
DMD-727	Behavioral Dentistry I	0.5
DMD-728	Comprehensive Patient Care with Case Studies I	1
DMD-729	Interprofessional Education IV– Teams and Teamwork	0.5

CDM III, Fall Semester

Item #	Title	Credits
DMD-730	Comprehensive Patient Care with Case Studies II	14
DMD-731	Behavioral Dentistry II	0.5
DMD-732	Community Outreach/Service-Learning VII– School Districts	0.5
DMD-733	Comprehensive General Dentistry 4 Seminar I	4
DMD-734	Grand Rounds I	0.5

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 4 Seminar II	4
DMD-738	Grand Rounds II	0.5

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	0.5
DMD-742	Comprehensive General Dentistry 4 Seminar III	4
DMD-743	Grand Rounds III	0.5

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	Grand Rounds IV	0.5

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 I	4
DMD-751	Grand Rounds V	0.5
Total Credits		280.5

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-105	College Level Math	3
CHEM-100	Introduction to Chemistry	4
SOCI-100	Introduction to Sociology	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
ISYS-100	Computer Literacy	2

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-254	Pain, Anxiety, Medical Emergencies	4
LNCN-100	Lincoln's Life and Legacy	1

DH-2, Summer - 10 Weeks

Item #	Title	Credits
DH-300	Clinic Theory III - Lec/Lab	6
DH-301	Dental Materials	3
DH-302	Treatment of Patients With Special Needs	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 3 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
ENGL-102	Composition II	3
	Total Credits	98.4

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
ISYS-100	Computer Literacy	2
ENGL-101	Composition	3
SOCI-100	Introduction to Sociology	3
MATH-105	College Level Math	3
LNCN-100	Lincoln's Life and Legacy	1
UACT-100	Strategies for College Success	1

General Education and Prerequisites, Spring

Item #	Title	Credits
ENGL-102	Composition II	3
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-254	Pain, Anxiety, Medical Emergencies	4

DH-2, Summer - 10 Weeks

Item #	Title	Credits
DH-300	Clinic Theory III - Lec/Lab	6
DH-301	Dental Materials	3
DH-302	Treatment of Patients With Special Needs	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 3 Management	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		99.4

Master's of Science in Forensic Dentistry

Program Overview - MSFD

The program is a full-time, continuous, 24-month cohort program consisting of 36 credit hours culminating in the MSFD degree. The curriculum includes 4 consecutive semesters of academic education and research. The projected life of the program is ongoing, and the program will admit one cohort per year.

The competency-based curriculum design is based on the American Board of Forensic Odontology's standards and guidelines; and qualifications and requirements for Board Certification. It provides the didactic education, hands-on training, practical experience, and report writing skills in all disciplines within the forensic dentistry field required to competently assist and pursue careers within the medico-legal system.

Mission - MSFD

The mission of the Lincoln Memorial University Master of Dental Science, Forensic Odontology is to develop competent forensic dentists to serve communities, agencies and jurisdictions nationally and internationally.

The Mission is achieved by:

1. Graduating competent Master of Science, Forensic Dentistry doctors.
2. Providing forensic dental education, training, research and service to the Appalachian region and beyond.
3. Improving the availability and quality of forensic dental services provided nationally and internationally.
4. Investing in quality academic programs supported by superior faculty and technology.
5. Promote public service and commitment to professionalism and ethical standards.
6. Facilitate the growth, development, and maintenance of forensic dental education.

Goals - MSFD

The MSFD program aims to provide students with a comprehensive education that integrates scientific knowledge and practical skills in forensic sciences, ensuring they become competent forensic dental practitioners. Students will deliver forensic dental services to the Knox County (Tennessee) Regional Forensic Center (Knoxville) and other organizations, and agencies as requested. The program fosters an environment that promotes and supports scholarly activity in forensic research. Additionally, it educates forensic dentists on analyzing decomposed and skeletal dental remains in crime scene contexts.

Admission Requirements - MSFD

The Master of Science in Forensic Dentistry program is a 24 month, 36 credit hour program, which will begin each August, with the application deadline March 15 each year. The Master of Science in Forensic Dentistry program has 16-week semesters for fall and spring

The application can be found at <https://www.lmunet.edu/college-of-dental-medicine/forensic-education/master-of-science-in-forensic-dentistry>.

Program Fees - MSFD

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

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

Curriculum Digest - MSFD

Degree Type

Master of Science in Forensic Dentistry

Year 1

Fall Semester

Item #	Title	Credits
F DENT 801	Introduction to Forensic Science	2
F DENT 802	Clinical Head & Neck Anatomy	3
F DENT 803	Radiology	2
F DENT 807 (LSCI 604)	Graduate Life Science Research Design & Analysis	3

Spring Semester

Item #	Title	Credits
F DENT 804	Forensics Research Methods	2
F DENT 805	Forensic Science Journal Club	1
F DENT 806	Forensic Odontology I	3
F DENT 808	Dental Ethics	1
F DENT 809	Dental Specialties Review	2
F DENT 810	Research and Manuscript I	1

Year 2

Fall Semester

Item #	Title	Credits
F DENT 811	Justice Administration and (CRIM 512) Leadership	3
F DENT 812	Forensic Odontology II	3
F DENT 813	Forensic Science II	3
F DENT 814	Research and Manuscript II	1

Spring Semester

Item #	Title	Credits
F DENT 815	Research and Manuscript III	6
	Total Credits	36

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 0.5

DMD-713 : 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

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 0.5

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 0.5

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 : Grand Rounds 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 0.5

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 : Grand Rounds 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 0.5

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 0.5

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 : Grand Rounds 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 0.5

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 : Grand Rounds 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 0.5

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 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-751 : Grand Rounds 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 interdisciplina

Credits 0.5

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

Master of Science in Forensic Dentistry

F DENT 801 : Introduction to Forensic Science

This course is a survey of the American Academy of Forensic Science forensic specialties and provides basic information on morgue protocols. This course provides the basic medico-legal knowledge and understanding of morgue protocols necessary to perform duties in a medical examiner's office.

Credits 2

F DENT 802 : Clinical Head & Neck Anatomy

This course presents a detailed study of the anatomic structures fundamental to dental specialty training. Detailed gross dissection of the human head and neck with emphasis placed on traditional musculo-skeletal and neuro-vascular architectural relationships as they relate to growth and development. This pedagogy allows immediate recognition of odonto-skeletal structures relevant to positive identification, and the pathology of forensic perimortem trauma. Participants review standard texts of head and neck anatomy and radiology, and other professional literature to support specialty-specific questions/topics.

Credits 3

F DENT 803 : Radiology

This course offers the fundamentals of theory and practice that constitute a working knowledge of the radiologic sciences as they apply to general and forensic dentistry. Laboratory exercises will be utilized to develop practical skills in the area of dental radiographic procedures which serve as the foundation for intraoral radiographic image acquisition and interpretation. The course will cover basic principles and anatomy revealed by intraoral and panoramic imaging as well as cone beam computed tomography (CBCT).

Credits 2

F DENT 804 : Forensics Research Methods

This course is a comprehensive examination of the scientific research process including research ethics, literature search and research design. This course requires the student to complete a research proposal which includes comprehensive literature review and research design to be used for the student's thesis project.

Credits 2

F DENT 805 : Forensic Science Journal Club

An evaluation and discussion of relevant historical and current methodology and trends in forensic dentistry and forensic science.

Credits 1

F DENT 806 : Forensic Odontology I

This course is a historical and practical demonstration of the theory and practice in human forensic identification procedures and age assessment methodology. Its aim is to prepare the student to perform human identifications and age assessments in a medical examiner office setting as well as in mass disaster situations. It provides the basic medico-legal knowledge necessary to perform these duties in its application to law and the U.S. legal system.

Credits 3

F DENT 807 (LSCI 604) : Graduate Life Science Research Design & Analysis

This course covers the principles and applications of discovery research design in the life sciences. This includes framing and articulating a research question, designing an experimental approach, proposing methods to collect valid data, planning approaches to data analyses, and planning presentation of results. Examples from the primary literature will be discussed and evaluated as they relate to these principles and applications.

Credits 3

F DENT 808 : Dental Ethics

Seventeen online modules available through the American College of Dentists identified as particularly relevant to postgraduate dental education and the specialty practice of dentistry will constitute this course. Following completion of online activities, students review modules with individual Postgraduate Program Directors to explore and reinforce ties between ethics concepts learned and specific applications in dental specialty practice.

Credits 1

F DENT 809 : Dental Specialties Review

This course is a review of the current dental school level standards and trends in the areas of biomaterials, endodontics, pedodontics, periodontics, prosthodontics, orthodontics, oral/maxillofacial surgery, and oral medicine. It provides basic knowledge in recognition of dental materials, restorations, prostheses, and oral pathology in order to assist the forensic dentist perform duties in application to the law and medico-legal system.

Credits 2

F DENT 810 : Research and Manuscript I

This course provides postgraduate students with the experience of engaging in dental and related sciences, and to pursue a Masters of Science in Forensic Dentistry (MSFD) degree. In this course, students will work on individual research projects under the supervision of an individual advisor experienced in research methodologies and scientific writing. Students will work on the inception, implementation, and submission for publication of a research project with an individual advisor. Student activities include library research, writing a literature review, developing a research protocol, hands-on research, gathering and analyzing data, interpreting experimental results, developing conclusions, and publishing outcomes. Submission for publication of the original research is required.

Credits 1

F DENT 811 (CRIM 512) : Justice Administration and Leadership

This course will prepare students for leadership roles within a criminal justice agency (police, courts, corrections) or similar organization. Topics include organizational management, personnel issues, and leadership ethics.

Credits 3

F DENT 812 : Forensic Odontology II

A continuation of Forensic Odontology I with emphasis on the role of the forensic dentist in pattern injury recognition, analysis and comparison; human abuse; civil litigation; court room dynamics and their role as an expert witness. It provides the basic medico-legal knowledge necessary to perform these duties in its application to law and the U.S. legal system.

Credits 3

F DENT 813 : Forensic Science II

An advanced exposure to specific forensic science protocols and crime scene dynamics in criminal investigations. The specific areas of emphasis will include: autopsy protocols, documentation, report writing, human osteology, bone trauma, biologic affinity, soft tissue decomposition and entomology, clandestine grave excavation and taphonomy, rules regarding crime scene and corporeal evidence, and recognition of human abuse.

Credits 3

F DENT 814 : Research and Manuscript II

This course provides postgraduate students with the experience of engaging in dental and related sciences, and to pursue a Master's of Science in Forensic Dentistry (MSFD) degree. In this course, students will work on individual research projects under the supervision of an individual advisor experienced in research methodologies and scientific writing. Students will work on the inception, implementation, and submission for publication of a research project with an individual advisor. Student activities include library research, writing a literature review, developing a research protocol, hands-on research, gathering and analyzing data, interpreting experimental results, developing conclusions, and publishing outcomes. Submission for publication of the original research is required.

Credits 1

F DENT 815 : Research and Manuscript III

This course provides postgraduate students with the experience of engaging in dental and related sciences, and to pursue a Master's of Science in Forensic Dentistry (MSFD) degree. In this course, students will work on individual research projects under the supervision of an individual advisor experienced in research methodologies and scientific writing. Students will work on the inception, implementation, and submission for publication of a research project with an individual advisor. Student activities include library research, writing a literature review, developing a research protocol, hands-on research, gathering and analyzing data, interpreting experimental results, developing conclusions, and publishing outcomes. Submission for publication of the original research is required.

Credits 6