



Lyon
COLLEGE

Institute of Health Sciences

A photograph of three students walking outdoors. They are wearing blue V-neck scrubs. The student on the left is a woman with long dark hair, smiling. The student in the middle is a man with a beard, also smiling. The student on the right is a man with short brown hair, looking off to the side. They are walking on a path with trees in the background.

2025 - 2026
COURSE CATALOG

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Message from the Dean

Welcome to Lyon College School of Dental Medicine! I am thrilled to officially welcome you to our community during this exciting time of growth, innovation, and transformation in our school's history.

At Lyon, we are committed to building a student-centered, forward-thinking dental school rooted in service, academic excellence, and a deep connection to the community we serve. Your unique talents, experiences, and perspectives are vital to our shared mission of advancing oral health education and improving healthcare outcomes for individuals and families throughout Arkansas and beyond.

Our culture thrives on collaboration, mutual respect, and a collective pursuit of excellence. Whether in the classroom, the simulation clinic, the clinic, or the community, we work together to create impactful learning experiences and provide compassionate, high-quality care. We are equally committed to fostering an environment where every student, faculty member, and staff member feels supported, valued, and empowered to make a difference.

You are joining a dynamic academic family at a pivotal moment, and we are honored to have you with us. As we continue to grow and shape the future of oral health at Lyon College, we know that together we will create a lasting impact on our patients, on our profession, and on the communities that depend on us.

Please reach out if you need anything as you settle in. Our entire team is here to support you, and we are excited to learn from you, work with you, and see the difference you will make.

Sincerely,

Burke Soffe DMD MEd
Dean, Lyon College School of Dental Medicine

The College

Lyon College School of Dental Medicine Mission Statement

The Lyon College School of Dental Medicine (LCSDM) educates dental students to function within an evolving oral health care system and expands the traditional role of dentists by blending oral and systemic medicine, emphasizing interprofessional patient management, promoting evidence-based patient care, and focusing on the treatment of underserved and vulnerable communities, all within a cost and time-efficient, technology-enriched dental education experience

Initiatives for achieving this mission:

- Educate a diverse student body to become excellent health care providers.
- Engage in research to explore oral/systemic relationships, access to care barriers, community-based education strategies and community oral health
- Provide compassionate and culturally proficient health care.
- Collaborate with the community to improve oral health in Arkansas.
- Foster a collaborative and supportive environment for working and learning at LCSDM.

A Brief History of Lyon College

Founded in 1872 in Batesville, Lyon College (then Arkansas College) is the oldest college in Arkansas. From its beginning, the College was co-educational and remained dedicated to a classical course of study into the early 20th century.

Over the next 100 years, the College grew in physical size, enrollment, and breadth of curriculum. The regular recognition that has come to Lyon's faculty exemplified the College's growing regional and national reputation during these years. Since 1989, the Carnegie Foundation for the Advancement of Teaching and the Council for the Support and Advancement of Education have recognized 14 members of the Lyon faculty as Arkansas Professors of the Year.

Dr. Melissa Taverner became the 19th president of Lyon College in 2022. Taverner worked with the Board of Trustees, as well as faculty and staff, to expand Lyon College's mission statement to offer select professional programs. Under her direction, the College began developing plans for proposed veterinary and dental schools located in central Arkansas.

Under the leadership of Founding Dean Burke Soffe, the Lyon College School of Dental Medicine achieved a monumental feat in 2025, earning initial accreditation from the Commission on Dental Accreditation and becoming the first ever dental school in the state of Arkansas.

For More Information - Contact Us

If you need information not included in this catalog, we welcome your questions. You may address inquiries to the offices indicated below. Also listed are the campus location and direct-dial telephone number of each office. For topics not listed, please contact the office of the dean for referral.

Telephone: 870.307.7000 or 501.437.8900

TDD Number: 870.307.7366

Website: www.lyoninstitute.com/dentistry-program/

Patient Services: www.lyoninstitute.com/patient.services/

Patient Care Clinic - 501.512.0230

Admissions - 501.437.8901

Alumni Affairs - 870.307.7527

Financial Aid - 501.437.8913 or 870.307.7257

Finances and Fees - 870.307.7322

Gifts and Bequests, Office of Institutional Advancement - 870.307.7211

President's Office - 870.307.7201

Scheduling Campus Events - 870.307.7340

Office of the Dean of Students - 501.437.8901

Registrar's Office - 870.307.7204

Policies Disclaimer

The courses, regulations, and fees that appear in this catalog are announcements. They do not represent contractual obligations of LCSDM, which reserves the right to change courses, fees, and general academic regulations without notice, should circumstances warrant in the judgment of the School of Dental Medicine. Courses listed in this catalog may not be available every year. An official list of courses will be available before the beginning of each term.

2026-27 Academic Calendar

Fall 2026 Semester		
29 June	Monday	2026-27 Academic Year starts, Fall Semester Begins
29 June	Monday	New Student Orientation Begins
3 July	Friday	Independence Day break (no classes)
6 July	Monday	New Student Orientation Ends
7 September	Monday	Labor Day (no classes)
26-27 November	Thursday-Friday	Thanksgiving Break (no classes)
30 November	Monday	Classes Resume
18 December	Friday	Last day of classes before winter break
21 December	Monday	Beginning of Winter Break
Spring 2027 Semester		
1 January	Friday	End of Winter Break
4 January	Monday	Classes Resume
18 January	Monday	Martin Luther King Jr. Day (no classes)
19 March	Friday	White Coat Ceremony
22-26 March	Monday-Friday	Spring Break (no classes)
31 May	Monday	Memorial Day (no classes)
25 June	Friday	2026-27 Academic Year Ends, Spring Semester Ends
28 June-2 July	Monday	Summer Break (no classes), D1 Orientation Week
5 July	Monday	Independence Day break (no classes)
6 July	Tuesday	Classes resume, 2027-28 Academic Year Begins

Mission & Values

Core Values

To achieve our mission, the LCSDM is committed to Excellence, Innovation, Integrity, Professionalism, Teamwork, and Collaboration with the community and other health professions.

LCSDM Educational Philosophy

The LCSDM educational philosophy is Authentic Learning and Assessment within the overall context of competency-based education (CBE).

The educational philosophy of LCSDM is ensuring students experience authentic learning environments. Our education model will promote efficiency and high fidelity simulation to ensure authenticity of our learning environments.

Authentic assessment is the most sophisticated level of competency-based appraisal, and the most predictive of future performance. Authentic assessment requires observed demonstration of trainees' competency to independently perform the core skills comprising general dentistry, in high fidelity work environments.

LCSDM Guiding Principles

1. Three year curriculum with a continuous 36 month academic calendar
2. Curriculum focuses on oral/systemic interactions in health care culminating in interdisciplinary and interprofessional patient management experiences for students.
3. Utilization of limited virtual learning modalities during the curriculum to facilitate students' achievement of learning objectives as they progress through the curriculum.
4. Emphasis on case-based instruction and assessment to enhance learning, prepare students for the Integrated National Board Examination, and provide rigorous assessment of students' capacity to apply knowledge to clinical problems.
5. Procedural skill training in a state-of-the-art simulation clinic, with rigorous skill mastery assessment to certify students' preparedness for supervised patient care. Via robust simulation experiences, students will learn contemporary dental procedures across the spectrum of dental therapeutics.
6. After demonstrating mastery of procedural skills in the simulation clinic, students progress to the patient care clinic where they will treat patients under direct faculty supervision.
7. Dental students will function in a Paired Learner Model for simulation clinic and clinical education to facilitate peer learning and cultivate teamwork and collaborative skills.
8. A thorough faculty credentialing process to ensure a high quality instructional workforce with capacity to execute didactic, pre-clinical and clinical education, assessment, and mentoring.
9. Robust and continuous faculty and clinical calibration with a focus on ensuring consistent and comparable learning opportunities and performance assessments.
10. Research and scholarly activity focus on health care delivery systems, dental public health, educational research pertinent to LCSDM curricular innovation, clinical investigation and patient care outcomes assessment, and oral/systemic health interactions.

LCSDM Humanistic Environment Policy Statement

Preamble

We at Lyon College of Oral Health and Dental Medicine (LCSDM) are committed to providing and maintaining a safe, effective and humanistic learning environment in which students, residents, post-doctoral and other trainees, faculty, and healthcare and administrative staff, work together collaboratively. As an institution that trains the leaders of tomorrow, we expect members of our community to uphold an academic environment that encourages mutually respectful relationships, is conducive to learning, and is free of mistreatment, unlawful discrimination and harassment, or threats of retaliation.

I. Rationale

It is important for all members of the campus community to provide and maintain a safe, effective and humanistic learning environment. It is therefore unacceptable for a teacher (e.g., faculty member or others acting in a teaching role) to engage in discrimination or harassment, and/or mistreatment of students. In addition, anyone in a teaching role must adhere to applicable School, campus, extramural and College-wide policies, procedures, and guidelines that establish standards for professionalism and conduct, as well as those principles of professionalism and ethics generally accepted within the dental profession and academic environment. Similarly, it is unacceptable for students to treat faculty, program directors, staff, colleagues or administration with disrespect, or in any other manner that violates The LCSDM Code of Professionalism for Students or other applicable Lyon College Policy. Finally, staff must treat peers in the LCSDM workplace with respect and be treated with respect.

Students, faculty members, administrative and clinical staff, members of the administration and other employees of the LCSDM education community have a shared responsibility to protect the integrity of the learning environment, have a right to work and learn free of unlawful discrimination, harassment and mistreatment, and have a responsibility to report any incident in which that positive learning environment has been compromised.

II. Applicability

This policy is applicable to all dental students enrolled in academic programs, all faculty, staff and administrators employed by, and all other faculty teachers holding appointments, with LCSDM, as well as any other affiliated members of the SDM community.

III. Characteristics of a Humanistic Learning Environment

In accordance with standards set by the Commission on Dental Accreditation (CODA), the learning environment of the dental education program should be “humanistic” and carry a pedagogy that inculcates respect, tolerance, understanding, and concern for others, and is fostered by mentoring, advising and small group interaction. A dental school environment characterized by respectful professional relationships between and among faculty, students and staff establishes a context for the development of interpersonal skills necessary for learning, for patient care, and for making meaningful professional contributions to dentistry and to society.

IV. Responsibilities for LCSDM Community Members for Interpersonal Relationships and Communication

Faculty, students and staff members have responsibility for creating and maintaining a positive learning environment by:

1. Complying with all applicable policies, procedures, and guidelines established expectations for professionalism and other standards of conduct

2. Attending, being prepared and on time for, and participating in all work, academic and clinical activities and learning experiences consistent with the expectations of the SDM and/or experiential learning sites
3. Respecting all individuals, without regard to race, color, religion, sex, national origin, ancestry, age, order of protection status, genetic information, marital status, disability, sexual orientation, gender identity, or unfavorable discharge from the military or status as a protected veteran
4. Seeking out, accepting and learning from feedback, in a respectful and receptive manner
5. Seeking clarification on what does and does not constitute mistreatment
6. Demonstrating/modeling the professional virtues of compassion, integrity, courage, temperance and altruism
7. Maintaining high professional standards in all interactions
8. Complying with the policies related to claims of unlawful discrimination, harassment, mistreatment and retaliation, and understanding how those claims are reported
9. Reporting and encouraging the reporting of mistreatment by those who witness or experience it.

V. Additional Responsibilities of Faculty

The role of the faculty is to create an environment that facilitates learning by ensuring responsibility and accountability; demonstrating respect for students as individuals and adhering to their proper roles as intellectual and practice guides and counselors; making every reasonable effort to foster honest academic/professional conduct; ensuring that their evaluations of students accurately reflect each student's abilities; respecting the boundaries of the relationship between faculty and student; and avoiding any exploitation, harassment, discrimination and/or mistreatment of the student. As such, teachers, in addition to the above expectations, must:

1. Ensure the quality of all components of the students' education programs
2. Nurture students' intellectual, professional and personal development and achievement of academic excellence
3. Support students' wellbeing
4. Refuse to tolerate abuse or exploitation of students
5. Refuse to engage in or tolerate reprisals or retaliation of any kind as a result of a good faith report of mistreatment
6. Take responsibility for students assigned to one's course or rotation, and ensure a safe, fair, supportive, unbiased learning environment that respects each student's physical and social boundaries and encourages their development as health care professionals
7. Assign tasks to students based on their knowledge, skills, and experience
8. Provide supervision and appropriate remediation when students are not adequately prepared
9. Provide feedback to students in a timely, constructive, respectful, personalized and unambiguous manner.

VI. Academic Discourse

Vigorous academic discourse and the conflict of ideas are integral to an academic environment of openness, so long as they are conducted in a civil and respectful way. Asking and answering questions as a means to stimulate critical thinking and draw out ideas and underlying assumptions is also critical to the academic environment, but can and should be done in a respectful manner. In addition, constructive feedback about performance is crucial to the educational process and professional development. Some feedback may be critical, harsh, or even discouraging. It is not uncommon to at times feel embarrassed or uncomfortable when mistakes are made, questions are answered incorrectly, or one is not adequately prepared for a required activity. However, not every behavior or action to which a person responds with stress or emotional discomfort is considered mistreatment. Each individual should reflect on each such situation and consider not just his/her personal reaction or response, but also the actions of others in light of any legitimate

concerns for patient safety, circumstances surrounding the situation, and the possible learning objectives of the experience. In general, actions taken in good faith and done in a respectful and constructive manner to assess or develop knowledge/skill, and/or to correct unacceptable performance/behavior are not considered mistreatment.

Mistreatment arises when behavior denigrates the dignity of others and unreasonably interferes with the learning process/environment, whether that behavior is experienced or observed.

Publicly humiliating, physically harming, exploiting and/or subjecting an individual to unwanted sexual advances are all examples of mistreatment.

VII. Reporting Mistreatment & Other Learning Environment Concerns

Anyone who experiences or witnesses an incident of mistreatment is encouraged to make a report utilizing an online Report Form. The reporting can be submitted anonymously. Any retribution for good faith reporting of mistreatment is strictly forbidden by this policy.

Professionalism

We at Lyon College of School of Dental Medicine (LCSDM) are committed to providing and maintaining a safe, effective, and humanistic learning environment in which all members of our community function together collaboratively. If Honor has a focus on maintaining excellence and value to LCSDM academics, Professionalism extends that honor to interpersonal relationships.

As an institution that trains the leaders of tomorrow, we expect members of our community to uphold an environment that encourages mutually respectful relationships, is conducive to learning, and is free of mistreatment, unlawful discrimination and harassment, or threats of retaliation.

Honor is evident in the relations among individuals and interpersonally manifests itself as civility, a natural extension of professional deportment. At LCSDM, we understand honor to include, but not be limited to, a commitment to:

- Tell the truth steadfastly but with kindness
- Treat others with respect, even in challenging situations
- Respect others' property and shared property, such as the simulation clinic and clinic equipment
- Uphold the integrity and confidentiality of official college documents, including and especially patient records

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5. Refuse to engage in or tolerate reprisals or retaliation of any kind as a result of a good-faith report of mistreatment.
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others in light of any legitimate concerns for patient safety, the circumstances surrounding the situation, and the possible learning objectives of the experience. In general, actions taken in good faith and done respectfully and constructively to assess or develop knowledge/skill, and/or to correct unacceptable performance/behavior are not considered mistreatment.

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Publicly humiliating, physically harming, exploiting, and/or subjecting an individual to unwanted sexual advances are all examples of mistreatment.

VII. Reporting Mistreatment & Other Learning Environment Concerns

Anyone who experiences or witnesses an incident of mistreatment is encouraged to make a report utilizing an online Report Form (<https://forms.lyon.edu/Forms/ProfessionalismConcern>). The reporting can be submitted confidentially to the Assistant Dean of Student Affairs and Admissions. Any retribution for good faith reporting of mistreatment is strictly forbidden by this policy and will be treated as its own violation of professional conduct.

Professionalism is a significant aspect of a Dental Student's Academic Performance.

These expectations are outlined below and in the student handbook. We require you to apply professional responsibility as you make decisions in the classroom, simulation clinic, clinic, and at all LCSDM sponsored events. As representatives of the school, students are expected to conduct themselves in the manner described below both on and off campus.

In most cases, deviations from expected professionalism will initially be addressed with verbal counseling. Repeat incidents are followed up with a Professional Concern Report form, from the Assistant Dean of Student Affairs and Admission, in consultation with the Academic Progress Committee, with recommendations and required follow up activities. This report will be shared with the student and copied to the student's permanent academic record.

Repeated lapses in professional behavior after initial counseling or, in rare cases, deviations deemed severe enough by the Course Director may result in a lowered course grade, remission to the Honor Council, or even in course failure. Persistent PCRs indicate a lack of professionalism will be referred to the Academic Performance Committee.

LCSDM Dental Student Professionalism Expectations

Within the School's Academic Environment, LCSDM Dental Students will...

1. Demonstrate respect for the administrative team responsible for coursework and be responsive to their communications.
2. Conduct themselves in the classroom/laboratory/clinic with academic integrity and not cheat, plagiarize, share exam or quiz questions/answers, share passwords for exams or quizzes in an unauthorized manner, or collude on individually-assigned work.
3. Attend all lectures/laboratories/clinic sessions on time and for the duration of the session so as not to cause a distraction to others.
4. Inform the Office of Student Services and the Course/Module/Clinic Director(s) and/or clinic staff and faculty of absences and report the absence via the School's attendance/absence/ sick day website
5. when absences occur, contact the Course/Module/Clinic Director(s) and/or clinic staff and faculty and make up missed course material. The Course/Module/Clinic Director(s) reserve the right to decide if the absence is acceptable.
6. Use laptops and tablets appropriately in class/laboratory so as not to cause distractions to faculty or other students.
7. Actively participate in, complete, and submit course activities within defined time frames.
8. Abide by accepted standards of personal hygiene and dress in classrooms, labs, and clinics.
9. Be sensitive to other students' feelings, needs, or wishes.
10. Demonstrate respect for LCSDM property.

In Patient Care Settings, LCSDM Dental Students will...

1. Demonstrate respect for the dignity of patients and place the highest priority on the patients' best interests and welfare.
2. Be aware of his/her responsibilities to patients or to other healthcare professionals without constant reminders.
3. Complete tasks in an independent and timely manner.
4. Consistently demonstrate respectful behavior to patients, staff, faculty, and student peers.
5. Make complete, appropriate, and truthful documentation of patient encounters.
6. Function effectively within interdisciplinary and interprofessional health care teams.
7. Not use his/her professional position to engage in inappropriate relationships with patients or members of their families.
8. Seek out help when needed (knows his/her limitations).
9. Abide by LCSDM rules and regulations and clinical policies.
10. Abide by the accepted standards of professional conduct for the profession within and outside the campus.

LCSDM Dental Students Will Demonstrate Capacity for Self-Improvement and Self-Directed Learning by...

1. Responding appropriately to corrective feedback without defensiveness
2. Critically self-assessing his/her own work, and making necessary modifications
3. Accepting responsibility for errors.
4. Handling stressful situations without becoming hostile or overly critical,
5. Proactively initiate own exploration of topics, issues, controversies, and problems

Academic Rules and Regulations

Academic Probation

A student receiving a final grade of F in a course at any time during the academic year, or an end of term cumulative GPA below 2.0, will be placed on academic probation. A student who is on academic probation is prohibited from graduation or promotion to the next academic year. Academic probation must be corrected; therefore, before the student may advance or graduate. Unless the student is dismissed, the student will remain on academic probation until all academic deficiencies are corrected. Once on academic probation, the student has a required timeline to improve his/her academic deficiencies. If not corrected in the prescribed amount of time, the student will be considered for dismissal. Students who are not meeting the School's Academic Standards will be notified by the Associate Dean for Academic Affairs, often before the term concludes. For senior students (third-year students), the Academic Performance Committee will recommend actions for correction of academic deficiencies as soon as it is notified that a senior has failed a course or has received an "I" grade.

Criteria for Academic Probation

1. A student will be placed on academic probation if s/he meets one or more of the following conditions:
 - a. Receipt of a final "F" grade in any course at any time during the academic year.
 - b. Receipt of a GPA less than 2.0 in courses of a year's curriculum, unless the student is dismissed.
 - c. Failure to pass the Integrated National Board Dental Examination by the end of the second year will result in academic probation during the senior year (third year) until the deficiency is corrected.
 - d. Failure to pass the Integrated National Board Dental Examination by the end of the third year.

Removal from Academic Probation Status

1. A student is recommended for removal from academic probation once all academic deficiencies have been corrected. The Academic Performance Committee recommends specific methods for students to improve their academic record:
 - a. Remediation of specific courses.
 - b. Repetition of the academic year in its entirety.
 - c. Correction of National Board deficiencies.
2. A student no longer on academic probation is eligible for promotion to the next academic year or for graduation.
3. If the student does not improve his/her academic record in the prescribed time period to allow removal from academic probation status, the student will be considered for dismissal.

Academic Standards

1. Academic standards for successful completion and grade assignment are established by the department under which the course is administered. In arriving at a final grade, consideration will be given to written, oral, and practical examinations as well as clinical performance when applicable. Non-cognitive factors such as performance under stress, integrity, initiative, interpersonal relations, and personal and professional characteristics will also be considered. A passing grade will not be awarded to a student whose performance in non-cognitive areas is unacceptable.
2. Academic Standards can be accessed on the LCSDM intranet, referred to as MyLyon (accessible only by faculty, students, and designated staff). At the beginning of an academic year, all dental students will be reminded of the Standards and where they can be accessed.

Academic Warning

An academic warning is an official communication between the Associate Dean for Academic Affairs and the “at risk” student. This is a courtesy to the student, allowing for supportive dialog between the student and the LCSDM administration.

An academic warning, in and of itself, does not require prescribed action on the part of the student. However, it is desired and expected that the student who has received an academic warning will correct academic deficiencies by the end of the period to be determined by the Academic Performance Committee.

Amendment of Standards for Promotion and Graduation

1. The Standards for Promotion and Graduation of students in the LCSDM may be amended by the following actions:
 1. A motion to amend is made by a voting member of the Academic Performance Committee and seconded.
 2. The Chair of the Academic Performance Committee calls for discussion.
 3. A voting member calls for a vote.
 4. Committee approval requires an affirmative vote of two-thirds of the voting members of the Academic Performance Committee.
 5. The amendment is forwarded to the LCSDM Dean.
 6. The amendment becomes effective following approval by the LCSDM Administrative Council and the Dean.
2. Revisions of the Standards for Promotion and Graduation of Students in the LCSDM will be identified by printing revised effective [date] on the upper right-hand corner of the first page.

Appeals Process

1. A student may appeal an Academic Performance Committee decision that recommends a) remediation, b) repetition of the year, or c) academic dismissal. The student submits a written notification of his/her desire to appeal to the Dean's office. This written request must be received by the Dean's office within 5 days following the student's receipt of the written notification of the Academic Performance Committee's recommendation.
2. The Dean will consult with appropriate individuals and render a decision to uphold or overturn the Academic Performance Committee decision. The student will receive written notification of the Dean's decision.

Disability Accommodations

LCSDM provides reasonable and appropriate accommodations in accordance with the Americans with Disabilities Act for individuals with documented disabilities who demonstrate a need for accommodation.

The Americans with Disabilities Act defines a person with a disability as an individual with a physical or mental impairment that substantially limits one or more major life activities.

To be considered for an accommodation based on a learning disability, a student must experience marked difficulty when compared with the average person in the general population, not just other dental school students, in one or more basic academic areas as a result of a significant information processing or attention disorder.

Students requesting accommodations must provide supporting documentation for the disability requiring accommodation.

- A report from a licensed professional approved by LCSDM identifying the diagnosed disability and the recommended accommodations.
- Record of any previous accommodations provided by educational institutions or other testing agencies.
- If no prior accommodations were provided, the licensed professional should include a detailed explanation as to why no accommodations were given in the past and why they are needed now.

Check with the LCSDM Student Affairs office to get a form that can be completed by a healthcare professional. Consult the LCSDM Student Handbook for additional information on procedures for the submission of supporting paperwork.

Documentation needs to be reviewed by the Assistant Dean of Student Affairs and Admissions before accommodation is formally implemented. While awaiting assessment and documentation, temporary accommodation may be granted.

Students requesting accommodation are responsible for:

- Reporting their request for accommodation to the Office of Admissions and Student Affairs
- Providing the supporting documentation

The Office of Admissions and Student Affairs is responsible for:

- Recording the receipt and filing the accommodation documentation
- Providing the letter of support to the course directors, including the nature and scope of the accommodation
- Arranging facilities and proctors for examinations, if required

Dismissal

A student can be considered for dismissal from the School for academic deficiencies or violation of University regulations. The Academic Performance Committee is responsible for considering students for academic dismissal.

Academic Dismissal

1. An option to appear before the Academic Performance Committee will be extended to the student before a vote is taken to recommend academic dismissal. The purpose of the appearance is to inform the Committee of extenuating circumstances that may have contributed to the student's performance. The student may request that other appropriate verbal and/or written testimony regarding these circumstances be presented at this meeting. Only members of the Committee will be present when the vote for dismissal is taken.

A student will be considered for academic dismissal if she/he meet any of the following conditions:

1. Receipt of a GPA less than 2.0 in courses of the year's curriculum.
2. Receipt of a GPA less than 2.0 in courses of the year's curriculum after completing remediation or repetition of the academic year in its entirety.
3. Unsuccessful attempt to remediate a course or courses for which an "F" grade has been given.
4. Receipt of an "F" grade for a course or courses during the repeat of an academic year.

National Board Deficiency

1. Failure to successfully complete all the requirements of an altered curriculum designed to correct a National Board deficiency, which includes skills maintenance, preparation for retesting, and achievement of a passing grade on the Integrated National Board Dental Examination.

Disciplinary Dismissal and Probation

1. Violation of Lyon College regulations concerning standards of conduct which compromise professional integrity and/or competence will make a student eligible for dismissal. Procedures for dismissal will be governed by the guidelines contained in the Lyon College Policy Handbook. The student-led Honor Council may issue a recommendation on conduct issues remanded to it. This recommendation will go to the Academic Performance Committee.
2. If not dismissed, a student may be placed on disciplinary probation. While on probation, any academic failure or professionalism relapse will be grounds for dismissal.

Grading

Final Grades

A final grade shall be reported after completion of a course as:

A = Excellent

B = Good

C = Satisfactory

D = Poor

F = Failure in a graded course or failure to successfully complete an ungraded course

CR = Satisfactory completion of the required course, where no letter grade is given

Other Symbols Used on Transcripts

EX = Exemption

I = Incomplete. Not a final grade. *

WP = Withdrew passing

WF = Withdrew failing

* This grade is assigned by the course director when the student's reason for failure to satisfactorily complete all

required work is acceptable. A grade of "I" must be corrected during the summer remediation period or by a specified time approved by the Academic Performance Committee.

Credit Hours and Grade Point Average

In accordance with federal regulations and accreditation standards, Lyon College School of Dental Medicine assigns credit hours based on the following guidelines:

1. **Lecture Courses (Didactic):** One credit hour is awarded for **16 curriculum hours** of direct faculty instruction.
2. **Simulation Clinic (Preclinical Training) Courses:** One credit hour is awarded for **48 curriculum hours** of supervised simulation clinic instruction.
3. **Clinical Courses:** One credit hour is awarded for **64 curriculum hours** of supervised direct patient care or clinical instruction.

These allocations ensure that each credit hour reflects the appropriate amount of student work, including both direct instruction and out-of-class assignments, consistent with federal definitions and accreditation requirements. To maintain academic integrity, compliance with federal regulations, accreditation standards for a documented and defensible method, and consistency with institutional policy, credit hours are rounded down to the nearest whole number or 0.5 credit hour.

One [1] credit hour is given for each:

- 16 curriculum hours of didactic instruction
- 48 curriculum hours of simulation clinic
- 64 curriculum hours of patient care clinic

Grade point average is calculated in the standard manner with the following weights assigned to grades:

A = 4

B = 3

C = 2

D = 1

F = 0

CR = Not used in the calculation of GPA

Graduation

1. The degree of Doctor of Dental Medicine (DMD) is awarded by the Lyon College Board of Trustees upon recommendation of the LCSDM faculty to the Dean, and certification by the Dean to the President of Lyon College. Candidates must have satisfactorily fulfilled the academic requirements of the DMD curriculum, have a cumulative GPA of 2.0 or above, have passed the Integrated National Board Dental Examination (INBDE), be in good professional standing, and comply with all necessary legal and financial requirements.
2. Candidates for the degree must have fulfilled all requirements within five years of registering in the freshman (first year) class. Approved leaves of absence will not be included in this time period.

Midyear Progress Reports

"In progress" grades awarded at midyear will be submitted to the Registrar and the Associate Dean for Academic Affairs. Final grades will be submitted for each student enrolled in a course when that course has been completed.

Promotion

Recommendation for promotion to the next year of the curriculum is made by the Academic Performance Committee. A student will be recommended for promotion to the next year of the curriculum if a grade-point average of 2.0 or above is achieved for courses of the year's curriculum and a passing grade has been achieved in all courses in the year's curriculum. Promotion to the senior (third) year also requires having passed the Integrated National Board Dental Examination.

Recommendations for Specific Academic Situations

To help a student correct an "F" grade deficiency in one or more courses, the Academic Performance Committee may recommend one of the following actions:

1. Remediation of the course or courses for which an "F" grade has been assigned. Since failure to successfully remediate places the student in a category for academic dismissal, a student may elect to repeat the academic year in its entirety even though remediation has been recommended.
 - a. A course director will not initiate a remediation program for a student unless remediation has been recommended by the Academic Performance Committee.
 - b. The remediation program will be implemented by the course director.
 - c. Remediation for senior (third year) students will be scheduled during the academic year.
2. If remediation is not recommended by the Academic Performance Committee, the student must repeat the academic year in its entirety.

Correction of a Grade Point Deficiency

1. A student receiving a GPA below 2.0 in courses of a year's curriculum will be considered for dismissal. However, after reviewing the student's academic record and considering extenuating circumstances, the Academic Performance Committee may recommend one of the following actions in lieu of dismissal:
 - A. Remediation of one or more courses [F and/or D grades] designated by the Committee which will help raise the deficient GPA to 2.0 or above.
 - a. Since failure to successfully remediate a deficient GPA places a student in a category for academic dismissal, a student may elect to repeat the academic year in its entirety even though remediation has been recommended.
 - b. The remediation program will be designed by the course director.
 - c. Remediation for senior (third year) students will be scheduled during the academic year at times jointly established by course director and student with approval by the Associate Dean for Academic Affairs.
2. Repetition of the academic year in its entirety. If remediation is not recommended by the Academic Performance Committee, the student must repeat the academic year in its entirety.

Correction of National Board Dental Examination Deficiency

1. In an effort to help a student correct a National Board Dental Examination deficiency, the Academic Performance Committee may recommend completion of an altered curriculum that includes requirements for skills maintenance, preparation for retesting, and achievement of a passing grade in the National Board Examination.
2. The altered curriculum will be developed by the Associate Dean for Academic Affairs in conjunction with an Ad Hoc Committee appointed by the Academic Performance Committee.
3. Eligibility for promotion or graduation will be restored upon satisfactory completion of all requirements of the altered curriculum.
4. Failure to successfully complete all requirements of the altered curriculum by the end of the academic year will place the student in a category for academic dismissal.

Failure to Successfully Remediate or Repeat Year

1. The Academic Performance Committee will review the student's academic record and consider any extenuating circumstances before making a recommendation for dismissal. Only in exceptional circumstances will the Academic Performance Committee recommend another correction program in lieu of dismissal. No student is allowed to repeat an academic year more than once.

Final Grade for Course Remediation/Repetition

1. A grade of "C"; is the highest grade that can be achieved in the remediation of a course. Following remediation of a course, the grade assigned will be the grade ("C", "D", or "F" achieved by the student as set forth in the academic standards of the remediation course.
2. Following repetition of a course during repetition of an academic year in its entirety, the grade assigned will be the grade achieved by the student as set forth in the academic standards of the course.
3. All grades achieved by a student in a course (i.e. original, remediation, repetition) will appear on the official transcript but only the most recent grade achieved will be used in calculating the Grade Point Averages.
4. Calculation of GPA Following Course Remediation or Repetition of the Year
 - a. "F" Grade Deficiency [REMEDICATION]: The grade achieved by the student in remediation of an "F"; grade in a course is the grade that will be used to calculate GPA for the academic year and overall GPA. However, both grades for the course will appear on the final transcript.
 - b. "F" Grade Deficiency [REPETITION OF YEAR]: The grades achieved by the student in all courses in the repetition of the year in its entirety will be the grades used to calculate GPA for the academic year and overall GPA. However, the previous grade or grades achieved in each course will also appear on the final transcript.
 - c. Grade Point Deficiency [REMEDICATION]: The grade achieved by the student in remediation of a course in an attempt to correct a deficient GPA (less than 2.0) is the grade that will be used to calculate GPA for the academic year and overall GPA. However, both grades for the course will appear on the final transcript.
 - d. Grade Point Deficiency [REPETITION OF YEAR]: The grades achieved by the student in all courses in the repetition of the year in its entirety will be the grades used to calculate GPA for the academic year and overall GPA. However, the previous grade or grades achieved in each course will also appear on the final transcript.

Transcript Requests

Lyon College School of Dental Medicine offers an electronic transcript request service to students through the National Student Clearinghouse. Transcript requests may be made in two ways: at studentclearinghouse.org or by requesting the student's myLYON account.

Admission to Lyon College School of Dental Medicine

Application Process

LCSDM uses the American Dental Education Association's Associated American Dental Schools Application Service (AADSAS). Applicants will be directed to review information that can be found at the following link:

<https://www.adea.org/godental/Apply/apply-to-adea-aadsas>

Admission Criteria for Predoctoral (DMD) Dental Education Program

LCSDM seeks to admit a student population with demonstrated academic capabilities and a firm commitment to the profession of dentistry.

Every application that meets the minimum requirements (DATAA of 370 and Science GPA of 2.8) receives a holistic, full-file review considering a spectrum of quantitative and qualitative factors.

Minimum Criteria:

- Science GPA in undergraduate or graduate courses: 2.8
- Academic Average on the DAT: 17 (370 using 3-digit scoring)
- Total undergraduate course credit hours: 90
- Grade of C or higher for all required courses

Must also show evidence of:

- Shadowing at multiple dental offices and/or clinics
- Healthcare-related and other community service
- One letter of evaluation from the undergraduate Health Professions Advisory Committee or pre-health professions program director, OR two letters of evaluation, preferably from science faculty.
- Applicants are considered on a competitive basis with attention given to the undergraduate grade-point average, with an emphasis on the last 30 credits of science prerequisites, Dental Admission Test (DAT) scores, evaluation by pre-professional advisors and/or university professors, extramural achievements, and interviews conducted by members of the LCSDM Admissions Committee.
- Impacting factors affecting academic performance are also taken into consideration.
- No single criterion carries a specific weight in the School's comprehensive open-file candidate assessment process.

Required Courses for Admission to DMD Education Program

English

- 3 semester hours or 5 quarter hours of college-level English.
 - Any course accredited by the English Department that fulfills a general education English requirement of a baccalaureate degree will be accepted.
 - Remedial or developmental courses or English As a Second Language courses are not accepted.

Biological Sciences

- 12 semester hours or 18 quarter hours of Biological Science are required.
- Includes all Biological Science courses applied toward a baccalaureate degree in traditional science fields, such as General Biology, Microbiology, Molecular Biology, Genetics, Ecology, Immunology, Parasitology, and Anatomy & Physiology.

General Chemistry

- 6 semester hours or 9 quarter hours as required for college science majors.
- Physical Chemistry and Quantitative Analysis also satisfy the requirement.

Organic Chemistry

- 6 semester hours or 9 quarter hours as required for college science majors.

Biochemistry

- 3 semester hours or 5 quarter hours of biochemistry are required.
- This requirement is in addition to the Biological Science requirement of 12 hours and may not be used to fulfill the Biological Science requirements.

Physics

- 6 semester hours or 9 quarter hours, as required for college science majors.

Dental Admission Test (DAT)

- Learn more about the [Dental Admission Test](#) here.
- DAT scores will be considered as an individual component of the overall evaluation of the candidate's entire academic record, but must meet the minimum requirement of a 370 for Academic Average.
- DAT scores older than five years at the time of application will not be accepted.

Letters of Evaluation

Letters of evaluation will be required from applicants. This preference can be met in two ways.

1. If a candidate attends a school that has a Health Professions Advisory Committee (HPAC), a letter of evaluation from the HPAC Chair or a Pre-Health Professions Program Director/Committee Chair will meet the requirement.
2. Otherwise, two letters of evaluation will be required. These letters should be from science faculty who can evaluate the applicant's performance and potential for success in dental school. A third optional letter can be from another faculty member in any discipline or from a health professional who knows the student in a professional capacity, such as shadowing.

Transcript of College Credit

- The minimum requirement for admission into the predoctoral (DMD) dental education program will be 90 semester hours of credit from an accredited U.S. or Canadian college or university.

Criminal Background Check & Drug Screening

A criminal background check and drug screening will be required components of the final acceptance process for matriculation at LCSDM.

Shadowing at Dental Offices and/or Clinics

- Candidates for admission to LCSDM will be expected to provide evidence of observation and volunteering (i.e. shadowing) at several types of dental practices or clinics such as community health centers or federally qualified health centers with oral healthcare facilities.
- Candidates will be expected to discuss their observations and experiences at these oral healthcare facilities in their essays and during interviews.

Tuition

- Lyon Institute of Health Sciences does not charge additionally for out-of-state tuition.
- The program runs continuously for three years, divided into six 6-month terms. The most recent cost of attendance information can be provided upon request to dental@lyon.edu

Dental Medicine Program Curriculum

Dental Medicine

Curriculum Year One

Synopsis of the First Year Curriculum

The LCSDM will implement a three-year dental education program in 36 continuous months with academic years beginning July 1 and commencing June 30. During months 1-12 (Year One), dental students will acquire and demonstrate mastery of the biomedical foundations of oral health, oral disease processes and fundamental procedural skills essential for dental patient care via didactic, laboratory and clinical coursework conducted at LCSDM on the Little Rock Branch Campus of Lyon College. During the final three months of curriculum year 1, dental students will complete supervised patient care activities at an on-campus clinic at the Little Rock Branch Campus. Students' readiness for clinical rotations in the community will be certified via clinical assessments during the Dental Disciplines Foundations Gateway Course.

First-year Curriculum Features:

- Integrated basic and clinical sciences; foundation science in context; “just-in-time” learning
- Reinforcement of didactic material through preclinical and laboratory activities
- Early hand skills development/earlier clinical experiences
- Experiences in the LCSDM on-campus clinic will allow dental students to demonstrate their skills in patient management and care. LCSDM faculty will supervise, coach, assess and certify that dental students are ready to provide supervised patient care during years two and three of the curriculum. This introduction to patient care experience during the Clinical Care Foundations 2 Course and the Dental Disciplines Foundations Gateway Course will be accomplished using a variety of methodologies including: 1) OSCEs, 2) simulated patient encounters, and, during the Gateway Course 3) actual patient encounters.

First-Year Courses

Item #	Title	Credits
DEN 701	Clinical Care Foundations 1	2.5
DEN 702	Head and Neck Anatomy and Development	5.5
DEN 703	Oral Cavity	3
DEN 704	Dental Disciplines Foundations	12
DEN 705	Dental Disciplines Foundations Lab	10
DEN 706	Clinical Care Foundations 2	8
DEN 707	Dental Medicine 1	3.5
DEN 708	Oral Pathology	5.5
DEN 709	Dental Medicine 2	2.5
DEN 710	Dental Medicine 3	3
DEN 711	Dental Disciplines Foundations Gateway	5.5

Curriculum Years Two and Three

Synopsis of the Second and Third Year Curriculum

During curriculum months 13–36 (years two and three), dental students will develop, refine and ultimately demonstrate competency in the core skills of general dentistry, linked to CODA standards 2–10 through 2–26. During the bulk of curriculum years 2 and 3, dental students will provide oral health care consistent with the LCSDM definition of general dentistry (see Standard 2–4), with students working under the direct supervision and guidance of clinical faculty members at the LCSDM on campus clinics. During the last 6 months of the D3 year and based on a demonstration of competency in the on campus clinics, select D3 students may have the opportunity to complete elective clinical rotations at affiliated external educational activity sites.

During the clinical rotations, dental students will complete didactic coursework at dedicated times during the week by means of virtual learning. Students at times will return to the Little Rock Branch Campus for other types of coursework, clinical skill assessments, preparation for Board and Licensure exams, or for remediation activities as needed.

Second and Third-year Curriculum Features:

- Patient care experiences in patient assessment, therapy and follow-up will be orchestrated to facilitate students' acquisition of the LCSDM's defined competencies. Evaluation of students' competency will be implemented by calibrated clinical supervising faculty on campus. Clinical faculty will complete rigorous calibration training (See Standard 2–6) in the use of the standardized progress and competency assessments that are described in Standard 2–5.
- Advanced topics such as geriatrics, special needs, and implants will be provided to enable students to attain competency in managing a more complex patient cohort.

Second-Year Courses

Item #	Title	Credits
DEN 801	Clinical Oral Health Care	24.5
DEN 802	Geriatrics	2
DEN 803	Dental Therapy Continuum 1	3
DEN 804	Oral and Perioral Diagnostics Continuum 1	3
DEN 805	Ethics and the Practice of Dentistry	1
DEN 806	Pharmacology	3
DEN 807	Special Needs Rotation 1	1
DEN 808	Oral Health Care Systems	1.5
DEN 809	Clinical Research 1	1
DEN 810	Practice Management 1	2
DEN 811	Preparation for Licensure	2.5

Third-Year Courses

Item #	Title	Credits
DEN 901	Advanced Oral Health Care	28
DEN 902	Special Needs Rotation 2	1
DEN 903	Introduction to Esthetic Dentistry	2
DEN 904	Clinical Research 2	1
DEN 905	Oral and Perioral Diagnostics Continuum 2	1
DEN 906	Dental Therapy Continuum 2	1
DEN 907	Practice Management 2	1.5
DEN 908	Service Learning and Community Dentistry	1
	Total Credits	142

Courses

Courses

DEN 701: Clinical Care Foundations 1

CCF 1 (Clinical Care Foundations 1) will introduce students to the dental profession and their associated privileges and responsibilities as dental professionals. Elements covered in this course will include ethical decision-making principles, evidence-based clinical decision-making, self-assessment, community healthcare, and patient-centered and culturally sensitive health care.

Students also will learn population-based strategies for promoting oral health and the variety of dental practice delivery models. The application of the knowledge and values learned in this course will be assessed throughout the curriculum. Successful completion of CCF 1 will be required to progress to the D2 year.

Credits 2.5

DEN 702: Head and Neck Anatomy and Development

The goals of ANTD (Head and Neck Anatomy and Development) are to have the student develop a comprehensive understanding of the developmental and anatomical aspects of the head and neck regions of the body. This course will utilize lecture based and video-based based methods to cover basic concepts of embryology, growth and development, macroscopic and microscopic anatomy, neuroscience, physiology, and radiology of the head and neck as they relate to the clinical practice of dentistry. Successful completion of ANTD will be required to progress to the D2 year.

Credits 5.5

DEN 703: Oral Cavity

OCAV (Oral Cavity) will be a didactic and lab course designed to introduce the student to high-level foundational knowledge about basic biology of the oral cavity and oropharynx. The scientific background of the epidemiology, genetics, microbiology, and risk factors associated with the development of the teeth, dental caries and periodontal disease will be presented. Students will be introduced to strategies to manage and reduce oral disease in patients, including behavioral approaches, and learn the impact of nutrition on oral health. Finally, risk assessment and risk-based prevention of oral diseases will be introduced. Successful completion of OCAV will be required to progress to the D2 year.

Credits 3

DEN 704: Dental Disciplines Foundations

DDF (Dental Disciplines Foundations) is a didactic discipline module-based course where the first-year dental student will acquire the essential knowledge necessary to begin the practice of comprehensive general dentistry. DDF modules will include: 1) occlusion and dental materials, 2) periodontal, pulpal therapy, and pain management, 3) restorative dentistry, removable prosthodontics, and implants, 4) hard & soft tissue surgery and infection and emergency management, 5) pediatric and orthodontic basics. The student will attain a high-level knowledge base regarding occlusion, dental biomaterials, basic periodontal diseases, local anesthesia, pulpal diseases, dental pain and infection, drug stewardship, tooth preparation and restoration, prosthetic design, basic hard & soft tissue surgery, dental infection, office emergencies, basic pediatric assessment and therapy, and basic orthodontic assessment and therapy. The student will apply the foundational concepts learned in DDF during the companion preclinical simulation lab course (DDFL) that runs in concert with DDF. Successful progression through DDF will be required for the student to transition to the Dental Disciplines Foundations Gateway (DDFG) course.

Credits 12

DEN 705: Dental Disciplines Foundations Lab

DDFL (Dental Disciplines Foundations Lab) will be a dental simulation and laboratory module-based course where the first-year dental student will apply the concepts learned in DDF. In DDFL, students will develop and demonstrate the manual dexterity, hand-eye coordination, and performance time efficiencies necessary to perform the laboratory and clinical procedures associated with the practice of comprehensive general dentistry. DDFL modules will include: 1) occlusion and dental materials, 2) periodontal, pulp, and pain management 3) restorative dentistry, removable prosthodontics, and implants, 4) hard and soft tissue surgery and infection and emergency management, 5) pediatric and orthodontic basics. The student will attain a high-level knowledge base regarding occlusion, dental biomaterials, basic periodontal diseases, local anesthesia, pulpal diseases, dental pain and infection, drug stewardship, tooth preparation and restoration, prosthetic design, basic hard and soft tissue surgery, dental infection, office emergencies, basic pediatric assessment and therapy, and basic orthodontic assessment and therapy. Successful progression through DDFL will be required for the student to transition to the Dental Disciplines Foundations Gateway (DDFG) course.

Credits 10

DEN 706: Clinical Care Foundations 2

During CCF 2 (Clinical Care Foundations 2), the student will gain familiarity with the patient care environment and acquire numerous non-invasive clinical skills. The course builds upon and applies the knowledge and values learned in CCF 1. Throughout the year, the student will learn and practice in the simulation lab and rotational clinical settings, the foundational patient care skills used to assess the patient's oral health, attain a diagnosis, and develop a treatment plan.

Knowledge and skills attained include: 1) ergonomics, 2) infection control and room set-up, 3) communication skills, 4) cultural competence, 5) history taking and interpretation, 6) head and neck examination, 7) intraoral examination, 8) oral radiology technique and interpretation, 9) intraoral hard tissue examination, 10) risk assessment and prevention counseling, 11) periodontal screening, and 12) consultation and referral. Paired student and small group learning will be employed in this module. To round out their preparation for patient care, students will complete a sealant lab / 2-day sealant clinic, and Community Based Prevention rotations at a Head Start Preschool. Successful completion of CCF 2 will be required to progress to the D2 year.

Credits 8

DEN 707: Dental Medicine 1

The goals of DMED 1 (Dental Medicine 1) are to introduce the first-year dental student to the fundamental biologic principles and processes that influence wellness and disease. Case-based scenarios will be used to ensure the depth of instruction is sufficient to ensure that the dental student: 1) understands the relationship between systemic health and oral health, 2) understands the importance of active participation in both early systemic disease identification and management, and 3) has the ability to develop individual patient-tailored strategies to safely manage the dental needs of the patient. Students will examine a variety of important contributors to health and disease. Successful completion of DMED 1 will be required to progress to the D2 year.

Credits 3.5

DEN 708: Oral Pathology

OPATH (Oral Pathology) will be a didactic and lab-based course designed to ensure the student attains a high-level understanding of the epidemiology, etiopathogenesis, and management of the numerous pathologic lesions and disorders that may occur in the oral cavity. The LCSDM has identified a number of diseases and conditions affecting the oral cavity that the student should be able to identify and manage. While the discussion of many of these conditions will be interspersed throughout the curriculum, many will be presented in this course. Emphasis will be placed on the student learning to identify and correlate the medical history clues along with the clinical, radiologic, and laboratory findings to generate a defensible differential diagnosis and management strategy. Successful completion of OPATH will be required to progress to the D2 year

Credits 5.5

DEN 709: Dental Medicine 2

The goals of DMED 2 (Dental Medicine 2) are to introduce the first-year dental student to commonly encountered diseases in dental practice. For each organ system discussed, an overview of normal organ function will be presented, followed by a discussion of the epidemiology, etiopathogenesis, and management of selected diseases. Case-based scenarios will be used to ensure the depth of instruction is sufficient that the aspiring dental professional 1) understands the relationship between systemic health and oral health, 2) understands the importance of their active participation in both early systemic disease identification and management, and 3) has the ability to develop individual patient-tailored strategies to safely manage the dental needs of the patient. Successful completion of DMED 2 will be required to progress to the D2 year.

Credits 2.5

DEN 710: Dental Medicine 3

The goals of DMED 3 (Dental Medicine 3) are to introduce the first-year dental student to commonly encountered diseases in dental practice. For each organ system discussed, an overview of normal organ function will be presented, followed by a discussion of the epidemiology, etiopathogenesis, and management of selected diseases. Case-based scenarios will be used to ensure the depth of instruction is sufficient to ensure that the aspiring dental professional 1) understands the relationship between systemic health and oral health, 2) understands the importance of their active participation in both early systemic disease identification and management, and 3) has the ability to develop individual patient-tailored strategies to safely manage the dental needs of the patient. Successful completion of DMED-3 is required to progress to the D2 year.

Credits 3

DEN 711: Dental Disciplines Foundations Gateway

DDFG will be a 12-week course placed at the end of the first-year curriculum. Under close faculty supervision, and utilizing a student-pair model, students will provide patient care in the LCSDM clinic located at the Little Rock Branch Campus of Lyon College. During DDFG, dental students will begin their journey toward: 1) demonstrating progress toward competency in comprehensive dental care for patients, and 2) ultimately demonstrating acquisition of competency in the core skills of general dentistry by the conclusion of year 3. As they apply the knowledge, skills and values learned in the preceding first year courses to the task of resolving patients' oral health issues, dental students will be assessed on a daily basis utilizing a standardized formative assessment addressing five educational domains: 1) Critical Thinking and Application of Basic and Behavioral Science Knowledge, 2) Professionalism, 3) Communication and Interpersonal Skills, 4) Practice Management and Administration, and 5) Patient Care. As described in Standard 2-5 (Table 2-5.1), each of the five domains is comprised of 3 to 14 subdomains. Successful completion of DDFG will be required to progress to the D2 year.

Credits 5.5

DEN 801: Clinical Oral Health Care

COHC will be a yearlong clinical course during which dental students will apply the knowledge, values, and skills learned in the first-year curriculum to the tasks of patient care. During patient care at the LCSDM on campus clinics, dental student-pairs will progressively build their skills to deliver urgent and routine comprehensive dental care for patients efficiently and compassionately, working under the direct supervision of LCSDM clinical faculty. Student-pairs will be assessed daily utilizing standardized formative assessments addressing five educational domains: 1) Critical Thinking and Application of Basic and Behavioral Science Knowledge, 2) Professionalism, 3) Communication and Interpersonal Skills, 4) Practice Management and Administration, and 5) Patient Care. As described in Standard 2-5 (Table 2-5.1), each of the five domains is composed of 3 to 14 subdomains, which will be assessed. Clinical progress assessment and associated counseling to identify and address areas in need of improvement will occur monthly. Successful completion of COHC will be required to progress to the D3 year.

Credits 24.5

DEN 802: Geriatrics

GERI will be a course that introduces dental students to the unique features regarding the management of geriatric patients. Prior to each class, dental students will be requested to complete reading assignments pertinent to the topic of that session: normal aging, dementias, pharmacologic considerations, communication techniques, dental care for nursing home and homebound elderly, approaches to treatment planning and modifications for effective clinical care. During scheduled sessions, the course director will facilitate case-based discussions. Participation will be verified with random quizzes throughout the course. Assessment will be based on a final case-based comprehensive examination. Successful completion of GERI will be required to progress to the D3 year.

Credits 2

DEN 803: Dental Therapy Continuum 1

DTC 1 will be a monthly learning activity during the fall and spring semesters of the second year. During this course, dental students will explore advanced dental therapeutic options to address the unique needs of dental patients. Using case-based scenarios, dental students will be challenged to critically research the literature to identify optimal therapeutic solutions. Examples of topics to be addressed include: the patient with dry mouth, the patient with burning mouth disorder, the post-cancer therapy patient, the patient with a prosthetic implant, and the patient with uncontrolled diabetes. During classroom sessions, the course director will facilitate a discussion of the assigned case. Assessment will be accomplished by a quiz over the previous session's information. Successful completion of DTC 1 will be required to progress to the D3 year.

Credits 3

DEN 804: Oral and Perioral Diagnostics Continuum 1

OPDC 1 will be a monthly course where dental students will explore advanced diagnostic methodologies and protocols in dentistry. Example topics include: caries detection, imaging advancements, diagnostic adjuncts, periodontal diagnostics, salivary diagnostics, and genetic testing. Students will critically research the literature to objectively determine pros and cons of the assigned diagnostic intervention. During the scheduled seminar, the course director will facilitate a discussion of the assigned protocol. Participation will be verified with random quizzes throughout the course. Assessment will be completed by a weekly quiz over the previous session's information and a cumulative final examination. Successful completion of OPDC-1 will be required to progress to the D3 year.

Credits 3

DEN 805: Ethics and the Practice of Dentistry

During the EPD course, dental students will explore the role that ethics plays in dental practice through a series of pre-assigned case-based scenarios created by the American College of Dentists < dentaethics.org >. During scheduled sessions, the course director will facilitate analysis and discussion to address and resolve the ethical conundrums presented in the case. Participation will be verified with random quizzes throughout the course. Assessment will be based on a final case-based comprehensive examination. Successful completion of EPD will be required to progress to the D3 year.

Credits 1

DEN 806: Pharmacology

PHARM will be an twelve-session course with two educational goals. The first goal is for the dental student to develop a sound understanding of the rationale, indications, and contraindications for prescribing pharmacologic agents during dental care. The second goal is for the dental student to consider the implications for other pharmacologic agents that the patient may be taking when presenting for dental care. Students will be assigned pre-session topics to study prior to each scheduled class. During the scheduled seminars, the course director will facilitate case-based discussions. Participation will be verified with random quizzes throughout the course. Assessment will be accomplished by two written examinations. Successful completion of PHARM will be required to progress to the D3 year.

Credits 3

DEN 807: Special Needs Rotation 1

During SNR, dental students will complete clinical rotations to gain experience assessing and providing care to individuals not routinely seen in general practice, such as pediatric patients with or without disabilities, patients with psychiatric or neurological disabilities, economically challenged patients, assisted living patients, and patients with a cultural or language barrier. A rotation block will consist of Tuesday (AM/PM), Wednesday (AM) and Thursday (AM/PM). Each student-pair will be scheduled for 3 rotation blocks during the year. Student-pairs will perform diagnostic workups, develop treatment plans, and provide basic care as directed by the supervising faculty. A standardized criteria-based assessment will be used to assess student performance. Successful completion of SNR 1 will be required to progress to the D3 year.

Credits 1

DEN 808: Oral Health Care Systems

OHCS will be a didactic course addressing the oral health care systems in the United States. Guest experts will present seminars that address current and conceptual future oral healthcare delivery models. During these seminars, dental students will explore factors affecting oral health care delivery including financial considerations, demographic trends, public policy, cultural barriers to care, insurance, and access to care. Assessment will be accomplished by a case-based written final exam. Successful completion of OHCS will be required to progress to the D3 year.

Credits 1.5

DEN 809: Clinical Research 1

CRES 1 will be a course that provides dental students with opportunities to explore career opportunities in the field of oral health research. Students will investigate the various realms of research (e.g., basic science, bench top, clinical, others) and the additional educational requirements required to pursue a chosen path (e.g., biostatistics, epidemiology, grant writing, others). Students will gain experience in the basic principles and processes for designing clinical research studies. A module discussing the National Dental Practice-Based Research Network will be provided. Assessment will be accomplished by a take home final examination and the submission of self-reflection paper, both completed by the end of the fall semester. Successful completion of CRES 1 will be required to progress to the D3 year.

Credits 1

DEN 810: Practice Management 1

PMAN 1 will be a lecture-based virtual course addressing the various career choices available for individuals with a dental degree. The major goal of the course will be to allow dental students to develop an objective perspective in goal setting and attainment. An introduction to the basic principles of starting and managing a dental practice will be presented and the need to develop a personal philosophy of practice will be emphasized. Essential personal skills including non-verbal communication, conflict resolution, handling difficult conversations, and team building will be explored. Assessment will be accomplished by a written examination. Successful completion of PMAN 1 will be required to progress to the D3 year.

Credits 2

DEN 811: Preparation for Licensure

PFL will be a virtual lecture-based course designed to provide structured review sessions and aids to prepare students for the Integrated National Board Dental Examination (INBDE) and regional dental clinical exams, which must be passed to obtain licensure. Emphasis will be placed on the pathway to licensure in Arkansas (Application, INDBE, SRTA/WREB/CDCA/CITA/CRDTS regional clinical exams, Arkansas Jurisprudence).

Credits 2.5

DEN 901: Advanced Oral Health Care

AOHC will be a yearlong clinical course implemented at the LCSDM on campus clinics. Under direct faculty supervision of LCSDM clinical faculty on site and utilizing a paired student model, dental students continue to progress toward, and ultimately demonstrate competency in their ability to efficiently provide oral health care for patients within the scope of general dentistry as they manage an increasingly complex patient cohort. Students will be assessed daily utilizing standardized progress and competency assessments instruments addressing five educational domains: 1) Critical Thinking and Application of Basic and Behavioral Science Knowledge, 2) Professionalism, 3) Communication and Interpersonal Skills, 4) Practice Management and Administration, and 5) Patient Care. As described in Standard 2-5 (Table 2-5.1), each of the five domains is comprised of 3 to 14 subdomains, which will be assessed. Successful completion of AOHC will be required for graduation.

Credits 28

DEN 902: Special Needs Rotation 2

During SNR 2, dental students will complete clinical rotations to gain experience assessing and providing care to individuals not routinely seen in general practice, such as pediatric patients with or without disabilities, patients with psychiatric or neurological disabilities, economically challenged patients, assisted living patients, and patients with a cultural or language barrier. A rotation block will consist of Tuesday (AM/PM), Wednesday (AM) and Thursday (AM/PM). Each student-pair will be scheduled for 3 rotation blocks during the year. Student-pairs will perform diagnostic workups, develop treatment plans, and provide basic care as directed by the faculty. A standardized competency assessment instrument will be used to measure student performance. Successful completion of SNR 2 will be required for graduation.

Credits 1

DEN 903: Introduction to Esthetic Dentistry

IED will be an eight-session virtual lecture-based course addressing the indications and clinical applications for alternative approaches to meet the esthetic desires of the patients. Dental students will learn about materials designed for the concepts of esthetic dentistry and appropriate methods of patient communication and management. Assessment will be accomplished by two case-based written exams. Successful completion of IED will be required for graduation.

Credits 2

DEN 904: Clinical Research 2

[Selective Course; enrollment by permission of course director]

CRES-2 will be a follow-on course to CRES 1 to apply principles learned from CRES 1 with a research project. Students will be assigned a LCSDM research faculty mentor as they accomplish research activities. The faculty research mentor will assess student performance and provide a written letter of recommendation. The course will be assessed as Pass/Fail.

Credits 1

DEN 905: Oral and Perioral Diagnostics Continuum 2

OPDC 2 will be a four-session virtual learning course that builds upon OPDC 1. As an acknowledged first line provider in integrated healthcare models, proposals that the dental professional actively participate in medical disease screening have increased. Prior to each course session, students will be assigned contrasting materials to review on a selected integrated healthcare proposal (for example, dentists screening for diabetes). During the scheduled sessions, course faculty will facilitate online discussion of the assigned topics. Online student participation will be verified with random quizzes throughout the course. Assessment will be completed by a written examination during the final course session. Successful completion of OPDC 2 will be required for graduation.

Credits 1

DEN 906: Dental Therapy Continuum 2

DTC 2 will be a four-session virtual learning course that focuses on novel and / or advanced therapeutic options to address the needs of the dental patient. Prior to each seminar, students will complete a reading assignment and an asynchronous online presentation that will cover aspects of selected dental disciplines: restorative care, prosthodontics, periodontics, endodontics, oral surgery, and oral medicine. During the scheduled seminar, the course director will facilitate online discussion of the assigned topics. Online participation will be verified with random quizzes throughout the course. Assessment will be a written examination during the final course session. Successful completion of DTC 2 will be required for graduation.

Credits 1

DEN 907: Practice Management 2

PMAN 2 will be a virtual lecture-based continuation to PMAN 1, during which dental students will apply the knowledge and insights gained in PMAN 1 to develop their own dental practice business plan. Assigned course modules will introduce students to office design and equipment selection principles, choosing a location, administering a practice, accounting methods, banking, marketing, management, utilization of personnel. The goal for the student will be to develop a viable business prospectus. Assessment will be accomplished by a written exam. Successful completion of PMAN 2 will be required for graduation.

Credits 1.5

DEN 908: Service Learning and Community Dentistry

SLCD will be a community oral health outreach project implemented by teams of dental students. Teams of D3 students will develop, accomplish and evaluate an oral health-related outreach activity in a community near campus. A LCSDM course director and a community representative will supervise and facilitate the activities of the student team. The faculty mentor and the community representative will assess the teams' performance and project outcomes, and each student will submit a personal reflection of their individual experience. The SLCD Course will be graded as Pass/Fail based on criteria developed by the course director. Successful completion of SLCD will be required for graduation.

Credits 1

The Honor System

The Honor Code

Honor is a way of life at Lyon College and can be traced to the establishment of an honor system nearly one hundred years ago. Honor is an ideal and obligation evident in the lives of admirable individuals and in the customs and practices of distinguished communities. It is also an indispensable part of an academic community, such as Lyon College and the schools within.

An academic community is a community of scholars and learners all in a common pursuit of expertise and competent execution of skills. A specific academic community is best when its life is seamless. Members—faculty, students, administration, and staff alike—extend trust and respect to one another in their communal life. By the same token, they demand of themselves adherence to the communal ethic that makes possible their common serious enterprise. Thus, individual responsibility to self and to the whole facilitates trust, and trust becomes the cornerstone of the community.

Dentists are guided by ethics codes that acknowledge the additional care that must be taken when it comes to patients and patient care. Thus, the LCSDM Honor Code includes expectations for professionalism and ethical behavior based on the American Dental Association's "Principles of Ethics and Code of Professional Conduct" and the American College of Dentists' "Ethics Handbook for Dentistry."

The American Dental Association [ADA code of ethics](#) includes five principles (Patient Autonomy, Nonmaleficence, Beneficence, Justice, and Veracity) which all fit under the Honor Code that has been part of Lyon College for over a century. Similarly, the American College of Dentists' [ethics handbook](#) is structured around four pillars (Ethics, Professionalism, Leadership, and Excellence) which influence not only the work students and faculty complete in the classroom and lab but extend beyond into one's dental career after graduation.

For a detailed discussion on how these Honor and Professionalism Codes operate at the Lyon College School of Dental Medicine, consult the LCSDM Student Handbook.

Pledging to Honor and Professionalism

Upon matriculation, every member of the Lyon College and LCSDM community commits to abide by the Honor Code. Students and anyone teaching graded classes signify this commitment to uphold the Honor Code in all matters related to academic work by signing the Roll of Honor. Students sign each examination, quiz, paper, or other graded assignments with the written word "pledged" and their signature. The instructor in the course will provide instructions for pledging graded work that cannot be signed in this manner (such as a project or an assignment submitted electronically). Choosing to report any cheating or plagiarism violations serves to uphold the integrity of the degrees granted by Lyon College. Details on procedures for the composition and function of the LCSDM The Honor Council are found in the LCSDM student handbook.

When work is pledged, one is attesting to the fact that one has pledged to:

I will abstain from all fraud in academic work. I will neither give nor receive aid on any

form of test or assigned work where such aid is prohibited, nor tolerate this conduct in

any member of the community. I will deal responsibly with such acts when I observe them. By my conduct and influence, I will endeavor to build a high standard of honesty and truthfulness in all academic work.

Because of the additional responsibilities to society placed upon dental professionals, LCSDM also expects all community members to pledge to the LCSDM Honor and Professionalism Statement:

I act with honor, guided by truth, respect, and responsibility.

I uphold trust in all I do—academic, clinical, and professional.

I hold myself and others to the highest standards of ethics, for the sake of my community, my profession, and my future patients.

During orientation, new students will publicly pledge to uphold both the LC Honor Pledge and the LCSDM Honor and Professionalism Statement. Pledging to these ideals means affirming that community members will consistently behave in a manner that upholds the principles of the ADA and the pillars of the CDA. Abstaining from all forms of cheating and plagiarism is only the beginning of honorable behavior for students, faculty, and staff of LCSDM.

The Honor Pledges and Professionalism

Upon matriculation, every student and anyone teaching graded classes commits to abide by the Honor System. Students and anyone teaching graded classes signify this commitment to uphold the Honor Code in all matters related to academic work by signing the Roll of Honor. Students sign each examination, quiz, paper, or other graded assignments with the written word “pledged” and their signature. The instructor in the course will provide instructions for pledging graded work which cannot be signed in this manner (such as a project or an assignment submitted electronically).

I will abstain from all fraud in academic work. I will neither give nor receive aid on any form of test or assigned work where such aid is prohibited nor tolerate this conduct in any member of the community. I will deal responsibly with such acts when I observe them. By my conduct and influence, I will endeavor to build a high standard of honesty and truthfulness in all academic work.

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The Honor Council

The students maintain and administer the Honor System through the Honor Council with input from the Assistant Dean of Academic Affairs who advises the Honor Council on procedural matters, provides administrative support, and maintains the Honor Council’s records. The Assistant Dean or the Academic Performance Committee may remand cases to the Honor Council, whose recommendations are non-binding until upheld by the Assistant Dean or APC.

Financial Information

Financial Aid

Lyon College School of Dental Medicine (LCSDM) offers an integrated curriculum which blends the basic sciences and clinical education throughout the academic year. Rather than following traditional semesters or trimesters, LCSDM utilizes a continuous, competency-based curriculum organized into three consecutive 12-month academic years, each divided into two six-month terms. Assessments are conducted through integrated dental examinations (IDE) designed to gauge students' comprehensive understanding of each course, reflecting LCSDM's commitment to preparing practice-ready dentists by moving beyond conventional academic structures.

Financial aid at LCSDM is administered according to two academic periods, defined in the program's calendar as fall term and spring term, with the academic year beginning in late June. Disbursements are scheduled around the start dates of each term, ensuring that students receive the necessary support for tuition, fees, and living expenses throughout the program. To maintain eligibility for financial aid, students must meet specific criteria, including Satisfactory Academic Progress (SAP). SAP is evaluated at the close of each term to determine ongoing eligibility for Title IV programs, keeping financial support aligned with students' academic performance.

Payment of Student Accounts

A bill is mailed approximately one month before the beginning of each term so that students may pay term charges prior to formal registration.

All students are required to pay tuition and fees by the published deadline each term. Failure to make payment may result in administrative removal from all registered courses. Students who do not meet their financial obligations:

- Risk of being dropped from classes
- Will have holds placed on their student account, preventing future registration and graduation processing. Transcripts will be withheld for terms that remain unpaid.
- May be subject to late fees or reinstatement fees if allowed to re-enroll

To avoid disruption to your academic progress, ensure that:

Full payment is submitted by the due date

You are aware of all financial aid disbursements and deadlines

For questions or assistance, please contact the Business Office or the Office of Financial Aid.

Repayment Policy

Repayments are defined as the portion of aid, received by a student after university direct charges have been paid by that aid, which must be repaid when a student withdraws or is dismissed.

Refunds and repayments to the Title IV programs are determined according to the formula published in the current "Federal Student Financial Aid Handbook." The Financial Aid Office is responsible for calculating the amount of the refund and/or repayment and for the distribution of the correct amount back to the financial aid program(s) according to the Refund/Repayment Allocation Policy when a student withdraws from the university.

Failure of a student to repay the aid shall result in a "hold" being placed on his or her record. Thus, until a repayment is made, the student cannot re-enroll or obtain an official academic transcript.

Refund Policy

The Lyon College School of Dental Medicine (LCSDM) refunds are based on the tuition and fees determined by the Board of Trustees. If a student is receiving financial aid, refunds will be returned to the financial aid accounts, including lenders of student loans, before any money is returned to the student. Credit balances, with the possible exception of Title IV funds, will be applied to outstanding charges before a refund is issued.

Students who withdraw or are dismissed from the LCSDM may be entitled to a refund of tuition and fees. Refund percentages are based on total fees owed for the term enrolled, not the amount paid.

If a student withdraws (complete withdrawal from all classes) or is dismissed before the first day of classes for the period of enrollment for which the student was charged, the university will refund 100% of the student’s tuition and fees. Refunds are based solely on the official start date of the academic calendar and not the first day that a particular course meets. Failure to attend class does not automatically withdraw or drop a student for the term. The effective date of the withdrawal is the date the appropriate office is notified.

Amount of Refund by calendar days for the fall (July–December) and spring (January–June) terms.

Prior to beginning of academic term	100%
Day 1–7	80%
Day 8–17	60%
Day 15–21	40%
Day 22–28	20%
Day 29 – end of term	0%

Student Health Insurance

All students must maintain continuous, adequate health-insurance coverage that meets Lyon College School of Dental Medicine’s (LCSDM) minimum requirements from the date of enrollment through graduation.

Students’ coverage must satisfy the minimum program requirements of the student health insurance plan selected by LCSDM. These minimum requirements, along with the process for requesting use of a student’s personal insurance rather than purchasing the LCSDM-selected plan (i.e., a waiver), can be found on LCSDM’s website. Waivers are required every year, regardless of whether one is already on file from the previous year. Students who fail to submit either a waiver or proof of coverage obtained through the school’s broker will not be eligible for initial enrollment or for enrollment in subsequent terms. LCSDM does not provide student health insurance coverage; instead, Lyon College works with a third-party broker.

It is the student’s responsibility to comply with LCSDM’s health-insurance policies and to know the start and end dates of their coverage. Failure to maintain adequate insurance may result in suspension from clinical participation and possible termination from the program.

Any required health-insurance waivers must be submitted prior to the beginning of the term. Questions may be directed to dental@lyon.edu

Directory and Reference

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Assistant Dean of Student Affairs and Admissions.

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Dr. Josh Landers, PhD, DPT

Chair of Biomedical Sciences.

John Teed, DDS

Financial Aid Specialist

Stefanie Leacock, PhD

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