YESHIVA UNIVERSITY
College of Dental Medicine

Catalog and Student Handbook

2026–2027 Academic Year

As of January 29, 2026

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Section 1: Introduction

1.1 Purpose of the Catalog

The Yeshiva University College of Dental Medicine (YUCDM) Student Handbook serves as the official guide for academic, professional, and personal expectations during the dental program. It is designed to help students navigate their responsibilities as learners and future healthcare professionals while ensuring alignment with institutional policies, accreditation standards, and legal requirements.

The handbook complements the ~~the~~ c Manual by addressing academic and student life policies, campus resources, codes of conduct, and support services available to all students. It is updated annually to reflect evolving standards of education, clinical training, and professional practice.

This handbook provides statements about policies and procedures which are currently operative, and it is intended primarily as a source of information for students. YUCDM reserves the right to change policy and procedures without prior notice and to notify all parties of such changes. Regarding curriculum requirements, students will be governed by the Academic Catalog of the year in which they entered the program. Students are ultimately responsible for knowing and observing all regulations and degree requirements that may affect their status at YUCDM and paying all fees. For this reason, students should consult with academic advisors and the Office of the Registrar on a regular basis as well as read thoroughly the contents of this handbook.

1.2 Mission Statement

The mission of the YUCDM is to educate dentistry's outstanding future leaders, by merging a rigorous foundational curriculum, with advances in digital patient care, while delivering it in a humanistic environment that promotes collaboration, and well-being. We align with the core values of Yeshiva University that reflect its commitment to excellence in education, research, and clinical practice. We will promote the profession's highest ideals in empowering our graduates to provide efficient, empathetic, and expert service to their patients, communities, and the world.

1.3 Vision

The vision of YUCDM is to be recognized as a leading institution in dental education, research, and patient-centered care. Through an emphasis on scholarship, clinical excellence, and collaboration, YUCDM prepares graduates to succeed in a rapidly changing healthcare landscape.

The Student Catalog articulates the academic and professional framework that ensures students are supported in achieving this vision.

1.4 Core Values

The core values of YUCDM provide the foundation for its culture of learning and service. Professionalism represents accountability, responsibility, and ethical behavior in all settings. Compassion guides students to approach peers, faculty, staff, and patients with empathy and respect. Excellence reflects the pursuit of the highest standards in academic performance, clinical practice, and research. Collaboration emphasizes teamwork across disciplines, fostering an environment where diverse perspectives contribute to improved outcomes. Accountability ensures that students take ownership of their actions, progress, and growth as developing professionals.

Section 2: University Policies

2.1 Equal Opportunity

Yeshiva University has a long-standing commitment to equal opportunity and affirmative action. We apply every good faith effort in achieving nondiscrimination and equality of opportunity in employment and in all spheres of academic life. All University-wide decisions regarding faculty, staff and students are based on equitable and equally applied standards of excellence.

Unlawful harassment procedures have been established, both as a legal obligation under applicable law and as a visible and formal expression of institutional policy. The University's policy is designed to insure that recruitment, hiring, training, promotion, and all other personnel actions take place, and all programs involving students, both academic and non-academic, are administered without regard to race, religion, color, creed, age, national origin or ancestry, sex, marital status, physical or mental disability, veteran or disabled veteran status, genetic predisposition/carrier status, sexual orientation, gender identity and expression, citizenship status, sexual and other reproductive health decisions, or any other characteristic protected by any applicable law, ordinance or regulation. In addition, University policy is designed to maintain a work and academic environment free of harassment and intimidation.

2.2 Accreditation

Yeshiva University is accredited by the Middle States Commission on Higher Education and by the appropriate professional agencies: the American Psychological Association, the American Bar Association, the Commission on Accreditation of the Council on Social Work Education, the Association of Institutions of Higher Learning for Jewish Education, and the National Board of License for Hebrew Teachers. The Master of Science program in Speech-Language Pathology is accredited by the Council on Academic Accreditation in Audiology

and Speech-Language Pathology (CAA) of the American Speech-Language- Hearing Association. The Occupational Therapy Doctorate program is accredited by the Accreditation Council for Occupational Therapy (ACOTE) of the American Occupational Therapy Association (AOTA). The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has placed the Physician Assistant Program on Accreditation-Probation until its next review in March 2026.

Yeshiva University College of Dental Medicine Accreditation Status

NOTE: Yeshiva University College of Dental Medicine is currently seeking accreditation from (i) Middle States Commission on Higher Education (MSA), (ii) The Commission on Dental Accreditation (CODA), and (iii) New York State Education Department (NYSED). While such accreditations are pending, we aim to and are taking requisite action to matriculate students by _____. While applications are being accepted at this time, decisions regarding acceptance and matriculation will not be made until appropriate accreditations have been received.

2.3 Safety and Security

Yeshiva University takes its responsibility for on-campus security very seriously and makes every effort to offer its students, faculty and staff a safe and comfortable environment by working closely with the local community and with law enforcement agencies.

Notice of Access to Campus Crime Statistics, the Campus Security Report, and Information on Registered Sex Offenders

The University's Advisory Committee on Campus Security will provide, upon request, all campus crime statistics as reported to the U.S. Department of Education. The U.S. Department of Education maintains campus crime statistic information on its website at https://ope.ed.gov/campussafety/#/. In addition, the University's annual security reports, which includes all campus crime statistics, and the University's annual fire safety reports are available on the University's website at https://www.yu.edu/safety-security/policies-procedures-reports or may be obtained from the University's Chief of Security, Paul Murtha (212-960-5221/security@yu.edu). The annual security report for each campus includes: (i) campus crime statistics for the most recent calendar year and the two preceding calendar years; (ii) campus policies regarding procedures and facilities to report criminal actions or other emergencies on campus; (iii) policies concerning the security of and access to campus facilities; (iv) policies on campus law enforcement; (v) a description of campus programs to inform students and employees about campus security procedures and practices and to encourage students and employees to be responsible for their own security and the security of others; (vi) campus crime prevention programs; (vii) policies on illegal drugs and alcohol; (viii) where information provided by the State on registered sex offenders may be obtained; and (ix) policies on campus sexual assault programs aimed at the prevention of sex offenses and procedures to be followed when a sex offense occurs.

While we hope that emergency events on campus are unlikely, it is vital to be prepared to react appropriately during emergencies to ensure your safety. To get prepared and learn about emergency response at Yeshiva University, visit our Emergency Readiness website: https://www.yu.edu/safety-security/emergency.

2.4 Non-Discrimination and Harassment

Yeshiva University complies with all federal, state and local regulations governing Non-Discrimination and Harassment including Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments Act of 1972. In keeping with its long-standing traditions and policies, Yeshiva University provides equal opportunity for faculty, staff and students within admissions and employment, and those seeking access to programs based on individual merit. University-wide policies and procedures pertaining to discrimination and harassment have been established, both as a legal obligation under applicable law and as a visible and formal expression of institutional policy. The University's Nondiscrimination and Anti-Harassment Policy and Complaint Procedures can be found online at https://www.yu.edu/student-life/resources-and-services/policies University's Nondiscrimination and Anti-Harassment Policy and Complaint Procedures can be found online at https://www.yu.edu/titleIX/policies . This policy includes information about filing a report, seeking a response and options for confidential disclosure. The University will respond to all complaints promptly, thoroughly, and impartially.

Retaliation is prohibited against anyone who filed and/or participated in the investigation of a complaint, even if the complaint is unsubstantiated. When warranted, the University will take appropriate, corrective action to remedy all violations of this policy, up to and including termination and/or expulsion. Administrative and investigative responsibility relating to enforcement of the policy has been assigned to the University's Title IX Coordinator, Dr. Chaim Nissel, at (646) 592-4201. To contact the Title IX office, please email titleix@yu.edu. For additional information, please visit www.yu.edu/titleix.

2.5 Accommodations for Students with Disabilities

The Office of Disability Services assists students with documented disabilities or medical conditions in obtaining reasonable accommodations. Some of the disabilities accommodated include physical, emotional or learning disabilities, ADHD, hearing impairments, and visual impairments.

The YUCDM Office of Student Support will assist students in this area.

Visit the following website for more information about documentation guidelines and available accommodations: https://www.yu.edu/student-life/resources-and-services/disability-services/students.

- Students who wish to request accommodations for a documented disability that affects his/her academic performance and students who suspect that they may have a disability are encouraged to contact the Office of Disability Services: YUCDM Office of Student Support 646 592 4955 /Vivian.Pastor@yu.edu

2.6 Student Conduct and Student Rights

Please visit https://www.yu.edu/student-life/resources-and-services/Standards-Policies and review the University policies on student conduct and student rights, including:

- Behavior Policy for Athletics
- Anti-Bullying and Hazing Policy for Students
- Credit Card Marketing Policy
- Drug and Alcohol Policy
- Medical Form
- Requirements for Working with Minors
- Romantic Relationships Policy
- Sexual Assault Student Bill of Rights
- Title IX (Non-Discrimination and Anti-Harassment Policy)
- YU Student IT Handbook

Additional student consumer information can be found at: https://www.yu.edu/oir/student-consumer- information.

Privacy

In accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, as amended (Section 438 of the General Educational Provisions Act, 20 USC 1232g), also known as "FERPA," Yeshiva University has adopted certain policies to protect the privacy rights of its students with respect to their education records. FERPA affords students certain rights of access to their education records. FERPA also limits the persons to whom the

University may disclose a student's education records and permits certain disclosure without the student's written permission. Please visit the Office of the Registrar or its website at https://www.yu.edu/registrar/parents to obtain the Yeshiva University FERPA Policy Statement.

2.7 Use of the University's Name

The name and logos of Yeshiva University, as well as of its constituent schools (the "Marks"), are owned by Yeshiva University. Students may use the Marks to identify their attendance at Yeshiva University and /or its constituent schools but may not use their university status (or any of the Marks) in any manner which could be construed as implying University (or school) endorsement of any statement, product or service. Any other use of the Marks or any of their components in print or digital/electronic media (including on any product or service) is prohibited without written permission from the Office of the General Counsel.

For use of the Marks by official student organizations and clubs, please see "Use of Yeshiva University Marks by Student Organizations and Clubs."

2.8 Program Codes

The DDS program has applied to the New York State Education Department to have its curriculum registered as follows.

HEGIS Code	Title	Degree
1204.00	Dentistry	DDS

2.9 Admissions

NOTE: Summer 2026 admission will take place through AADSAS until February 6th with interviews taking place shortly thereafter. A formal standardized interview is required for admission. The interview questions have been standardized, and the interview is scored by Admission Committee members using a scoring rubric. Admissions decisions will be made on a rolling basis after interviews commence.

Candidates for admission to the D1 class in the College of Dental Medicine must present at least three full years of acceptable work from an accredited college or university. This course work must comprise not less than 90 semester hours, and include prescribed subjects as follows:

English 6 semester credits
General Chemistry 8 semester credits
Organic Chemistry 8 semester credits
Biology or Zoology 8 semester credits

Biochemistry 3 semester credits
Physics 3 semester credits
Electives 54 semester credits
TOTAL 90 semester credits

All courses in chemistry, biology and physics must include a laboratory section and be taken for a grade, rather than pass-fail (pass/fail grades, under some circumstances, were allowed during COVID-19 depending on the policy of the school the applicant was attending). Four years of college work is preferred for admission, but a minimum of three years is required. All candidates must obtain acceptable scores on the Dental Admission Test (DAT), conducted by the Council on Dental Education of the American Dental Association. The Canadian Dental Aptitude Test is also accepted.

In addition to grades and test scores, other factors such as marked improvement in the quality of academic performance over time, integrity, resilience, desire, motivation, are considered in the candidates application.

Admissions Summer 2027 forward:

Applicants are encouraged to apply early through the American Association of Dental Schools Application Service (AADSAS). Candidates are encouraged to submit a set of completed credentials to the Admissions Office before September 1 to receive full consideration. AADSAS applications are available online by mid-May and can be submitted on June 1st. Interview invitations are sent in early September, and formal interviews begin in early October and are scheduled through mid-February.

A complete set of credentials must include a completed and verified ADSSAS application. Transcripts from each college or university attended, Dental Admission Test (DAT) scores, and three letters of recommendation (two must be provided by previous science professors).Final official transcripts as well as official DAT scores are required from all applicants who have been admitted and choose to enroll.

Selection of candidates for both interviews and admission are based mostly upon an applicant's academic achievement (performance trend) and DAT results. Other factors such as application completion date, orientation to the profession of dentistry, letters of recommendation, rigor of coursework, and quality of the institution(s) attended are also considered. Essential qualities such as service orientation, leadership, cultural competence, interpersonal communication, ethics, and resilience are explored during all admission and recruitment activities complete with the goal of increasing access for disadvantaged and Underrepresented Minority (URM) students. There is no discrimination based on race, ethnicity, religion, age, or marital status.

Beginning December 15, all applicants who have completed a set of credentials are notified of their status: admitted, denied or “on hold.” All students “on hold” continue to be reviewed at subsequent meetings of the Admissions Committee. As the process progresses, offers of admission continue to be made until the class is filled, and an alternate pool is assembled. All applicants will receive a final decision.

The Director of Dental Admission and the Admissions Committee are charged with the review and selection of candidates. The Director of Dental Admissions is ultimately responsible for ensuring a qualified class is admitted and enrolled each academic year.

Criteria

- It is the responsibility of the Admissions Committee in collaboration with the Director of Dental Admissions to select candidates who have demonstrated the skills and qualities necessary to complete the predoctoral dental curriculum successfully.
- The following academic criteria are used in the evaluation:
- Overall science grade point average encompasses average grades earned in the pre-dental science courses completed.
- Overall grade point average reflects the ratio between the total number of course credits
- completed, and grades received.
- Dental Admission Test (DAT) scores measure general academic ability, comprehension of scientific information and perceptual ability.
- Credit will not be awarded for prior study.
- There is no credit awarded for life experience or previous attendance

Admissions Summer 2027 forward

Interviews

A formal standardized interview is required for admission. The interview questions have been standardized, and the interview is scored by Admission Committee members using a scoring rubric. The review and initial screening of completed credentials begin in late June. In early September, invitations for formal on-sit interviews are extended to those applicants determined to be the most competitive. From this group, initial offers of admission will be extended on December 15. Typically, interview days will be scheduled in the spring of the year.

Admissions Committee Members

Voting members of the Admissions Committee are appointed by the Dean in collaboration with the Director of Dental Admissions. Admissions Committee membership will include both full-time and part-time faculty, as well as practicing dentists in the community. As the dental college matures, students will be utilized extensively during the interview process, participating as members on informational panels and acting as tour guides of the facility. While students involved at this level are not voting members of the

committee, they will be asked to provide input on the candidates they interact with during the interview process

Section 3: Academic Policies

3.1 Curriculum Overview

The Yeshiva University College of Dental Medicine (YUCDM) curriculum is structured to provide a balanced integration of biomedical sciences, behavioral sciences, preclinical training, and clinical education. During the first year, students establish a strong foundation in anatomy, physiology, microbiology, ethics, and dental sciences through didactic coursework and simulation laboratory experiences. The second year introduces more complex preclinical procedures while gradually transitioning students into patient care. By the third year, students serve as primary providers for patients under faculty supervision, applying their knowledge in comprehensive treatment planning and interdisciplinary care.

The curriculum follows a competency-based model. Progress is measured not only by passing grades but also by the demonstration of specific skills, knowledge, and professional attitudes. Faculty committees regularly review the curriculum to ensure alignment with CODA standards, institutional objectives, and evolving trends in healthcare delivery. Electives and enrichment opportunities are available to encourage exploration of specialized areas of dentistry, research, and community outreach.

3.2 Attendance and Participation

Attendance in all scheduled didactic, laboratory, and clinical sessions is a professional obligation. Students are expected to arrive prepared and on time, as tardiness disrupts instruction and patient care. Participation extends beyond mere presence; students must be actively engaged in discussions, group work, and hands-on activities.

Unexcused absences are treated as violations of professionalism and are documented in the student record. Absences due to illness, religious observance, or personal emergencies must be reported promptly to the course director and the Office of Academic Affairs, with supporting documentation when required. Chronic absenteeism, even with documentation, may trigger review by the Student Promotion Committee to ensure that essential competencies are being met.

3.3 Examinations and Assessments

Examinations, both written and practical, are integral measures of student performance. Students are responsible for knowing examination schedules and locations. No student may enter the examination

room late without prior approval, and early departures are not permitted. Use of unauthorized electronic devices, materials, or communication during exams constitutes academic misconduct.

Assessments also include Objective Structured Clinical Examinations (OSCEs), simulation laboratory evaluations, and clinical competency exams. These assessments are designed to test not only knowledge but also decision-making, technical proficiency, and professional behavior. All assessment results are reviewed by faculty and communicated to students through secure electronic platforms.

Academic dishonesty is taken very seriously. Cheating, plagiarism, falsification of records, or aiding another student in dishonest acts are grounds for disciplinary action, up to and including dismissal from the program. All suspected violations are referred to the Academic Integrity Committee for investigation.

3.4 Grading Policies

Grades at YUCDM reflect both cognitive achievement and professional competence. Didactic components are evaluated through written examinations, quizzes, projects, and participation. Preclinical and clinical components are evaluated through skill demonstrations, daily faculty assessments, and competency examinations.

Students must pass both the didactic and clinical portions of each course to receive credit. A passing numerical grade without demonstrated clinical competency is insufficient for course completion. Final grades are reviewed and approved by the Student Promotion Committee to maintain fairness and calibration across departments.

The grading system uses a letter grade or pass/fail structure depending on the course. Detailed grading policies, including weightings and criteria, are published in each syllabus.

Global Grading Schema

Letter Grade	Score
A	>89.5
B	79.5-89.5
C	69.5-79.5
F	<69.5
Pass/Fail Courses	
Pass	>69.5
Fail	<69.5
	Incomplete*

***Incomplete Grades**

An Incomplete grade (I) is a temporary academic designation that may be assigned when a student is unable to complete a clearly defined and limited portion of a course or instructional block due to documented extenuating circumstances, despite otherwise satisfactory academic performance.

Eligibility and Conditions

An Incomplete may be granted only when all of the following conditions are met:

- The student is in good academic standing at the time the Incomplete is considered.
- The student has completed the majority of course or block requirements at a satisfactory level.
- The remaining requirement(s) are discrete, limited in scope, and capable of completion within a defined period.
- The circumstances preventing completion are documented and approved.
- The Incomplete is approved by the Course Director, with notification to program leadership as required.

An Incomplete is not a remedy for unsatisfactory academic performance, failure to meet assessment standards, unexcused absences, or ongoing academic deficiency.

Documentation and Completion Plan

At the time an Incomplete is assigned, a written Completion Plan must be established. The plan will specify:

- The outstanding coursework, assessment, or competency requirement
- The method and conditions for completion
- A firm deadline for resolution

The Completion Plan will be maintained as part of the student's academic record.

Timeframe for Resolution

- Incompletes are time-limited and must be resolved by the deadline established in the Completion Plan.
- Incompletes must ordinarily be resolved prior to progression to the next course sequence, instructional block, or clinical assignment.

- Extensions beyond the stated deadline are granted only in exceptional circumstances and require formal approval in accordance with university and program policy.

Grade Finalization

- Upon satisfactory completion of all outstanding requirements, the Course Director will submit a grade change to replace the Incomplete with the earned final grade.
- Failure to resolve the Incomplete by the approved deadline will result in automatic conversion to a failing grade or other academic outcome, consistent with University policy.

Impact on Academic Progression

- An unresolved Incomplete constitutes non-completion of required academic work.
- Students with unresolved Incompletes may be subject to:
    - Registration or clinical participation holds
    - Delayed academic progression
    - Academic probation or dismissal, in accordance with YUCDM academic standards

Oversight and Recordkeeping

Incomplete grades are monitored by College leadership and the Office of the Registrar to ensure consistency, timely resolution, and adherence to institutional academic standards.

3.5 Remediation and Academic Progression

Remediation is a structured opportunity for students to address academic or clinical deficiencies. It may include additional study assignments, targeted tutoring, re-examinations, or extended preclinical or clinical practice. Remediation plans are individualized and approved by the Student Promotion Committee

Failure of a remediation attempt is taken seriously and may result in probation, repetition of a year, or dismissal. Students must successfully complete all required courses, competencies, and professionalism standards to progress through the program. Advancement from one year to the next is not automatic but contingent upon faculty evaluation of readiness to assume greater responsibility.

The Student Promotion Committee meets regularly to review the progress of all students, identify those in need of support, and ensure that progression decisions are consistent, transparent, and fair.

YESHIVA UNIVERSITY
College of Dental Medicine

3.6 Academic Calendar 2026-2027

Date	
Tuesday, June 16, 2026	**Summer Session 2026 Begins**
Tuesday, June 16, 2026, to Thursday June 18, 2026	Orientation
Monday, June 22, 2026	First day of class
Friday, July 3, 2026	Independence Day Observed (University closed)
Thursday July 23, 2026	Ninth of Av – (Dental School Closed)
Monday, September 7, 2026, to Friday September 11, 2026	Summer Break (Dental School Closed)
Monday, September 7, 2026	Labor Day (University closed)
Saturday-Sunday, September 12-13, 2026	Rosh Hashanah (University closed)
Friday, September 18, 2026	**Summer Session 2026 Ends**
Monday, September 21, 2026	Yom Kippur (University closed)
Tuesday, September 22, 2026	**Fall Session 2026 Begins**
Saturday-Sunday, September 26-27, 2026	Sukkot (University closed)
Saturday, October 3, 2026	Shemini Atzeret (University closed)
Sunday, October 4, 2026	Simchat Torah (University closed)
Wednesday, November 25, 2026	Thanksgiving travel day-School Closed
Thursday-Friday, November 26-27, 2026	Thanksgiving Break (University closed)
Friday, December 18, 2026	**Fall Session 2026 Ends**
Monday, December 21, 2026	**Winter Session 2026/2027 Begins**
Thursday, December 24, 2026, to January 3, 2027	Winter Break
Monday, January 4, 2027	Winter Session begins
Monday, January 18, 2027	Martin Luther King, Jr. Day (University closed)
Monday February 15, 2026	Presidents Day (Dental School Closed)
Tuesday, March 23, 2027	Purim (University Closed)
Friday, March 26, 2027	**Winter Session 2026/2027 Ends**
Monday, March 29, 2027	**Spring Session 2027 Begins**
Wednesday, April 21, 2027, to Friday, April 30, 2027	Passover Break (Dental School Closed)
Monday, May 31, 2027	Memorial Day (University closed)
Thursday, June 10, 2027	Shavuot begins at sundown (Classes end at 12pm)
Friday-Saturday, June 11-12, 2027	Shavuot (University closed)
Friday, June 18, 2027	**Spring Session 2027 Ends/** D1 Classes End

Section 4: Professionalism & Conduct

4.1 Professional Expectations

Professionalism is at the core of dental education and practice. Students at YUCDM are expected to embody the values of integrity, accountability, respect, and compassion in all academic and clinical settings. Professional behavior includes punctuality, preparedness, adherence to policies, respectful communication, and a commitment to excellence in patient care and academic work.

Unprofessional conduct, such as dishonesty, disruption of the learning environment, or inappropriate interactions with peers, faculty, staff, or patients, undermines the trust essential to the healthcare profession and is taken very seriously. Alleged violations are documented and reviewed through formal procedures to ensure fairness and accountability.

4.2 Attendance and Reliability

Professional conduct includes reliable attendance at all academic, laboratory, and clinical obligations. Students are required to arrive on time, remain for the duration of scheduled activities, and be fully prepared to participate. Tardiness, absenteeism, or leaving early without authorization reflects poorly on professionalism and may result in disciplinary action.

Repeated violations of attendance expectations may trigger intervention by the Student Promotion Committee, which may impose remediation, probation, or other corrective measures.

CHANGES OF STATUS

YUCDM requires the student to be continuously enrolled each semester as required by the student's program until their degree is granted. To maintain continuous enrollment, students must register each semester required by their individual program or take a leave absence.

Leave of Absence Policy

Students who wish to leave university temporarily should contact the Office of the Registrar for a leave of absence application.

Leave of Absence

Prior to the start of a semester, students who intend to absent themselves from the University for the semester must file a Leave of Absence Form. The form should be filed by the end of the Add Period (usually the end of the first week of the semester). Students may apply for a leave of absence for a maximum of 180 days.

While students may be absent for more than one semester, but no more than 180 days, a leave of absence will only be granted for a maximum of one semester per 12-month period. Students seeking more than one semester LOA should be aware that financial aid and loan forbearance may be impacted. Additionally, students who absent themselves for two or more consecutive semesters may need to apply for readmission.

Please Note: Immigraton regulatons require that students in F-1 status register and attend school full-tme every semester. Please contact the Office of Internatonal Students and Scholars (OISS) before dropping below full-tme or if you are considering a leave of absence

4.3 Dress Code and Personal Presentation

Students must maintain a professional appearance in alignment with infection control standards and the dignity of the profession. Clinical attire includes clean, pressed clinic coats with proper identification, protective eyewear, masks, and closed-toe shoes. Hair must be neatly secured, and excessive jewelry or accessories that interfere with patient care are prohibited.

In academic settings outside the clinic, students are expected to dress in a manner that reflects respect for the learning environment and for their peers and faculty. The dress code ensures patient confidence, infection control, and consistency with professional norms.

4.4 Communication and Conduct

Respectful communication is required in all interactions, whether with patients, faculty, staff, or peers. Students must demonstrate courtesy, active listening, and cultural sensitivity in their professional interactions. Disruptive behavior, disrespectful language, or harassment of any kind is unacceptable and subject to disciplinary review.

Professional communication extends to digital platforms, including email, electronic health records, and online learning systems. Messages must be professional, concise, and respectful. Misuse of digital communication tools for unprofessional purposes is treated as a violation of conduct standards.

4.5 Professionalism Violations and Consequences

Violations of professionalism are carefully documented and reviewed by the appropriate committee, typically the Student Promotion Committee. Outcomes vary depending on the severity and frequency of infractions. Minor violations may result in counseling, written warnings, or remediation plans, while more serious or repeated violations may lead to probation, suspension, or dismissal.

The overarching goal of addressing professionalism concerns is educational: to guide students toward reflection, accountability, and improved behavior. However, the institution maintains the authority to impose disciplinary measures necessary to protect patients, maintain the integrity of the educational environment, and uphold the standards of the dental profession

CODE OF ETHICS

Academic Integrity

The submission by a student of any examination, course assignment, group work, or degree requirement is assumed to guarantee that the thoughts and expressions therein not expressly credited to another are literally the student's own. Evidence to the contrary will result in appropriate penalties, described below.

Cheating on Assignments and/or Exams

Cheating is an affront on academic integrity and ethics. Any instance of dishonesty undermines your work and the work of your classmates and the University.

Plagiarism

In defining plagiarism, this policy distinguishes between Intentional Misrepresentation (which is deemed to constitute plagiarism) and Misuse of Sources. These are two clear extremes, but this policy also recognizes that there can be a continuum between them.

Intentional Misrepresentation occurs when a student deliberately uses someone else's language, ideas, or other original (not common knowledge) work without acknowledging the source. Examples include but are not limited to when a student submits an Assignment that: a) is downloaded from an Internet source and/or obtained from a paper mill; b) is obtained from someone else (including another student); c) contains part or all of the writings of another person (including another student), without acknowledgment of the source; or d) contains passages that were cut and pasted from an Internet source, without acknowledgement of the source.

Misuse of Sources is the unintentional misappropriation of the language, ideas, and work of others due to a lack of understanding of the conventions of citation and documentation, including paraphrasing, quoting, and the parameters of common knowledge.

Students are responsible for knowing how to quote from, paraphrase, summarize, and ~~cite~~ sources correctly, using AMA style. However, when a student has attempted to

acknowledge a source but has not done so fully or completely, the instructor, perhaps in consultation with other faculty, administrators, or an academic integrity panel, may determine that the issue is Misuse of Sources or unsuccessful writing, rather than Intentional Misrepresentation.

Other Violations of Academic Integrity

In addition to cheating and plagiarism, other examples of academic integrity violations include, but are not limited to:

- Assisting or attempting to assist another student in an act of academic dishonesty.
- Providing papers, essays, research, or other work to aid another student in Intentional Misrepresentation.
- Engaging in unauthorized cooperation with other individuals in completing assignments or examinations.
- Submitting the same assignment, in part or whole, in more than one course, whether at YU or another institution, without prior written approval from both faculty members.
- Submitting fraudulent documents during the admissions process or afterwards.
- Impersonating another person's identity, including, but not limited to faculty member, staff, student, etc.

Penalties and Procedures for Violating Academic Integrity Standards

Accordingly, students or student groups, who act in a dishonest manner by cheating or plagiarizing on any examination, course assignment, or degree requirement are subject to penalties under the following procedures. Students working on a group or team assignment who are found violating academic integrity standards shall ALL be considered in potential violation. Each student's role in the violation shall be individually reviewed by the Program Director and faculty; however, the group may be held accountable as may be determined by the Program Director and faculty.

Please Note: If a faculty member determines that a student or student group unintentionally misused sources on an assignment, he/she/they may lower the grade on the assignment in question (including lowering to a grade of "F"). No additional penalty should be imposed.

Academic Integrity Violation Review and Appeal Policy

Reporting an Alleged Violation

Any member of the Yeshiva University community may initiate a report of suspected academic integrity violations, including cheating, plagiarism, or other forms of misconduct. Reports should be submitted as soon as possible, and (to the extent possible) no later than 5 business days after the incident occurred.

Reports may be made directly to the applicable Program Director using the official Incident Report Form, or may be submitted to a faculty member. In such cases, the faculty member is responsible for forwarding the report and any supporting information to the Program Director within 5 business days of receiving the complaint. The Program Director will then initiate an investigation in accordance with the procedures outlined below.

Step 1: Initial Review by Program Director

- The Program Director will meet individually with the reporting person and/or faculty member and the student accused of violating the integrity policy to review the relevant evidence.
- The Program Director must complete their review and issue a written determination within 10 business days of receiving the report. This determination will include: a summary of the evidence, the charges (if any), and the penalties (if applicable).
- The Program Director will send this written determination to the student.

Step 2: Student Response

If charged, the student must respond within 5 business days of receiving the Program Director's decision. They may either:

- Accept responsibility and the associated penalties, or deny the allegation and submit a written appeal for review by the Committee on Academic Standards and Integrity (STUDENT PROMOTION COMMITTEE); or,
- If the student accepts responsibility, the penalty determined by the Program Director will be implemented without further review.

Step 3: Appeal Process – STUDENT PROMOTION COMMITTEE

1. If the student appeals, the case is referred to the STUDENT PROMOTION COMMITTEE, a three-person body appointed by the Dean. The Committee will consist of: One School Program Director (not involved in the original case); one faculty member.
2. The STUDENT PROMOTION COMMITTEE chair will notify the student in writing of the date, time, and location of the hearing. The student may: Consult with the School Student Advocate, a neutral resource available throughout the process to help the student understand their rights, timelines, and the type of

documentation that may support their position; bring written materials and witnesses to the hearing; and shall not bring external advocates or advisers (including family members or attorneys)

3. The Student Advocate may attend the hearing in a non-participatory role but does not assist in preparing arguments or evidence.
4. The STUDENT PROMOTION COMMITTEE will consider all relevant evidence, may request additional information from involved parties, and will determine whether the original academic integrity violation occurred. Their decision must be issued within 5 business days of the hearing, and the full review is expected to be concluded within 30 business days of the student's appeal submission.

Step 4: Final Resolution

If the STUDENT PROMOTION COMMITTEE confirms the violation as originally charged, they will:

- Certify the Program Director's original penalty.
- Submit a written summary and finding to the Dean.
- The Dean will make the final determination as to whether any violation occurred and what penalty, if any, should be applied.

Additional Provisions

The Student Advocate is a neutral party engaged throughout the process to ensure that the student understands the procedures and has an opportunity to provide relevant documentation. The Advocate does not serve as a legal or academic representative and does not assist in argument preparation. The Student Advocate is appointed by the Dean.

Once a student is formally notified of an alleged academic integrity violation, they may not withdraw from the course in which the violation is alleged until the academic integrity process is fully concluded. If a violation is confirmed, any assigned penalties will be applied regardless of the student's enrollment status. Withdrawal will not cancel or void any imposed penalties.

Records

Copies of the final decision (after appeal) will be sent to the Dean of YUCDM and to the Office of the Registrar and may be documented on official transcript.

4.6 GRIEVANCES

Grievance Procedure

Students have the right to file a grievance if they believe they have been treated unfairly, or if they believe the university, school or program policies have not been properly followed. The grievance process exists to uphold students' rights and ensure all concerns are addressed fairly, respectfully, and in a timely manner.

A student may file a grievance for reasons including, but not limited to:

- Unfair or inconsistent application of university, school or program policies
- Discriminatory treatment based on personal identity or demographic factors (e.g., race, ethnicity, gender identity, sexual orientation, disability, religion)
- Harassment or sexual harassment
- Retaliation or inappropriate treatment by faculty, staff, or other students
- Denial of access to learning opportunities (such as clinical placements, internships, or research experiences)
- Program dismissal or disciplinary action not carried out in accordance with established policies
- Situations that may or may not directly affect the student's academic record, grade, or standing

Note that the procedures set forth in the University's Non-Discrimination and Anti-Harassment Policy (Title IX Policy) will apply in connection with alleged violations under such policy.

If a student feels they have been treated unfairly they are encouraged to first attempt an informal resolution by communicating directly with the individual(s) involved or by consulting their program director.

If the issue cannot be resolved informally, a formal grievance may be submitted in writing to the program director, Associate Dean of Academic Affairs or the Office of the Dean. Complaints shall be reviewed by a Grievance Committee, who may request additional information from all parties as necessary to fully evaluate the complaint and investigate the facts upon which it is based. As soon as practicable, the Dean shall notify the grievant of the results of the investigation. The Grievance Committee shall be appointed by the dean. The Grievance Committee consists of two to four faculty members holding regular graduate faculty appointments in the student's program, excluding any faculty against whom the grievance has been filed. The director of student life serves as a non-deciding advisory chair.

Grievances will be reviewed confidentially and without bias. Retaliation against any student who raises a concern in good faith is strictly prohibited.

SOCIAL MEDIA USE

Students are required to adhere to the Social Media Policy established by the University and outlined in the YU Student Technology Resources Use Handbook:

https://www.yu.edu/sites/default/files/legacy//uploadedFiles/Offices_and_Services/Information_Technology/Home/Yeshiva%20University%20Student%20Technology%20Resources%20Use%20Handbook.pdf

Any student who posts content (on a personal or University website) that is deemed inappropriate and/or a violation of the School's Code of Ethics will be subject to disciplinary action.

4.7 Academic Integrity

Academic integrity is a fundamental expectation at YUCDM. Students are required to submit original work, properly cite sources, and adhere to examination rules. Cheating, plagiarism, falsification of records, or assisting others in dishonest acts constitute serious violations of professionalism.

Allegations of academic dishonesty are referred to the Academic Integrity Committee, which investigates and determines sanctions. Penalties may include remediation, course failure, suspension, or dismissal, depending on severity.

Section 5: Student Support Services

5.1 Academic Support

YUCDM recognizes that dental education is rigorous and provides structured academic support services to help students succeed. The YUCDM Office of Academic Affairs coordinates tutoring programs, peer-assisted learning, and faculty-led review sessions designed to reinforce key concepts and strengthen clinical skills.

Students experiencing academic challenges are encouraged to seek assistance early. Faculty advisers and mentors work closely with students to create individualized learning plans and, when necessary, remediation strategies. Workshops on study skills, time management, and test-taking strategies are offered throughout the year to promote academic success.

5.2 Counseling and Wellness

The emotional well-being of students is a priority at YUCDM. Confidential counseling services are available through licensed mental health professionals who can assist with stress, anxiety, depression, or other personal challenges as well as the YU counseling center

In addition, wellness initiatives promote balance and resilience, including workshops on mindfulness, exercise, nutrition, and healthy lifestyle habits.

Students are encouraged to utilize these resources proactively, recognizing that maintaining emotional and physical health is essential to success in dental education and future professional practice.

5.3 Faculty Mentorship and Advising

Each student is paired with a faculty adviser who provides academic and career guidance. Advisers help students interpret academic feedback, plan course selections, and identify opportunities for professional development.

Mentorship relationships foster personal growth and provide a source of support during challenging periods of the program. Faculty mentors also serve as role models, exemplifying the values of professionalism, scholarship, and service.

5.4 Career Services

YUCDM supports students in preparing for careers after graduation through career services programming. Workshops on resume writing, interviewing skills, and networking are provided annually.

Students are introduced to specialty programs, residency opportunities, and practice management principles. The Office of Career Services maintains resources for job searches, externships, and postgraduate training opportunities, helping students transition smoothly into the workforce.

5.5 Student Organizations and Leadership Opportunities

Participation in student organizations enhances the educational experience by fostering leadership skills, collaboration, and community engagement. YUCDM sponsors chapters of national professional associations, cultural clubs, and interest groups. Students are encouraged to take active roles in these organizations, both as members and leaders.

Leadership opportunities also include representation on school committees, providing students with a voice in institutional decision-making. These experiences prepare students to be active contributors to the profession and their communities.

Section 6: Clinical Education Policies

6.1 Patient Care Responsibilities

Students at YUCDM assume progressive responsibility for patient care throughout their education. First-year students gain early exposure through observation and screenings, while second-year students take on preventive, restorative, and comprehensive care under faculty supervision. Third-year students serve as primary providers, coordinating interdisciplinary treatment plans and managing continuity of care.

Students are expected to uphold the highest standards of professionalism, compassion, and accountability in their interactions with patients. Responsibilities include being prepared for appointments, completing accurate and timely documentation, and ensuring that treatment is evidence-based and aligned with patient needs and expectations.

6.2 Confidentiality and HIPAA Compliance

Confidentiality is central to the provider–patient relationship. Students must protect all patient information in compliance with HIPAA regulations and institutional policies.

Access to electronic health records (EHR) is restricted to authorized users, and students must log out of systems when not in use. Discussion of patient information outside clinical or educational contexts is strictly prohibited.

Violations of confidentiality are taken very seriously and may result in disciplinary action, including suspension or dismissal.

6.3 Infection Control and Safety

All students must adhere to the infection control protocols established by YUCDM, which are consistent with CDC and OSHA guidelines. Personal protective equipment (PPE) including gloves, masks, eyewear, and gowns must be used appropriately.

Sterilization and disinfection procedures must be followed precisely to ensure patient and provider safety. Compliance is monitored by faculty and staff through routine audits, and non-compliance results in removal from clinic until corrected.

6.4 Clinical Supervision and Faculty Oversight

All patient care is performed under the direct supervision of licensed faculty members. Faculty are responsible for approving diagnoses, treatment plans, procedures, and prescriptions.

Students must seek faculty approval at every stage of patient care and are expected to incorporate faculty feedback into their practice. Faculty provide both formative feedback during procedures and summative evaluations as part of competency assessments.

6.5 Professional Conduct in the Clinical Setting

Clinical education requires students to demonstrate the same professionalism expected of licensed practitioners. This includes punctuality, preparation, respect for patients and colleagues, and adherence to all clinical policies.

Unprofessional behavior, such as neglecting responsibilities, failing to follow infection control protocols, or demonstrating disrespect toward patients or staff, undermines the clinical learning environment and will be subject to disciplinary review.

6.6 Patient Rights and Advocacy

Patients at YUCDM are entitled to safe, respectful, and equitable treatment. Students must ensure that patients are informed participants in their care, with access to clear explanations of diagnoses, treatment options, and associated risks and benefits.

Students are responsible for obtaining informed consent prior to initiating treatment and for respecting patient autonomy in making healthcare decisions. The Office of Patient Advocacy provides support for patients who wish to voice concerns or complaints.

Section 7: Campus & Facilities

7.1 Facilities

Yeshiva University College of Dental Medicine will be located at a site approximately five miles from the main campus of the university. The dental school will occupy an existing building known as “Herald Center. It is located at 33rd Street and Sixth Ave. in midtown Manhattan. Renovations to prepare the space for use by the school have begun. The space occupies (4) floors and totals 120,000square feet. Renovations will be done in stages, but the competition of phase (1) which will be needed to greet a class in June of 2026 will be complete by March of 2026. The building and all spaces used for the College of Dental Medicine will be fully accessible and meet all building requirements at local, state, and federal levels.

Four floors of the Herald Square building located at 33rd and Broadway in New York City, approximately 120,000 square feet will be renovated to accommodate the educational and clinical needs of the Yeshiva College of Dental Medicine. When complete, there will be 130 dental operatories with all the associated clinical offices required to support them. Additionally, a 157-seat sim lab will be completed as well as a lecture hall, student lounge, and locker facilities.

7.2 Building Access and Security

The YUCDM campus and clinical facilities are secured to ensure the safety of students, faculty, staff, and patients. Entry to buildings requires a valid university-issued identification badge, which must be visible at all times while on campus. Students are prohibited from lending their ID cards to others or allowing unauthorized individuals access to restricted areas.

Campus security officers monitor entrances, patrol facilities, and respond to incidents. Students must comply with security protocols, report lost or stolen ID cards immediately, and remain vigilant in protecting campus safety.

7.3 Learning and Study Spaces

Designated study areas, libraries, and collaborative learning spaces are available to students throughout the academic year. Quiet study zones are provided for individual work, while group study rooms can be reserved in advance.

Students are expected to maintain cleanliness, respect shared resources, and use facilities responsibly. Food and beverages may be restricted in certain study areas to preserve resources and maintain professional standards.

7.4 Simulation Laboratories

The simulation laboratories at YUCDM provide a safe environment for students to practice preclinical and clinical procedures before treating patients. These facilities are equipped with state-of-the-art dental units, typodonts, and digital technology to replicate real-world clinical settings.

Students must follow all laboratory protocols, including proper use of equipment, adherence to infection control standards, and completion of assignments within designated timeframes. Failure to comply with laboratory rules may result in restricted access or remediation requirements.

7.5 Technology Resources

YUCDM provides robust technology resources to support student learning. These include access to the Electronic Health Record (EHR) system, digital imaging software, learning management systems (LMS), and online library databases.

Students are expected to use technology responsibly, maintain confidentiality of patient and academic records, and comply with institutional policies regarding data security and professional communication.

ITS For Students 2024

7.6 Facility Maintenance and Safety

Students share responsibility for maintaining a clean and safe learning environment. Any damage, malfunctioning equipment, or safety hazards must be reported immediately to the Office of Facilities Management.

Tampering with equipment, ignoring safety warnings, or failing to report issues compromises the integrity of the educational environment and may result in disciplinary action.

Section 8: Health & Safety

8.1 Bloodborne Pathogen Policy

YUCDM maintains strict protocols to protect students, faculty, staff, and patients from the risks associated with bloodborne pathogens. Students must adhere to all policies governing the safe handling of sharps, disposal of biohazard materials, and the use of personal protective equipment (PPE).

In the event of an exposure incident, such as a needlestick or contact with blood or bodily fluids, students must immediately wash the affected area, report the incident to their supervising faculty, and follow the established reporting and treatment procedures. Post-exposure evaluation and follow-up care are coordinated through Student Health Services and must be completed promptly.

8.2 Infection Control Standards

All infection control practices at YUCDM align with guidelines from the Centers for Disease Control and Prevention (CDC) and the Occupational Safety and Health Administration (OSHA). Students are trained in universal precautions, sterilization protocols, and disinfection procedures during orientation and receive annual updates to ensure compliance.

Random audits are conducted to monitor adherence to infection control policies. Violations may result in immediate removal from clinic until corrective measures are taken, and repeated noncompliance may result in disciplinary action.

8.3 Ergonomics and Injury Prevention

To safeguard long-term health, students are trained in ergonomically sound practices for dental procedures. This includes correct posture, patient positioning, and the use of four-handed dentistry techniques.

Faculty provide real-time feedback on ergonomics during clinical sessions, and students who demonstrate unsafe practices may be assigned targeted remediation. Preventive workshops and wellness initiatives are incorporated into the curriculum to reduce occupational health risks.

8.4 Hazard Communication

YUCDM complies with the Hazard Communication Standard (HCS), ensuring that all chemicals are clearly labeled and that Safety Data Sheets (SDS) are accessible in both digital and print formats throughout the facilities.

Students are required to complete annual hazard communication training, which includes safe handling of chemicals, spill response procedures, and the proper use of protective equipment. Failure to comply with these protocols places individuals at risk and will result in disciplinary consequences.

8.5 Emergency Preparedness

Emergency preparedness is essential to maintaining a safe environment for learning and patient care. All students receive orientation on fire evacuation routes, shelter-in-place procedures, and the use of emergency equipment such as Automated External Defibrillators (AEDs).

Regular drills are conducted to reinforce preparedness, and evacuation maps are displayed prominently throughout the facilities. In the event of an emergency, students are expected to remain calm, follow faculty instructions, and assemble at designated muster points for headcount and clearance.

COVID-19 Vaccination

Everyone is strongly encouraged to follow CDC guidelines for COVID-19 vaccination and to follow applicable guidance regarding masking.

Due to clinical placements, Yeshiva University College of Dental Medicine-Health Science Programs (e.g., Nursing, Occupational Therapy, Physician Assistant Studies, Speech-Language Pathology) are required to

be fully vaccinated against COVID-19 and have at least one booster dose. Exemptions (medical or religious) will not be given.

Faculty and staff who are assigned to work in healthcare facilities or required by their job responsibilities to supervise and observe students at clinical sites, also must be fully vaccinated and have at least one booster dose.

Externships

In general, medical and religious exemptions to the University's vaccination requirements are not available for students in a university clinical training program due to the requirements of external clinical sites and other circumstances which would place an undue burden on the University to provide the accommodation. You should bear this in mind when applying to the program. The University will not refund any fees or other payments if you are unable to enroll or otherwise complete the program.

Immunization Forms

All Yeshiva University students taking 6 or more credits on campus must meet New York State immunizations requirements for Measles, Mumps, and Rubella and must complete a valid Meningococcal Response Form. The link to the form is available to incoming students by the Admissions office. Link: www.yu.edu/graduateimmunization

Immunization Form for YUCDM Dental Students

Health science students enrolled in the Doctorate of Occupational Therapy, Masters in Physician Assistant Studies, and Masters in Speech-Language Pathology must complete the YUCDM Health Science Health Form &

Physical Exam Attestation. Link: www.yu.edu/healthclearanceimmunizationform

Onboarding for Dental Students

The health science programs at the YUCDM proudly partners with Exxat for student health compliance and management of clinical education. Prior to registration, all incoming health science students must first upload the documents outlined below into Exxat for review and approval. Upon approval of all documentations, students will be invited to register for their initial semester of study. The deadline to upload all documentation is August 1, for Fall cohorts and November 30th for Spring cohorts.

Required Documentation:

- COVID-19 Vaccination
- Flu (Influenza)
- Hepatitis B Surface Antibody/Titer

- Measles, Mumps, Rubella (MMR)
- Meningococcal Vaccine
- Tetanus, Diphtheria, and Pertussis (Tdap)
- Tuberculosis (TB)
- YUCDM Health Form & Physical Exam Attestation
- CPR
- First Aid
- HIPAA Training
- Universal Precautions and Bloodborne Pathogens Training
- Working with Minors: “Protecting Children: Identifying and Reporting Sexual Misconduct”
- Health Insurance Card (front and back)
- Driver's License / Passport / Non-Driver's License/State ID
- Background Check Completion

Section 9: Financial Policies

9.1 Tuition and Fees

Tuition and associated fees at YUCDM are established annually by the University and published prior to the start of each academic year. These costs reflect the resources required to deliver a high-quality education, including faculty instruction, clinical facilities, simulation laboratories, and academic support services.

Students are responsible for reviewing their tuition statements carefully and ensuring timely payment in accordance with published deadlines. Failure to meet financial obligations may result in late fees, or suspension of enrollment privileges.

D1 2026-2027	**12 Month Cost of Attendance Budget**
Category	
Tuition	$98,000
Mandatory Fees	$22,000
Health Insurance*	$6,500
Total Estimated Direct Expenses	**$126,500**

Food	$10,800
Housing	$34,800
Transportation	$1,800
Personal Expenses	$3,600
Book & Supplies	$1,020
Total Estimated Indirect Expenses	**$52,020**
Total Estimated Expenses	**$178,520**

*This charge is for Comprehensive Health Insurance. Students may waive the insurance coverage if they are otherwise insured in an approved plan.

Direct expenses are institutional charges billed to you by the Yeshiva University College of Dental Medicine via the Office of Student Accounts.

Indirect expenses are estimates of costs that may be associated with your attendance but are not typically University charges. Examples include off-campus housing, transportation, and personal expenses.

9.2 Student Financial Responsibility

Students are expected to manage their personal finances responsibly, recognizing the significant investment that dental education represents. The curriculum includes instruction on financial literacy and debt management to prepare students for successful professional and personal financial planning.

Failure to meet financial responsibilities may not only jeopardize a student's enrollment but also delay graduation, licensure, or participation in postgraduate programs.

Section 10: Student Life & Governance

10.1 Student Organizations

YUCDM supports a wide range of student organizations that enrich the educational experience and foster community engagement. These groups include professional associations, cultural and affinity groups, service organizations, and interest-based clubs. Participation in these organizations provides students with

opportunities to develop leadership skills, network with peers and professionals, and engage in meaningful service projects that reflect the values of the institution.

10.2 Leadership Opportunities

Leadership development is an integral part of student life at YUCDM. Students are encouraged to take on leadership roles within organizations, committees, and class governance structures. Student leaders serve as representatives of their peers, liaise with faculty and administration, and contribute to policy discussions that impact the student body.

Through leadership experiences, students cultivate skills in communication, negotiation, teamwork, and advocacy that will serve them throughout their professional careers.

10.3 Student Government

The Student Government Association (SGA) provides formal representation for the student body. SGA officers are elected annually and work in collaboration with faculty and administration to ensure that student voices are heard in institutional decision-making.

The SGA organizes events, manages student activity funds, and advocates on behalf of the student community regarding academic, clinical, and campus issues. Active participation in SGA prepares students for leadership roles within the profession and society.

10.4 Events and Activities

YUCDM offers a variety of events and activities that contribute to student engagement and well-being. These include orientation programs, cultural celebrations, wellness initiatives, and professional development workshops.

Participation in extracurricular activities provides balance to the academic and clinical rigor of dental education, helping students build resilience, form friendships, and strengthen their connection to the institution.

10.5 Student Representation on Committees

Students serve as members on various institutional committees, including curriculum review, clinic operations, and diversity and inclusion councils. Through these roles, students contribute to shaping policies and initiatives that impact the academic and clinical environment.

Committee participation ensures that students play an active role in governance and provides valuable experience in collaborative decision-making.

Section 11: Faculty and Staff

Current Faculty and Staff

Edward F. Farkas DDS, M.A. Dean

Larry, R. Farkas DMD Associate Dean for Dental Education

Vivian Pastor Chief of Clinic

Arvin Kadempour DDS Clinical Professor of Dental Medicine

Jeffrey Goetz DDS, MD Director of Oral Medicine

Jack Rosenbaum Manager of Simulation Clinic

YESHIVA UNIVERSITY
College of Dental Medicine

Section 12: Program Road Map and Curriculum

D1 Summer				
DENT	5161	Foundations of Ethics and Professionalism	2	
DENT	5131	Introduction to Biomedical and General Anatomy	4.5	
DENT	5102	Dental Anatomy and Terminology Lecture	4	
DENT	5103	Dental Anatomy and Terminology Sim Lab	1.5	
DENT	5101	Intro Dental Clinic	3	
DENT	5191	Into To Dental Clinic-Patient Care Clinic	1	
DENT	5104	Preventive Dentistry Lecture	1.5	
DENT	5163	Personal Finance and Wellness	1	
DENT	5132	Integrated Systems – Cardiovascular	2	
DENT	5162	Art History and Dentistry	0	Self-Study
DENT	5164	Professional Behavior and Communication I	0	Self Study
D1 Fall				
DENT	5234	Head and Neck Anatomy	3.5	
DENT	5205	Restorative Dentistry I Lecture	4.5	
DENT	5206	Restorative Dentistry I Sim Lab	1.5	
DENT	5235	Cellular Metabolism and Adaptation	3.5	
DENT	5207	Local Anesthesia	1	
DENT	5208	Radiology and Imaging	2	
DENT	5292	Patient Care Clinic Fall	1.5	
DENT	5233	Integrated Systems - Endocrine	2	
DENT	5266	Behavioral Sciences	2	
DENT	5267	Professional Behavior and Communication II	0	Self Study
D1 Winter				
DENT	5311	Restorative Dentistry II Lecture	4.5	
DENT	5312	Restorative Dentistry II Sim Lab	1.5	
DENT	5337	Integrated Systems – Musculoskeletal	1	

DENT	5341	Integrated Systems - Respiratory	2	
DENT	5339	Pharmacology Basics	3.5	
DENT	5342	Oral Development and Histology	2	
DENT	5340	Oral Pathology I - Intraoral	2	
DENT	5310	Periodontics Introduction	3.5	
DENT	5393	Patient Care Clinic Winter	1.5	
DENT	5365	Professional Behavior and Communication III	0	Self Study
D1 Spring				
DENT	5413	Fixed Prosthodontics Lecture	4.5	
DENT	5414	Fixed Prosthodontics Sim Lab	2.5	
DENT	5445	Growth and Development	2	
DENT	5443	Oral Pathology II Head and Neck	2	
DENT	5444	Integrated Systems – Urinary & Digestive	2	
DENT	5415	Oral surgery I	2	
DENT	5468	Evidence Based Decision	1	
DENT	5467	Dental Public Health I	1	
DENT	5494	Patient Care Clinic Spring	1.5	
DENT	5469	Professional Behavior and Communication IV	0	Self Study
D2 Summer				
DENT	6117	Removable Prosthodontics – CD Lecture	2.5	
DENT	6118	Removable Prosthodontics – CD Sim Lab	1	
DENT	6119	Removable Prosthodontics – RPD Lecture	2.5	
DENT	6120	Removable Prosthodontics – RPD Sim Lab	0.5	
DENT	6147	Medical Emergencies I	2	
DENT	6148	Clinical Pharmacology	3.5	
DENT	6170	Interprofessional Education I	1	
DENT	6195	Patient Care Clinic Summer	2	
DENT	6116	Endodontic Therapy I Lecture	2	
DENT	6121	Endodontic Therapy I Sim Lab	1.5	
DENT	6171	Professional Behavior and Communication V	0	Self Study
D2 Fall				
DENT	6283	Ethics and Professionalism II	1	
DENT	6252	Medical Emergencies II	1	
DENT	6221	Special Needs Patients	2	
DENT	6223	Pediatric Dentistry Lecture	2.5	

DENT	6224	Pediatric Dentistry Sim Lab	1	
DENT	6225	Endodontic Therapy II Lecture	2	
DENT	6228	Endodontic Therapy II Lab	0.5	
DENT	6238	Integrated Systems – Nervous	2	
DENT	6226	Orthodontics	2	
DENT	6227	Implantology I	1	
DENT	6272	Dental Public Health II	1	
DENT	6296	Patient Care Clinic Fall	2	
DENT	6273	Interprofessional Education II (online self-study, 2nd half)	0	Self Study
DENT	6274	Professional Behavior and Communication VI	0	Self Study
		INBDE Prep I	0	
D2 Winter				
DENT	6329	Oral Surgery II	2	
DENT	6397	Patient Care Clinic Winter	3.5	
DENT	6375	Dental Practice Readiness I	2	
DENT	6346	Genetics	2	
DENT	6349	Lymphatics and Immunology	2	
DENT	6328	Periodontics Surgical	1.5	
DENT	6330	Implantology II	1	
DENT	6376	Professional Behavior and Communication VII	0	Self Study
		INBDE Prep II	0	
D2 Spring				
DENT	6431	Comprehensive Treatment Plan Design	2	
DENT	6477	Dental Practice Readiness II	2	
DENT	6498	Patient Care Clinic Spring	5	
DENT	6454	Infectious Diseases	2.5	
DENT	6478	Professional Behavior and Communication VIII	0	Self Study
		INBDE Prep III	0	
D3 Summer				
DENT	7132	Complex Case Seminar Review	2.5	
DENT	7191	Patient Care Clinic Summer	7	
DENT	7179	Professional Behavior and Communication IX	0	Self Study
		CDCA Prep I	0	

D3 Fall				
DENT	7292	Patient Care Clinic Fall	8	
DENT	7280	Professional Behavior and Communication X	0	Self Study
		CDCA Prep II	0	
D3 Winter				
DENT	7393	Patient Care Clinic Winter	8	
DENT	7381	Professional Behavior and Communication XI	0	Self Study
		CDCA Prep III	0	
D3 Spring				
DENT	7494	Patient Care Spring	7	
DENT	7482	Professional Behavior and Communication XII	0	Self Study

Section 13: YUCDM Course Catalog

The Yeshiva University College of Dental Medicine offers a 36- month dental education program that leads to the DDS degree and prepares students for licensure as a general dentist in all fifty states. The YUCDM curriculum will provide students with a deep dental knowledge base and significant critical thinking skills, which, when combined, will give them the strong analytic skills, discipline, and ethical values needed to treat their patients at the highest level. The YUCDM curriculum will integrate Digital dentistry techniques at its core and include instruction from today's dental thought leaders and master clinicians. The school's innovative 'Block' style curriculum ensures that students focus on only two or three subjects at a time. This approach allows for in-depth learning and understanding before moving on. The curriculum is delivered as a single cohort, ensuring a cohesive learning experience. With over 5208 hours of instruction, students will be fully prepared for their dental careers. The "Block" curriculum is listed in the curriculum section of this document. The YUCDM will offer the Doctor of Dental Surgery (DDS) degree, our exclusive focus ensures that our students receive the highest level of dental education and are well-prepared for their professional journey.

D1 Summer

Foundations of Ethics and Professionalism

DENT 5161

Course Description: This course introduces first-year dental students to the professional and ethical foundations of dentistry. Emphasis is placed on ethical principles, professional responsibility, patient-centered communication, cultural competence, and self-assessment. Students will develop the ability to analyze ethical dilemmas, apply structured decision-making frameworks, and reflect on their evolving professional identity. Instruction includes lectures, small group case-based learning, role-playing, and reflective writing.

Introduction to Biomedical and General Anatomy

DENT 5131

Course Description: This block builds a clinically oriented understanding of gross anatomy with emphasis on head-and-neck structures critical to dentistry. Students integrate osteology, myology, neuroanatomy, vasculature, spaces, and fascial planes to support safe administration of local anesthesia, accurate interpretation of radiographs, and recognition of pathologic processes. Learners practice anatomical identification in pro-sections, models, radiographic images, and virtual 3D tools; communicate professionally in lab; and connect anatomic variation to clinical decision-making.

Dental Anatomy and Terminology Lecture

DENT 5102

Course Description: Students build foundational mastery of dental morphology, occlusion, and terminology across primary and permanent dentitions. The course emphasizes clinically relevant tooth identification, functional cusp/fossa relationships, contacts and embrasures, and developmental timing. Cases link morphology to restorative design, caries patterns, periodontal considerations, and occlusal harmony.

Dental Anatomy and Terminology Sim Lab

DENT 5103

Course Description: Hands-on simulation reinforces lecture content through progressive wax-ups, occlusal adjustments, and finishing/polishing that mirror clinical restorative workflows. Students practice ergonomics, instrument selection, and quality criteria while receiving individualized feedback. Reflective checklists support self-assessment and skill refinement.

Intro Dental Clinic

DENT 5101

Course Description: Students transition into preclinical practice with infection control, four-handed dentistry, ergonomics, and clinical communication. Emphasis is placed on safe operatory setup, rubber dam isolation, patient positioning, instrument transfer, and teamwork.

Intro to Dental Clinic – Patient Care Clinic

DENT 5191

Course Description: Foundational clinical exposure to patient-centered care. Students practice medical history, vital signs, patient interviewing, charting, documentation, and informed consent. Professionalism, cultural humility, and interprofessional collaboration are integrated.

Preventive Dentistry Lecture

DENT 5104

Course Description: Evidence-based prevention spanning caries risk assessment, fluoride therapies, sealants, diet counseling, and oral hygiene instruction. Population health concepts, equity, and behavior change strategies are emphasized.

Personal Finance and Wellness

DENT 5163

Course Description: Financial literacy and well-being for health professionals. Students create a personal budget, analyze loan options, consider insurance needs, and plan for short- and long-term goals. Stress management, sleep hygiene, nutrition, and burnout prevention are integrated.

Integrated Systems – Cardiovascular

DENT 5132

Course Description: Mechanisms and clinical correlations of the cardiovascular system relevant to dentistry. Students connect cardiac anatomy and physiology to dental risk assessment, vital sign interpretation, dental pharmacology considerations, infective endocarditis prophylaxis, and emergency response.

Art History and Dentistry

DENT 5162

Course Description: Self-directed exploration of the intersections between dentistry and art history. Students analyze depictions of dentistry, teeth, and facial aesthetics across cultures, reflect on professional identity in society, and consider ethics of representation, stigma, and access.

Professional Behavior and Communication I

DENT 5164

Course Description: Introduction to professional comportment and core communication strategies for dental settings. Students practice reflective self-assessment, written communication, and empathy-driven patient interactions.

D1 Fall

Head and Neck Anatomy

DENT 5234

Course Description: This block provides in-depth study of head and neck anatomy, emphasizing clinically relevant structures critical to dental practice. Students explore osteology, musculature, cranial nerves, vasculature, lymphatics, oral and pharyngeal spaces, and fascial planes. Learning experiences include prosections, imaging interpretation (including CBCT basics), 3D virtual anatomy, and case-based applications to local anesthesia, infection pathways, airway management, and surgical procedures. Emphasis is placed on integration of anatomical knowledge with clinical reasoning, professional communication in the anatomy lab, and reflective self-assessment.

Restorative Dentistry I Lecture

DENT 5205

Course Description: This block provides the didactic foundation of operative dentistry with an emphasis on adhesive restorative principles. Students learn cavity classification, preparation design, caries management, restorative materials, and biomimetic principles. Focus is placed on direct composite restorations (Class I, II, III, and V), esthetics, bonding systems, and finishing/polishing techniques. Amalgam preparations and restorations are introduced as a minor component for historical and limited clinical relevance. Coursework integrates material science, evidence-based practice, prevention, and treatment planning considerations.

Restorative Dentistry I Simulation Lab

DENT 5206

Course Description: This simulation laboratory introduces operative dentistry fundamentals through hands-on practice with cavity preparations and restorations. Emphasis is placed on ergonomics, hand skills, and evaluation against standardized rubrics. Students learn Class I, II, III, and V cavity preparations and composite restorations, with limited introduction to amalgam. Instruction emphasizes tooth preservation, evidence-based material selection, and critical self-assessment. Faculty-guided practice, peer calibration, and progressive assessments prepare students for patient care in subsequent clinical courses.

Cellular Metabolism and Adaptation

DENT 5235

Course Description: This block explores the biochemical pathways and adaptive mechanisms fundamental to health and disease. Students analyze carbohydrate, lipid, protein, and nucleic acid metabolism, regulation of energy production, and responses to stress, hypoxia, and toxins. Clinical correlations include metabolic syndrome, diabetes, oral manifestations of systemic disorders, pharmacologic influences, and tissue adaptation in wound healing. Case-based sessions integrate biochemical knowledge with diagnostic reasoning and patient management considerations.

Local Anesthesia

DENT 5207

Course Description: This block introduces the didactic principles of local anesthesia in dentistry. Students examine neuroanatomy, pharmacology, armamentarium, and clinical applications of commonly used anesthetic agents. Emphasis is placed on safe administration principles, informed consent, risk

assessment, prevention and recognition of complications, and patient-centered communication. Instruction is didactic only, with no clinical or simulation-based injection practice at this stage.

Radiology and Imaging

DENT 5208

Course Description: This block provides the scientific and clinical foundations of dental radiology and imaging. Students study radiation physics, biology, protection principles, intraoral and extraoral imaging techniques, and digital imaging systems. Emphasis is placed on interpretation of radiographs, recognition of normal anatomy versus pathology, and application of imaging in diagnosis and treatment planning. Students analyze case vignettes to practice evidence-based interpretation and patient-centered communication of imaging results.

Patient Care Clinic Fall

DENT 5292

Course Description: This block provides students with their first direct clinical experiences in patient care. Emphasis is placed on infection control, patient assessment, basic preventive and restorative procedures, patient communication, and integration of biomedical knowledge into clinical decision-making. Students will begin to provide supervised care in the clinic, including examinations, prophylaxis, radiographs, and simple restorations. Reflective practice, professionalism, and patient-centered care are emphasized throughout.

Integrated Systems – Endocrine

DENT 5233

Course Description: This block explores the physiology, pathology, and clinical correlations of the endocrine system relevant to dental practice. Students study hormonal regulation, feedback mechanisms, and major endocrine glands including pituitary, thyroid, parathyroid, adrenal, and pancreas. Emphasis is placed on how endocrine disorders influence oral health, patient management, pharmacology, and treatment planning in dentistry. Instruction includes lectures, case discussions, and evidence-based literature integration.

Behavioral Sciences

DENT 5266

Course Description: This block introduces foundational behavioral science principles as applied to dental practice. Students study psychological, social, and cultural determinants of health, communication skills, and behavior modification strategies. Emphasis is placed on patient-centered communication, cultural competence, health literacy, motivation, and stress management. Instruction integrates small-group discussions, case studies, and reflective exercises linking behavioral sciences to clinical care.

Professional Behavior and Communication II

DENT 5267

Course Description: This self-study block extends foundational learning in professionalism and communication from the first semester. Students engage in independent readings, case reflections, and self-assessment activities to reinforce skills in ethical decision-making, patient-centered communication, documentation, and cultural competence. This course emphasizes self-directed learning and preparation for advanced clinical and behavioral science coursework.

D1 Winter

Restorative Dentistry II Lecture

DENT 5311

Course Description: Continuation of Restorative Dentistry I, focusing on advanced operative concepts, single crowns, and provisional restorations. The course emphasizes esthetics, material selection, caries management, occlusion, and the integration of restorative dentistry with periodontics, prosthodontics, and endodontics. Students build a foundation for fixed prosthodontics and complex patient care.

Restorative Dentistry II Simulation Lab

DENT 5312

Course Description: This simulation laboratory builds upon Restorative Dentistry I by advancing operative hand skills into complex composite restorations, single crown preparations, and provisional fabrication. Emphasis is placed on ergonomics, esthetics, occlusion, and clinical correlations. Students will perform anterior and posterior crown preparations, fabricate provisional crowns, and evaluate outcomes against standardized rubrics. Two assessment cycles ensure mastery prior to progression to patient care.

Integrated Systems – Musculoskeletal

DENT 5337

Course Description: This block introduces the musculoskeletal system with a focus on clinically relevant anatomy, physiology, and pathology for dentistry. Students study bone biology, joints, muscles, and connective tissues with emphasis on temporomandibular joint (TMJ) anatomy and function, mastication, posture, and musculoskeletal disorders. Correlations to local anesthesia, imaging, trauma, and systemic diseases (osteoporosis, arthritis) are highlighted.

Integrated Systems – Respiratory

DENT 5341

Course Description: Explores respiratory anatomy, physiology, and pathophysiology with emphasis on dental relevance. Students will connect gas exchange, airway anatomy, and pulmonary diseases to patient management, sedation, anesthesia, infection control, and dental pharmacology.

Pharmacology Basics

DENT 5339

Course Description: Introduces pharmacological principles and major drug classes relevant to dentistry. Emphasis is placed on drug mechanisms, adverse effects, interactions, and clinical applications in dental practice. Students learn safe prescribing, dental pharmacology considerations, and evidence-based decision-making.

Oral Development and Histology

DENT 5342

Course Description: This block introduces the embryologic development and microscopic histology of the oral cavity, teeth, and supporting structures. Students study the stages of tooth development, enamel, dentin, cementum, pulp, and periodontium at the cellular and tissue levels. Clinical correlations include developmental anomalies, implications for restorative dentistry, endodontics, periodontics, and pathology. Laboratory sessions use virtual microscopy, histological slides, and case-based discussions to link microanatomy with oral health and disease.

Oral Pathology I – Intraoral

DENT 5340

Course Description: This course introduces the fundamentals of oral pathology with a focus on intraoral lesions. Students learn to recognize, describe, and differentiate normal variations from pathological findings. Content emphasizes diagnostic criteria, clinical features, and management of common mucosal diseases, precancerous conditions, and oral manifestations of systemic disease.

Periodontics Introduction

DENT 5310

Course Description: This course introduces the fundamentals of periodontology, including periodontal anatomy, etiology of disease, diagnosis, and treatment planning. Students will practice periodontal charting, probing, scaling, root planing, oral hygiene instruction, and interpretation of radiographs. The course emphasizes prevention, disease management, and integration with overall dental care.

Patient Care Clinic Winter

DENT 5393

Course Description: This course provides direct patient care experiences in the dental clinic. Students integrate preventive, diagnostic, and restorative skills while working under faculty supervision. Assessment occurs continuously as patient care is delivered, through competency checklists, clinical evaluations, and case presentations. Emphasis is placed on professionalism, communication, and safe, patient-centered care.

Professional Behavior and Communication III

DENT 5365

Course Description: This self-study block builds on prior behavioral sciences and communication training. Students complete independent modules on professionalism, clinical communication, cultural competence, and ethics. Assessment is based on reflection papers, online quizzes, and faculty verification of completion.

D1 Spring

Oral Surgery I

DENT 5415

Course Description: This introductory oral surgery course emphasizes safe and effective outpatient surgical care. Students learn comprehensive preoperative evaluation, informed consent, local anesthesia pharmacology and techniques, surgical instruments, and core exodontia principles. Simulation-based labs introduce flap design, bone removal, tooth sectioning, and suturing. Postoperative management, hemostasis, and analgesia are discussed alongside prevention and management of complications. The course also prepares students for medical emergencies in the surgical environment and reinforces infection control, sterile technique, radiographic planning, and interprofessional collaboration. Integrated cases emphasize judgment, communication, and patient-centered care.

Evidence Based Decision

DENT 5468

Course Description: This course introduces students to the principles and practice of evidence-based dentistry. Students learn how to develop focused clinical questions, search biomedical databases efficiently, and critically appraise scientific literature. Core topics include study design, levels of evidence, bias and validity, and application of statistical results to patient care. Emphasis is placed on integrating research findings with clinical expertise and patient values to make sound treatment decisions. Students practice presenting literature reviews and writing evidence-based recommendations for patient cases.

Dental Public Health I

DENT 5467

Course Description: This course introduces students to the field of dental public health and its role in promoting oral health at the population level. Topics include epidemiology of oral diseases, health promotion, prevention strategies, and the organization and financing of dental care delivery systems. Students examine the impact of social determinants of health and cultural competence on oral health outcomes, and they explore evidence-based public health programs such as water fluoridation and school-based sealant initiatives. Emphasis is placed on developing the ability to assess community needs, design preventive interventions, and evaluate program outcomes using epidemiologic and biostatistical tools. Students also consider the ethical and policy implications of public health practice.

Patient Care Clinic Spring

DENT 5494

Course Description: This course provides continued clinical education in direct patient care. Students deliver preventive, diagnostic, and restorative services while building clinical competence and confidence under close faculty supervision. Emphasis is placed on comprehensive treatment planning, critical thinking, ethics, and communication. Infection control, professionalism, documentation, and safe patient-centered care are reinforced. Students are assessed continuously through faculty evaluation, clinical checklists, and reflective self-assessment. Integrated biomedical and behavioral sciences knowledge is applied to improve treatment outcomes.

Professional Behavior and Communication IV

DENT 5469

Course Description: This self-study block continues the longitudinal Professional Behavior and Communication curriculum, reinforcing professional identity formation and communication skills. Students engage independently in assigned readings, case-based modules, and reflection exercises focusing on professionalism, cultural competence, ethics, clinical communication, and interprofessional collaboration. The course encourages critical reflection, self-directed learning, and the application of behavioral science concepts to clinical encounters. Students demonstrate accountability through completion of assignments and suDENTission of reflections.

Fixed Prosthodontics Lecture

DS 5413

Course Description: This course introduces fixed prosthodontics, focusing on the principles, design, and clinical application of crowns, bridges, and other fixed restorations. Students will learn diagnosis, treatment planning, preparation design, impression techniques, provisionalization, occlusion, and material selection. Integration with periodontics, endodontics, and restorative dentistry is emphasized.

Fixed Prosthodontics Simulation Lab

DENT 5414

Course Description: This simulation laboratory provides hands-on training in fixed prosthodontics. Students will perform single crown and bridge preparations, fabricate provisional restorations, and practice impression-making techniques. Emphasis is placed on precision, occlusion, esthetics, and

evaluation against standardized rubrics. Integration with restorative dentistry, periodontics, and endodontics is highlighted.

Growth and Development

DENT 5445

Course Description: This block provides a comprehensive survey of craniofacial growth and development with direct application to dentistry. Students examine skeletal and dental growth theories, timing and sequence of eruption, and determinants of facial form. Emphasis is placed on methods of age assessment (skeletal, dental, and cephalometric), occlusion development from primary through mixed to permanent dentitions, and recognition of deviations from normal. Clinical correlations include screening for malocclusion, habit-related changes (thumb sucking, mouth breathing), interceptive guidance strategies, and implications for pediatric and orthodontic treatment planning. Case-based discussions and radiographic interpretation reinforce decision-making.

Oral Pathology II-Head and Neck

DENT 5443

Course Description: This course advances the study of oral and maxillofacial pathology with an emphasis on head and neck conditions impacting dental practice. Content covers salivary gland diseases (inflammatory, obstructive, and neoplastic), soft tissue and jawbone pathology (cysts and tumors), developmental anomalies, and oral cancer. Students integrate clinical features with histopathology and radiographic findings to formulate differential diagnoses, determine indications for biopsy, and plan referrals. Risk factor counseling, staging principles, and interprofessional communication are emphasized. Clinical vignettes and image-based exercises strengthen diagnostic reasoning and documentation.

Integrated Systems-Urinary & Digestive

DENT 5444

Course Description: This integrated systems block surveys the urinary and digestive systems with a strong emphasis on dental implications. Students review renal and GI anatomy and physiology including nephron function, acid–base balance, hepatobiliary and pancreatic physiology, and GI motility and secretion. Pathology modules address chronic kidney disease, liver disease, GERD and peptic ulcer disease, inflammatory bowel disease, and malabsorption disorders. Dental correlations include safe prescribing and dosing adjustments, bleeding risk, infection considerations, nutrition and wound healing, and

recognition of oral manifestations of systemic conditions. Case-based learning links biomedical concepts to patient assessment and treatment planning.

D2 Summer

Removable Prosthodontics – CD Lecture

DENT 6117

Course Description: This lecture-based course introduces removable prosthodontics for complete dentures (CD) with a primary focus on digital dentistry. Students will study intraoral scanning, CAD design of dentures, virtual articulation, and digital fabrication methods such as 3D printing and milling. Traditional analog techniques, including conventional impressions, wax rims, and articulators, are presented as secondary content to allow students to compare and contrast workflows. Emphasis is placed on integrating digital workflows into diagnosis, treatment planning, occlusion, esthetics, and patient communication. Clinical correlations demonstrate how digital prosthodontics improves accuracy, efficiency, and patient outcomes.

Removable Prosthodontics – CD Simulation Lab

DENT 6118

Course Description: This simulation-based course provides practical training in complete denture prosthodontics with a primary emphasis on digital workflows. Students will practice intraoral scanning of edentulous arches, CAD denture design, and CAM fabrication methods such as 3D printing and milling. Analog techniques—including conventional impressions, wax rims, and articulator mounting—are introduced for comparative purposes. The course emphasizes accuracy, occlusion, esthetics, patient communication, and effective collaboration with the dental laboratory in a digital-first environment.

Removable Prosthodontics – RPD Lecture

DENT 6119

Course Description: This lecture course introduces removable partial dentures (RPDs), with a primary focus on digital workflows for diagnosis, design, and fabrication. Students will learn intraoral scanning, digital surveying, CAD design of RPD frameworks, and CAM manufacturing using milling and 3D printing

technologies. Analog methods—including hand surveying, traditional framework design, and casting techniques—are taught as secondary content for foundational competence and comparison. The course emphasizes biomechanics of partial dentures, esthetics, occlusion, and patient-centered communication with laboratories, preparing students for integration of digital RPD workflows into comprehensive care.

Removable Prosthodontics – RPD Simulation Lab

DENT 6120

Course Description: This simulation-based course provides hands-on training in removable partial denture (RPD) prosthodontics with an emphasis on digital workflows. Students will learn intraoral scanning of partially edentulous arches, digital surveying, CAD framework design, and CAM fabrication using 3D printing and milling. Analog techniques—including hand surveying, wax-ups, and casting—are included for foundational comparison. The course emphasizes esthetics, biomechanics, occlusion, accuracy of design, and effective laboratory communication in a digital-first clinical environment.

Medical Emergencies I

DENT 6147

Course Description: This course introduces the recognition, prevention, and management of medical emergencies that may occur in the dental setting. Students learn the pathophysiology, clinical signs, risk factors, and treatment protocols for common emergencies including syncope, allergic reactions, hypoglycemia, seizures, asthma, angina, myocardial infarction, and cardiac arrest. Simulation-based training emphasizes emergency preparedness, use of emergency drugs and equipment, team-based response, and effective communication. The course prepares students to respond quickly and effectively to ensure patient safety and to collaborate with healthcare professionals in emergency situations.

Clinical Pharmacology

DENT 6148

Course Description: This course explores the principles of pharmacology with direct clinical application to dentistry. Students will study pharmacokinetics, pharmacodynamics, drug interactions, and therapeutic uses of medications most relevant to dental practice. Emphasis is placed on pain management, antibiotics, local anesthesia, sedatives, anticoagulants, and management of medically complex patients. Students integrate biomedical knowledge with clinical decision-making to prescribe safely and manage drug-related complications.

Interprofessional Education I

DENT 6170

Course Description: This course introduces dental students to interprofessional education (IPE) by engaging with students from other health professions. Students will learn the principles of collaborative practice, communication across disciplines, and teamwork in providing patient-centered care. Activities include seminars, small group discussions, and case-based exercises focusing on complex patients requiring coordinated care. The course emphasizes respect for the roles of other health professionals, effective communication strategies, and the integration of oral health within the broader healthcare system.

Patient Care Clinic Summer

DENT 6195

Course Description: This advanced clinical course provides students with expanded responsibilities in delivering comprehensive patient care. Students manage diagnosis, treatment planning, prevention, restorative procedures, prosthodontics, periodontics, and patient education under close supervision. The course emphasizes professional responsibility, effective communication, documentation, ethics, and the integration of digital dentistry workflows—including intraoral scanning, digital treatment planning, and CAD/CAM restorations—into patient care. Students refine hand skills and clinical reasoning while building competence in efficient, ethical, and patient-centered management of care.

Professional Behavior and Communication V

DENT 6171

Course Description: This self-study course continues the Professional Behavior and Communication series. Students complete independent modules, reflective assignments, and case-based learning exercises that emphasize professionalism, ethics, cultural competence, and clinical communication. The course strengthens professional identity, promotes critical reflection, and prepares students for collaborative practice and ethical patient care. Assignments focus on integrating professional behavior into clinical practice and engaging in self-directed learning.

Endodontic Therapy I Lecture

DENT 6116

Course Description: This lecture-based course provides foundational knowledge in endodontics. Topics include pulpal and periapical anatomy, pathophysiology of disease, clinical diagnosis, and treatment planning. Students will learn the biological principles of endodontic therapy and gain familiarity with contemporary digital imaging technologies. Lectures emphasize evidence-based approaches and clinical decision-making.

Endodontic Therapy I Simulation Lab

DENT 6121

Course Description: This simulation-based course provides hands-on training in endodontic therapy. Students perform access preparations, rotary instrumentation, apex locator use, and obturation techniques in simulated teeth. The course emphasizes technical competence, digital imaging, and application of modern endodontic technologies in a preclinical environment.

Professional Behavior and Communication V

DENT 6171

Course Description: This continuation of the Professional Behavior and Communication sequence builds on the foundations established in PB&C IV. Delivered as a self-study block, students independently complete professional development modules, case-based exercises, and reflective assignments. The focus is on deepening competencies in professionalism, ethical reasoning, cultural humility, and interprofessional collaboration. This course prepares students to transition their professional identity into clinical leadership and patient-centered care.

D2 Fall

Ethics and Professionalism II

DENT 6283

Course Description: This course is the second in the Ethics and Professionalism sequence and builds on the foundations introduced in the D1 year. It provides students with opportunities to engage with complex ethical dilemmas in dental practice, including conflicts of interest, patient autonomy, informed consent, professional responsibility, and justice in healthcare. Students will apply ethical theories and professional codes of conduct to case studies, role-playing exercises, and reflective writing. The course emphasizes the development of moral reasoning, professional identity, and ethical decision-making skills essential for clinical practice.

Medical Emergencies II

DENT 6252

Course Description: This course is a continuation of Medical Emergencies I, with advanced emphasis on recognition, prevention, and management of complex medical emergencies in the dental setting. Students review core principles and progress to advanced case scenarios involving multi-system emergencies, team-based response, and pharmacologic interventions. Simulation-based exercises prepare students to manage life-threatening emergencies and to integrate emergency preparedness into daily clinical practice.

Special Needs Patients

DENT 6221

Course Description: This course addresses the unique needs of patients requiring special care in dentistry. Students learn to provide compassionate, ethical, and competent dental care for individuals with developmental disabilities, physical impairments, complex medical conditions, or psychosocial challenges. Emphasis is placed on communication strategies, treatment modifications, interprofessional collaboration, and ethical considerations. Clinical cases, role-playing, and reflective exercises prepare students to advocate for equitable access to oral health care.

Pediatric Dentistry Lecture

DENT 6223

Course Description: This course introduces the principles and practice of pediatric dentistry, focusing on the prevention, diagnosis, and management of oral health conditions in infants, children, and adolescents. Topics include growth and development, behavior guidance, preventive strategies, restorative techniques, pulp therapy, management of traumatic injuries, and care for children with special healthcare needs. Students will also explore contemporary approaches to digital dentistry in pediatrics, including digital radiography and intraoral scanning, in addition to traditional methods.

Pediatric Dentistry Simulation Lab

DENT 6224

Course Description: This hands-on simulation course complements the Pediatric Dentistry Lecture by allowing students to practice clinical techniques in a preclinical environment. Students will perform

restorative procedures on primary and young permanent teeth, pulp therapies, space maintenance, and management of pediatric dental trauma. The course emphasizes behavior guidance, treatment modifications for children, and integration of digital pediatric workflows such as digital radiography and intraoral scanning.

Endodontic Therapy II Lecture

DENT 6225

Course Description: This course builds on Endodontic Therapy I, advancing knowledge and skills in the biological basis and clinical practice of root canal therapy. Students study complex pulpal and periapical pathologies, advanced diagnostic techniques, retreatment strategies, and management of procedural complications. Emphasis is placed on evidence-based decision-making, digital imaging, and contemporary technologies including rotary and reciprocating systems, ultrasonic techniques, and cone-beam computed tomography (CBCT). Students critically evaluate case studies and research to integrate advanced concepts into clinical care.

Endodontic Therapy II Lab

DENT 6228

Course Description: This simulation-based course builds upon the foundational skills of Endodontic Therapy I and II Lecture, emphasizing hands-on application of advanced endodontic techniques. Students will perform complex root canal procedures, manage simulated complications, and apply digital tools such as apex locators, rotary instrumentation, and cone-beam CT in simulated settings. The course emphasizes critical thinking, evidence-based decision-making, and professionalism in a preclinical environment.

Integrated Systems – Nervous

DENT 6238

Course Description: This systems-based biomedical sciences course provides students with an integrated understanding of the nervous system. It covers neuroanatomy, neurophysiology, neural transmission, and the clinical relevance of neurological disorders in dentistry. The course emphasizes correlations between the nervous system and oral health, including pain pathways, local anesthesia mechanisms, and neuropathologies affecting the craniofacial region. Students will explore pharmacologic interventions, neurological diagnostics, and interprofessional considerations in patient management.

Orthodontics

DENT 6226

Course Description: This orthodontics course provides students with a foundation in craniofacial growth and development, malocclusion diagnosis, and orthodontic treatment planning. It emphasizes integration of orthodontic care with comprehensive dentistry, including interceptive strategies, appliance therapy, and interdisciplinary management. Students will explore orthodontic records, clinical assessment, and case-based analysis relevant to patient care.

Implantology I

DENT 6227

Course Description: Introductory concepts in implant dentistry with a focus on patient selection, surgical/prosthetic planning, radiographic evaluation (including CBCT basics), asepsis and instrumentation, osteotomy protocols, and prevention/initial management of complications. Emphasis on prosthetically driven, evidence-based, and patient-centered decision-making, interprofessional collaboration, and ethical informed consent.

Dental Public Health II

DENT 6272

Course Description: Population-based approaches to preventing oral disease and promoting oral health. Emphasis on epidemiologic measures, surveillance, community needs assessment, program planning and evaluation, social determinants of health, health policy and ethics, risk-based prevention strategies (fluoride, sealants, tobacco cessation), interprofessional collaboration, and effective communication for diverse communities.

Patient Care Clinic – Fall

DENT 6296

Course Description: Supervised delivery of comprehensive patient care in the predoctoral clinic. Students integrate assessment, diagnosis, treatment planning, prevention, and procedural care across disciplines with emphasis on professionalism, infection control, patient communication, interprofessional collaboration, and documentation in the electronic health record (EHR).

Interprofessional Education II (Online Self-Study, 2nd Half)

DENT 6273

Course Description: Asynchronous, self-directed learning on interprofessional collaboration and team-based patient care. Modules emphasize roles and responsibilities across health professions, communication frameworks (SBAR/closed-loop), collaborative decision-making, ethics, and safety/quality improvement in dental settings.

Professional Behavior and Communication VI (Self Study)

DENT 6274

Course Description: Self-directed modules that reinforce professional identity, ethical decision-making, cultural humility, difficult conversations, feedback skills, and documentation professionalism in patient and team interactions.

D2 Winter

Dental Practice Readiness I

DENT 6375

Course Description: This course prepares students for the transition into comprehensive patient care by integrating professionalism, practice management, and readiness skills. Students develop competencies in patient communication, treatment planning, risk management, practice operations, ethical decision-making, and self-assessment. Emphasis is placed on bridging preclinical training with patient care expectations, aligning with CODA standards for patient-centered, ethical, and evidence-based dentistry.

Periodontics Surgical

DENT 6328

Course Description: This course provides students with foundational knowledge and clinical principles of periodontal surgical therapy. Emphasis is placed on surgical anatomy, flap design, osseous recontouring, regenerative procedures, implant site preparation, and post-surgical management. Students integrate evidence-based decision-making, risk assessment, and patient communication in planning and evaluating surgical interventions. The block incorporates simulation-based skill development, case-based seminars, and literature analysis to prepare students for comprehensive patient care.

Oral Surgery II

DENT 6329

Course Description: This course advances surgical knowledge and skills developed in Oral Surgery I. Students will deepen their understanding of surgical flap design, exodontia, surgical management of impacted teeth, management of surgical complications, pre-prosthetic surgery, and introduction to implant site preparation. Emphasis is placed on patient assessment, treatment planning, risk management, and integration of surgical care into comprehensive dentistry. Instruction combines lectures, case seminars, and simulation-based exercises.

Implantology II

DENT 6330

Course Description: This course builds upon Implantology I and introduces advanced surgical and prosthetic considerations in dental implants. Topics include implant site evaluation, surgical placement protocols, prosthetic restoration planning, complications, and maintenance. Students will integrate biomedical, surgical, and restorative knowledge through simulation-based practice and case seminars, preparing for comprehensive patient care involving implant dentistry.

Patient Care Clinic Winter

DENT 6397

Course Description: This clinic block provides students with progressive experience in delivering comprehensive, patient-centered care. Students assume primary responsibility for patient assessment, diagnosis, treatment planning, and provision of care under faculty supervision. Emphasis is placed on ethical practice, communication, interprofessional collaboration, risk management, and critical thinking. Clinical performance is assessed continuously through faculty evaluation and competency assessments. This block integrates biomedical, behavioral, and dental sciences into patient care delivery.

Genetics

DENT 6346

Course Description: This course introduces genetic principles and their application to human health and dentistry. Topics include Mendelian and non-Mendelian inheritance, molecular genetics, chromosomal

disorders, genetic testing, ethical issues in genetics, and implications for craniofacial development and oral health. Students will integrate basic science knowledge with clinical decision-making, patient communication, and ethical considerations related to genetics in dentistry.

Lymphatics and Immunology

DENT 6349

Course Description: This course explores the biology of the lymphatic and immune systems with applications to oral and systemic health. Students will study immune cell development, innate and adaptive responses, immunopathology, hypersensitivity, autoimmune disease, and host defense mechanisms in oral tissues. Emphasis is placed on clinical correlations, including infection control, vaccination, immunocompromised patient management, and emerging immunotherapies.

Professional Behavior and Communication VII

DENT 6376

Course Description: This self-study module reinforces professional behavior and communication skills through guided readings, reflective writing, and independent learning activities. Students will apply principles of professional ethics, interpersonal communication, cultural competence, and self-awareness in preparation for advanced clinical care. The course is designed as a longitudinal component of the Professional Behavior and Communication sequence.

D2 Spring

Comprehensive Treatment Plan Design

DENT 6431

Course Description: This course provides students with a structured framework for designing and presenting comprehensive treatment plans. Students will integrate patient assessment data, diagnostic findings, and evidence-based decision-making to formulate sequenced, patient-centered treatment plans. Emphasis is placed on interdisciplinary care, ethical decision-making, financial considerations, and communication with patients and the dental team. Case-based seminars and presentations form the core of this course.

Dental Practice Readiness II

DENT 6477

Course Description: This course builds upon Dental Practice Readiness I, further preparing students for comprehensive patient care. Students refine their skills in professionalism, communication, practice management, treatment planning, and patient interaction. Emphasis is placed on readiness for direct clinical responsibility, ethical decision-making, and integration of financial and risk management considerations. Case-based seminars, OSCE-style assessments, and reflective exercises form the core of this block.

Patient Care Clinic Spring

DENT 6498

Course Description: This clinic block continues the progression of comprehensive patient care. Students assume greater autonomy in assessment, treatment planning, and provision of patient care, integrating biomedical, behavioral, and clinical sciences. The focus is on building efficiency, interdisciplinary care coordination, and competency development in preventive, restorative, periodontal, endodontic, prosthodontic, and surgical procedures. Evaluation is continuous through faculty assessment, competency exams, and reflective self-assessment.

Infectious Diseases

DENT 6454

Course Description: This course explores the principles of infectious diseases with a focus on pathogens relevant to dentistry and oral health. Students will study microbiology, host-pathogen interactions, disease transmission, infection control, antimicrobial agents, and emerging infectious diseases. Clinical correlations emphasize patient management, prevention strategies, and global health considerations.

Professional Behavior and Communication VIII

DENT 6478

Course Description: This self-study module advances professional behavior and communication skills through independent learning. Students will continue to apply principles of ethics, interpersonal communication, cultural competence, and reflective practice to prepare for greater responsibility in patient care and interprofessional collaboration. This block serves as a capstone in the Professional Behavior and Communication sequence.

D3 Summer

Complex Case Seminar Review

DENT 7132

Course Description: This seminar-based course provides advanced review of complex patient cases, emphasizing comprehensive treatment planning, interdisciplinary care, risk management, and ethical decision-making. Students present and critique cases drawn from clinical practice, integrating biomedical, behavioral, and clinical sciences. Faculty-guided discussions foster critical thinking, communication skills, and preparation for independent clinical decision-making.

Patient Care Clinic Summer

DENT 7191

Course Description: This clinical block provides advanced patient care experiences as students progress toward independent practice. Students manage comprehensive treatment plans, coordinate interdisciplinary care, and demonstrate competency across all areas of dentistry. Emphasis is placed on efficiency, patient communication, professionalism, and reflective practice. Faculty evaluate students continuously, with competency exams embedded throughout the block.

Professional Behavior and Communication IX

DENT 7179

Course Description: This self-study module reinforces advanced professional behavior and communication skills as students progress toward independent practice. Emphasis is placed on reflective practice, ethical reasoning, cultural competence, and preparation for leadership roles within the dental profession. Students will integrate prior learning with self-directed assignments and capstone reflections.

D3 Fall

Patient Care Clinic Fall

DENT 7292

Course Description: This clinical block continues to advance students' competency and independence in comprehensive patient care. Students are expected to demonstrate integration of biomedical, behavioral, and clinical sciences while providing evidence-based, patient-centered treatment. Emphasis is placed on interdisciplinary care, efficiency, professionalism, and reflective practice in preparation for independent clinical decision-making and practice readiness.

Professional Behavior and Communication X

DENT 7280

Course Description: This self-study module serves as the capstone for the Professional Behavior and Communication sequence. Students will consolidate their growth in professionalism, communication, ethical reasoning, and cultural competence. The course emphasizes lifelong learning, reflective practice, and preparation for transition into independent clinical practice.

D3 Winter

Patient Care Clinic Winter

DENT 7393

Course Description: This clinical block provides advanced experiences in comprehensive patient care as students approach graduation. Students will demonstrate independence in treatment planning and delivery, interdisciplinary coordination, and management of increasingly complex cases. Emphasis is placed on efficiency, professionalism, ethical reasoning, and reflective practice in preparation for licensure and practice readiness.

Professional Behavior and Communication XI

DENT 7381

Course Description: This self-study module extends the Professional Behavior and Communication sequence, emphasizing reflection, advanced communication, and ethical reasoning. Students will build on prior work to prepare for the transition to independent practice, leadership roles, and lifelong professional growth.

D3 Spring

Patient Care Clinic Spring

DENT 7494

Course Description: This advanced clinical block provides students with their final spring term of patient care prior to graduation. Students are expected to demonstrate autonomy, efficiency, and mastery in comprehensive patient care. Emphasis is placed on advanced case management, interdisciplinary coordination, ethical reasoning, and reflective self-assessment as students transition into independent practice readiness.

Professional Behavior and Communication XII

DENT 7482

Course Description: This final self-study module completes the Professional Behavior and Communication sequence. Students will consolidate their skills in ethics, professionalism, communication, and cultural competence. The focus is on preparing students for independent clinical practice, leadership, and lifelong learning.

Section 14: Example of Syllabi

Introduction to Biomedical and General Anatomy – BM 5131

Course Information

Block Course: Introduction to Biomedical and General Anatomy
Domain: Biomedical Sciences
Code: BM 5131
Sessions: 20 (80 hours)
Semester: D1, Summer Semester
Date and Time: See Weekly schedule
Block Course Director: Dr. Joy Reidenberg
Contact Info:
Office Hours: TBD

Course Description

This block builds a clinically oriented understanding of gross anatomy with emphasis on head-and-neck structures critical to dentistry. Students integrate osteology, myology, neuroanatomy, vasculature, spaces, and fascial planes to support safe administration of local anesthesia, accurate interpretation of radiographs, and recognition of pathologic processes. Learners practice anatomical identification in pro-sections, models, radiographic images, and virtual 3D tools; communicate professionally in lab; and connect anatomic variation to clinical decision-making.

Learning Objectives (with Competency Subdomain Mapping)

Learning Objective	Mapped YUCDM Subdomain → CODA	**Sessions**
Identify and describe head-and-neck and systemic anatomical structures relevant to dentistry across osteology, musculature, vasculature, nerves, and spaces.	3.1 → CODA 2-12	Sessions 1–4, 6–8, 13, 17
Apply anatomical knowledge to clinical contexts including local anesthesia, radiographic	3.2 → CODA 2-15	Sessions 5–6, 8–9, 14–16, 18

interpretation (including CBCT basics), and recognition of pathologic processes.		
Demonstrate critical thinking while localizing structures on imaging and during practical examinations; justify answers using anatomical relationships.	1.1 → CODA 2-10	Sessions 1, 9, 15–16, 18–20
Communicate professionally and effectively in the gross anatomy lab and small-group settings to support a safe, respectful learning environment.	4.1 → CODA 2-17: Manage diverse populations; interpersonal and communication skills in team settings.	Throughout lab sessions
Engage in reflective self-assessment to identify gaps in anatomical understanding and create targeted study plans.	2.1 → CODA 2-11	Sessions 11–12, 20

Session Plan (20 Sessions – 2 Assessment Cycles)

Session	Topics	Mapped Objectives	Assessment
1	Orientation; planes & terms; skull overview	3.1, 1.1 → CODA 2-12, 2-10	Entry quiz & lab orientation check
2	Cranial bones & sutures; TMJ osteology	3.1 → CODA 2-12	Osteology ID sheet
3	Facial muscles; muscles of mastication	3.1, 3.2 → CODA 2-12, 2-15	Muscle ID & function prompts
4	Infratemporal & pterygopalatine fossae	3.1, 3.2 → CODA 2-12, 2-15	Space relationships worksheet

5	CN V & VII with anesthesia relevance	3.2, 1.1 → CODA 2-15, 2-10	Nerve pathway mapping
6	Oral cavity spaces; tongue; floor of mouth	3.1, 3.2 → CODA 2-12, 2-15	Lab practical mini-check
7	Arterial supply & venous drainage; danger triangle	3.1, 3.2 → CODA 2-12, 2-15	Vascular tracing exercise
8	Lymphatics of head/neck; infection spread	3.1, 3.2 → CODA 2-12, 2-15	Pathway tracing exercise
9	Radiographic anatomy: skull, jaws, sinus; CBCT basics	1.1, 3.2 → CODA 2-10, 2-15	Image localization drill
10 – Assessment	Practical & written on ID + clinical vignettes	3.1, 3.2 → CODA 2-12, 2-15	Practical & written exam
11 – Review/Tutoring	Targeted remediation of missed outcomes	1.1, 3.1 → CODA 2-10, 2-12	N/A
12 – Reassessment	Re-exam of practical/written outcomes	3.1, 3.2 → CODA 2-12, 2-15	Re-exam
13	Neck triangles; carotid sheath; airway	3.1 → CODA 2-12	Anatomy ID sheet
14	Pharynx & larynx; swallowing & airway protection	3.1, 3.2 → CODA 2-12, 2-15	Applied anatomy prompts
15	Thorax overview for dental sedation risk	3.2, 1.1 → CODA 2-15, 2-10	Clinical scenario worksheet

16	Orbit & eye; clinical imaging correlations	1.1, 3.2 → CODA 2-10, 2-15	Imaging correlation drill
17	Autonomics of head/neck; salivary glands	3.1, 3.2 → CODA 2-12, 2-15	Autonomics pathway mapping
18	Anatomic variation & implications for LA and surgery	3.2, 1.1 → CODA 2-15, 2-10	Case discussion prompts
19 – Final Assessment	Cumulative practical & written	All objectives	Final practical & written
20 – Final Review/Reassessment	Feedback; targeted reassessment	All objectives	Selective re-checks

Assessment Methods

20% – Assignments, Quizzes and Session Activities
40% – Assessment 1
40% – Assessment 2

Grading Scheme

A	>89.5
B	79.5-89.5
C	69.5-79.5
F	<69.5

YUCDM Policies for All Blocks

Attendance Policy

The CDM faculty and administration strongly believe student learning is increased by full attendance in each block session. The CDM strongly recommends attendance at each block session, arriving before the start of the session, remaining engaged in the instructional activity, and staying until the end of the session. To encourage attendance, recordings of sessions may be limited.

Examination Policy

Students are expected to be present when examinations are scheduled. Once an examination has started students will not be allowed to enter the room. Understanding that occasionally students will have unavoidable situations that may conflict with scheduled examinations for example, illness, death in the family. The CDM will allow students to make up those examinations, if documentation of the situation is submitted to the Director of Student Services. Students must be prepared to take the examination on the first day they return to school.

Classroom Etiquette

Students are expected to behave in a manner worthy of a health professional. Professionalism involves courtesy, respect, and tolerance to faculty, staff, and peers. Students are expected to behave in a manner that is not disruptive or disrespectful to others and that does not adversely affect the teaching, learning, or examination performance of others.

All cell phones and pagers need to be set to vibrate or turned off during classroom time. All calls must be made/received outside of the classroom as this type of activity is disruptive to the teaching/learning environment and is disrespectful to others in the classroom. Cell phones, pagers, and other electronic devices are strictly prohibited from being used during examinations. Students who do not abide by this policy may forfeit their right to sit for an examination.

Students who do not abide by the above policies may be asked to leave the classroom. Continued disregard of these policies will result in disciplinary action.

Academic Dishonesty

Academic misconduct is broadly defined as any act that involves misrepresentation of one's own work or that violates the right of another student in academic work. Academic dishonesty includes, but is not limited to, cheating on assignments or examinations; plagiarizing; submitting the same paper or substantially similar papers to meet the requirements of more than one course without the approval of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work. There is a zero-tolerance policy for academic misconduct.

Student Assistance

The CDM encourages students to seek academic assistance by maintaining an open-door policy; however, this policy should not be abused. Aid sessions are not intended to be replays of lectures or to compensate for poor attendance. When requesting help, students should come prepared with clearly defined questions.

Students may stop by faculty offices during regular business hours or during the office hours designated by the faculty member. Individual faculty members may accept questions or appointment requests via CDM email. Appointments must not be scheduled during class time. A student who has a serious personal problem or who is having significant academic difficulties may request special aid through the Associate Dean for Academic Affairs. This aid may involve tutoring by approved student

tutors. Questions regarding these tutors or tutorial sessions should be directed to the Associate Dean for Academic Affairs.

Grade Disputes

Grade disputes must first be directed to the Block Director. If unresolved, the student may appeal to the Associate Dean for Academic Affairs.

Remediation Policies

Students must successfully complete all instructional blocks. All student block failures must be remediated at the end of the block. Failures following remediation are reviewed by the Student Promotion Committee, which determines further remediation, academic probation, or dismissal.

Accommodation

The CDM provides, on a flexible and individualized basis, reasonable accommodation to students who have documented IEP. All accommodation requests must be verified. For further information contact director of student service

Introduction to Biomedical and General Anatomy – BM 5131

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Apply anatomical knowledge to clinical contexts including local anesthesia, radiographic	3.2 → CODA 2-15	Sessions 5–6, 8–9, 14–16, 18

Disclaimer

The student should be aware that some information in the catalog may change. It is recommended that students considering enrollment check with the school director to determine if there is any change from the information provided in the catalog. In addition, a catalog will contain information on the school's teaching personnel and courses/curricula offered. Please be advised that the State Education Department separately licenses all teaching personnel and independently approves all courses and curricula offered. Therefore, it is possible that courses/curricula listed in the school's catalog may not be approved at the time that a student enrolls in the school or the teaching personnel listed in the catalog may have changed. It is again recommended that the student check with the school director to determine if there are any changes in the courses/curricula offered or the teaching personnel listed in the catalog.