DHYG 1239 General and Oral Pathology

Course Syllabus
Summer I 2017

This syllabus is to serve you as an outline and study guide for General and Oral Pathology (DHYG 1239). The subjects we will discuss and the assignments are listed for the course.

This syllabus is subject to change by the instructor. Notification of changes will be made in announcements on eCampus. It is the student’s responsibility to review and respond to all materials in the course textbooks as well as materials and information posted on the course eCampus site.

It is very important that you read the entire syllabus and materials on the course eCampus site. Post questions in the eCampus course Q&A Discussion Board or send me an eCampus Message.

Mission Statement
Serving the diverse, multicultural healthcare students; instilling values, skills, and knowledge with compassion and integrity

Last Day To Withdraw With A “W”: July 25, 2017

SYLLABUS AGREEMENT
If you have any questions about this syllabus or the course in general, ask the instructor before you sign this document.

DHYG 1239
General and Oral Pathology
Summer I 2017 Semester

I, ________________________________, (print name) have read the course syllabus (either in paper or online), the course outline and schedule, course grading requirements and methods of evaluation, as well as had each explained to me by the instructor or posted questions to the online Q&A Discussion Board on
By signing this form I agree to comply with the classroom/online policies, expectations, and rules listed and accept the outline for this class.

**COURSE DESCRIPTION**

Disturbances in human body development, diseases of the body, and disease prevention measures with emphasis on the oral cavity and associated structures.

**END OF COURSE OUTCOMES**

Upon completion of the course, students should be able to:

1. Identify oral lesions including terminology, diagnostic process, variants of normal and benign conditions of unknown cause.
2. Explain the process of bacterial, viral, fungal and autoimmune disease.
3. Describe the mechanisms of inflammation, neoplasia, and wound healing and the influence of the immune system on these conditions.
4. Discuss concepts of immunity, infectious diseases and cancer.
5. Recognize the oral manifestations of systemic diseases.

**COURSE MATERIALS REQUIREMENTS**

**Textbooks Required:**

**Supplies**
- #2 lead pencils with erasers for use with the Scantron forms
- Paper for taking notes

**COURSE INFORMATION**

**Credit Hours:** 2 Semester Hours (32/16/0)

**Prerequisites:** DHYG 1301, DHYG 1304, DHYG 1431, DHYG 1227, AND DHYG 1207

**Co-Requisites:** DHYG 1219, DHYG 1235, DHYG 1260, AND DHYG 2201

<table>
<thead>
<tr>
<th>Course Section #</th>
<th>Scheduled Day(s) and Time(s)</th>
<th>Instructor Information</th>
<th>Start/End Date</th>
<th>Cert Date</th>
<th>Drop Date</th>
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</thead>
</table>
STOP BEFORE YOU DROP (6DROP)

Stop Before You Drop (6Drop) For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access https://www1.dcccd.edu/6drop

REPEATING A COURSE

Effective for Fall Semester 2005, the Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in additional tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 Semester. See Third Attempt to Enroll in a Course at http://www.dcccd.edu/thirdcourseattempt/

WITHDRAWAL POLICY

If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by the official drop date for this course. Failure to do so will result in your receiving a performance grade, usually an “F.” If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a “W” (Withdraw) in each class dropped. For more information about drop deadlines, refer to the current printed Credit Class Schedule, contact the Admissions office at 214-860-2484 (A169), or contact the division office.

CLASSROOM ADMINISTRATION

All students are required to practice courteous, respectful, cooperative behavior at all times, as this would be the norm in any higher education or workplace environment. To avoid distractions in the classroom:

Click on the following link and view rules of etiquette for online classes: ELearner Etiquette

FINANCIAL AID STATEMENT

If you are receiving any form of financial aid, you should check with the Financial Aid Office prior to withdrawing from classes.
Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

ATTENDANCE AND TARDINESS

- A maximum of four (4) classes may be missed without penalty. If you exceed four (4) absences your final grade will be reduced one letter.
- Roll is called at some time during the class. Missing more than 15 minutes of class time is considered an absence.
- There are no excused absences. An absence is an absence.

COURSE MESSAGES/COMMUNICATION

All course related correspondence from student to instructor is to be sent to eCampus course messages. ALL Course messages from faculty to students will sent to eCampus course messages.
Any course messages sent to any other email address will not receive a response.

Check your messages and announcements on eCampus daily to ensure you receive any and all important updates or information sent.

Additional Comments: Indicate the days and times you will read emails as well as any additional communication guidelines you may have; be realistic; don’t make promises you can’t keep

### COURSE OBJECTIVES

Refer to the week by week syllabus

### COMPETENCIES AND DENTAL HYGIENE EDUCATIONAL GOALS

This course addresses Dental Hygiene Competencies: C3, C4, C9; PC2, PC3; and PGD2.
This course addresses the ADEA Dental Hygiene Curriculum Guidelines for Oral Pathology Core Content and Behavioral Objectives C1-23.
This course addresses Educational Goals E2, E3, CSA2, and P1.

### METHODS OF INSTRUCTION

- Group Project/Activities
- Demonstrations
- Lecture/Analysis
- Discussions
- Case Studies
- Presentations/Speeches
- Review Sessions
- Exams/Tests
- Internet/Library Research
- Reading Assignments
- Research Papers/Projects
Course Grading Scale:

A = 100-90  B = 89-80  C= 79-75  D= 74-60  F= 59-0

Evaluation:
The students will be evaluated by postings on discussion boards, exams, quizzes and individual assignments. The student must complete all assigned materials and master the assignment with a cumulative score of at least 75% for minimal competency requirements.

Quizzes and Projects - 20%
Pathology Research PowerPoint - 20%
Exams - 30%
Comprehensive Final Exam - 30%

Study Tips and Hints:
- Although in each chapter the “Apply your knowledge” sections are not graded assignments, use them to help study.
- Pay attention to the “Focus Points” and “Focus On” sections as well.
- The pharmaceutical charts in each chapter should be used as ancillaries only, focus more on the paragraphs.

Successful performance in the course will take a minimum time commitment of approximately 12-15 hours/week of your time (some students may require more time each week). It is up to you, and only you, to earn your grade in this class. Grades are not given by the instructors, but instead earned by the student. Only you are responsible for your success in this class by putting the time and effort into this class.

Assignments:
*Any changes will be posted in eCampus announcements*

Supporting documents and information on how to complete each assignment are posted on the course eCampus home page. Click on the Assignments button and then on the specific assignment for information on each assignment.

Assignments are to be posted to the specific Discussion Board (DB) for the assignment. Assignments not posted to the specific Discussion Board will not receive credit.

Late Assignments: Quizzes and exams not taken on the scheduled day and time of the exam are subject to the following:
- Contacting the instructor within 24 hours of returning to class to reschedule the quiz or exam.
- The make-up quiz or exam must be taken within two class days of the absence. A zero will be given if no opportunity to take the quiz or exam if more than 2 class days have elapsed.
- A 20% penalty will be assessed per quiz or exam.
- The make-up quiz or exam will be different than the original exam and may be oral, written or a combination of both.

All assignments submitted late occur a 10% penalty per day the assignment is late. Assignments over 1 week overdue will not be accepted and will receive a zero.
Course Calendar

It is your responsibility to post a .doc or .rtf or .xls or .ppt file. I cannot open other file types. Check your file name prior to posting and again after posting to assure yourself that you will receive credit if the assignment is done correctly.

This calendar and assignments are subject to change. Notice of changes will be posted in eCampus Announcements.
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<th>Week/Hours</th>
<th>Topic and Instructional Objectives</th>
<th>Outline</th>
<th>Activity</th>
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<tr>
<td>Week 1 2 lecture hours</td>
<td>Complete on-line quiz #1 (due by midnight before the first class day of the week) 1. Review on-line Quiz #1 (10 min) 2. Course/Program Introduction and Procedures (15 min.) 1. Describe the course requirements. 2. Discuss PPT research project. 3. Chapter 1 – Introduction to Preliminary Diagnosis of Oral Lesions (50 min.) (C1, C2, C7, C14, C15, C16, B1, B2) 1. Define each of the terms in the vocabulary list for this chapter. 2. List and define the eight diagnostic categories that contribute to the diagnostic process. 3. Name a diagnostic category and give an example of a lesion, anomaly, or condition for which this category greatly contributes to the diagnosis. 4. Describe the clinical appearance of Fordyce granules (spots), torus palatines, mandibular tori, and lingual varicosities and identify them in the clinical setting or on a clinical photograph. 5. Describe the radiographic appearance and historical data (including the age, sex, and race of the patient) that are relevant to periapical cement-osseous dysplasia (cementoma). 6. Define “variant of normal” and give three examples of these lesions involving the tongue. 7. List and describe the clinical characteristics and identify a clinical picture of median rhomboid glossitis, geographic tongue, ectopic geographic tongue, fissured tongue, and hairy tongue. 8. Describe the clinical and histological differences between leukoedema and line alba.</td>
<td>I. Introduction to Pathology  A. Clinical Appearance of Soft Tissue Lesions  B. Soft Tissue Consistency  C. Color of Lesion  D. Size of Lesion  E. Surface Texture  F. Radiographic Terms  G. Diagnostic Process  H. Variants of Normal  I. Benign Conditions of Unknown Cause  J. Differential Diagnosis  II. Inflammation and Repair  A. Injury  B. Innate Defenses  C. Inflammation  D. Regeneration and Repair  E. Injuries to Teeth  F. Injuries to Oral Soft Tissues  G. Reactive Connective Tissue Hyperplasia Inflammatory Periapical Lesions</td>
<td>Learning Experiences:  • On-line Quiz #1  • Quiz #1 Review  • Read Chapter 1 and 2  • Read Langlias Chapters 1-4  • Complete Evolve Elsevier resources for these chapters  • Classroom discussion  • Discuss PowerPoint research project</td>
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<td>Begin Chapter 2 – Inflammation and Repair (25 min.) (C5, C6, C10, C14, B1, B2)</td>
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<tr>
<td>1. Define each of the words in the vocabulary list for this chapter.</td>
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<td>2. List the five classic signs of inflammation that occur locally at the site of inflammation.</td>
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<td>3. List and describe three major systemic signs of inflammation.</td>
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<td>4. List and describe the microscopic events of the inflammatory process.</td>
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<td>5. Describe the microscopic events associated with each of the local signs of inflammation.</td>
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<td>6. List the two types of white blood cells that are involved in acute inflammation and describe how each is involved.</td>
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<td>7. Describe the differences between acute and chronic inflammation.</td>
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<td>8. Define and contrast hyperplasia, hypertrophy, and atrophy.</td>
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<td>9. Describe the microscopic events that occur during the repair of a mucosal wound.</td>
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<td>10. Describe and contrast healing by primary intention, healing by secondary intention, and healing by tertiary intention.</td>
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<td>11. List local and systemic factors that can impair healing.</td>
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<td>12. Describe and contrast attrition, abrasion, and erosion.</td>
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<td>13. Describe the pattern of erosion seen in bulimia.</td>
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<td>14. Describe the relationship between bruxism and abrasion.</td>
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<td>15. Describe the clinical features, cause (when known), treatment, and histologic appearance of each of the following: traumatic neuroma, post inflammatory melanosis, solar cheilitis, mucocele, ranula, necrotizing sialometaplasia, pyogenic granuloma, peripheral giant cell</td>
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16. Describe the difference between a mucocele and a ranula.
17. Define sialolithiasis.
18. Describe the difference between acute and chronic sialadenitis.
19. Describe the clinical features, radiographic appearance, and histologic appearance of a periapical abscess, a periapical granuloma, and a periapical (radicular) cyst.
20. Describe and contrast internal and external tooth resorption.

Week 1

Lab

1 hour

Continued discussion of Chapter 2 (50 min)

Week 2

2 lecture hours

On-line Quiz #2
1. Quiz #2 Review (10 min.)

Chapter 3 – Immunity and Immunologic Oral Lesions (40 min.) (C12, C14, C20, B1, B2)
1. Define each of the words in the vocabulary list for this chapter.
2. Describe the primary difference between an immune response and an inflammatory response.
3. List and describe the two main types of lymphocytes, their origins, and their activities.
4. List the activities of macrophages.
5. Using the cells involved, describe the difference between antibody-mediated (humoral) immunity and cell-mediated immunity.
6. Describe the difference between passive and active immunity.
7. Give one example of passive immunity and one example of active immunity.
8. List and describe four types of hypersensitivity reactions and give an example of each.
9. Define autoimmunity and describe how it results in disease.
10. Define immunodeficiency and describe how it results in disease.

III. Immunopathology and Infectious Diseases
A. Acquired Immune Response
B. Antigens
C. Cellular Involvement in the Immune Response
D. Major Divisions of the Immune Response
E. Memory and Immunity
F. Types of Immunity
G. Immunopathology
H. Oral Diseases with Immunologic Pathogens
I. Autoimmune Diseases Affecting the Oral Cavity

Learning Experiences:
- Quiz 2
- Quiz #2 Review
- Read Chapter 3
- Read Read Langlias Chapters 5-6
- Complete Evolve Elsevier resources for this chapter
- Classroom discussion
11. Describe and contrast the clinical features of each of the three types of aphthous ulcers.
12. List three systemic diseases associated with aphthous ulcers.
13. Describe and compare the clinical features of urticaria, angioedema, contact mucositis, fixed drug eruption, and erythema multiforme.
14. Describe the clinical and histologic features of lichen planus.
15. List the triad of systemic signs that comprise Reactive Arthritis (Reiter syndrome) and describe the oral lesions that occur in this condition.
16. Name the two cells that characterize Langerhans cell disease histologically. Describe the acute disseminated form, chronic disseminated form, and chronic localized form and state the names that traditionally have been used for each of these conditions.
17. Describe the oral manifestations of each of the following autoimmune diseases: Lupus erythematosus, pemphigus vulgaris, mucous membrane pemphigoid, and Behçet syndrome.
18. Define desquamative gingivitis, describe the clinical features, and list three diseases in which desquamative gingivitis may occur.
19. Describe the components of Beçhet syndrome.

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<tr>
<th>Week 2 Lab 1 hour</th>
<th>Continue with Chapter 3</th>
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<tr>
<th>Week 3</th>
<th>Complete on-line Quiz #2</th>
<th>V. Infectious Diseases</th>
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<tr>
<td></td>
<td>1. Review on-line Quiz #2 (10 min)</td>
<td>A. Bacterial Infections</td>
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<td>Chapter 4 – Infectious Diseases (40 min.) (C6, C10, C14, C21, B1, B2)</td>
<td>B. Fungal Infections</td>
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<td>1. State the difference between an inflammatory and an immune response to infection.</td>
<td>C. Viral Infections</td>
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<td>2. Describe the factors that allow opportunistic infection to develop.</td>
<td>Learning Experiences:</td>
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<td>• Read Chapter 4</td>
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<td>• Read Read Langlias Chapters 7-8</td>
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<td>• Complete Evolve Elsevier</td>
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</table>
3. List two examples of opportunistic infections that can occur in the oral cavity.

4. For each of the following infectious diseases, name the organism causing it, list the route or routes of transmission of the organism and the oral manifestations of the disease, and describe how the diagnosis is made: impetigo, tuberculosis, actinomycosis, syphilis (primary, secondary, tertiary), verruca vulgaris, condyloma acuminatum and primary herpetic gingivostomatitis.

5. Describe the relationship between streptococcal tonsillitis and pharyngitis and scarlet fever and rheumatic fever.

6. List and describe four forms of oral candidiasis.

7. Describe the clinical features of herpes labialis.

8. Describe the clinical features of recurrent intraoral herpes simplex infections and compare them with the clinical features of minor aphthous ulcers.

9. Describe the clinical characteristics of herpes zoster when it affects the skin of the face and oral mucosa.

10. List two oral infectious disease for which a cytologic smear may assist in confirming the diagnosis.

11. List four diseases associated with the Epstein-Barr Virus.

12. List two diseases caused by coxsackieviruses that have oral manifestations.

13. Describe the spectrum of human immunodeficiency virus (HIV) disease, including initial infection and the development of acquired immunodeficiency syndrome (AIDS).

14. List and describe the clinical appearance of five oral manifestations of HIV infection.

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<tr>
<th>Week 3 Lab</th>
<th>Continue Week 4 (50 min)</th>
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<td>1 hour</td>
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| Week 4    | Exam I (50 min)          |
Exam I review (15 min)

Begin Chapter 5 – Developmental Disorders (35 min.) (C3, C7, C8, C9, C17, C18, C19, C20, B1, B2)

1. Define each of the words in the vocabulary list for this chapter.
2. Define inherited disorders.
3. Recognize developmental disorders of the dentition.
4. Describe the embryonic development of the face, oral cavity, and teeth.
5. Define each of the developmental anomalies discussed in this chapter.
6. Identify (clinically, radiographically, or both) the developmental anomalies discussed in this chapter.
7. Distinguish between intraosseous cysts and extraosseous cysts.
8. Describe the differences between odontogenic and nonodontogenic cysts.
9. Name four odontogenic cysts that are intraosseous.
10. Name two odontogenic cysts that are extraosseous.
11. Name four nonodontogenic cysts that are extraosseous.
12. Name four nonodontogenic cysts that are found in the soft tissues of the head, neck and oral region.
13. List and define three anomalies that affect the number of teeth.
14. List and define two anomalies that affect the size of teeth.
15. List and define five anomalies that affect the shape of teeth.
16. Define and identify each of the following anomalies affecting tooth eruption: impacted teeth, embedded teeth, and ankylosed teeth.
17. Identify the diagnostic process that contributes most significantly to the final diagnosis of each developmental anomaly discussed in this chapter.

V. Developmental Disorders
A. Embryonic Development of the Face, Oral Cavity and Teeth
B. Developmental Cysts
C. Developmental Abnormalities of Teeth

Learning Experiences:
• Read Chapter 5
• Complete Evolve Elsevier resources for this chapter
• Classroom discussion

Week 4 Lab
1 hour
Complete Chapter 5 (50 min)
<table>
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<tr>
<th>Week 5</th>
<th><strong>Complete on-line Quiz #3</strong>&lt;br&gt;1. Review on-line Quiz #3 (10 min)</th>
<th><strong>VI. Genetics</strong>&lt;br&gt;A. Chromosomes&lt;br&gt;B. Normal Cell Division&lt;br&gt;C. Lyon Hypothesis&lt;br&gt;D. Molecular Composition of Chromosomes&lt;br&gt;E. Genes and Chromosomes</th>
<th>Learning Experience:&lt;br&gt;- On-line Quiz #3&lt;br&gt;- Review On-line Quiz #3&lt;br&gt;- Read Chapter 6&lt;br&gt;- Read Read Langlias Chapters 9-10&lt;br&gt;- Complete Evolve Elsevier resources for this chapter&lt;br&gt;- Classroom discussion&lt;br&gt;- PowerPoint research project draft due (PGD2)</th>
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<tr>
<td>2 lecture hours</td>
<td><strong>Chapter 6 – Genetics (110 min.) (C4, C7, C14, C15, C17, C20, B1, B2)</strong>&lt;br&gt;1. Define each of the words listed in the vocabulary for this chapter.&lt;br&gt;2. State the purpose of mitosis.&lt;br&gt;3. State the purpose of meiosis.&lt;br&gt;4. Explain what is meant by the Lyon hypothesis and give an example of its clinical significance.&lt;br&gt;5. Explain what is meant by a gross chromosomal abnormality and give three examples of syndromes that result from gross chromosomal abnormalities.&lt;br&gt;6. List the four inheritance patterns.&lt;br&gt;7. Explain what is meant by X-linked inheritance.&lt;br&gt;8. State the inheritance pattern and describe the oral manifestations and, if appropriate, the characteristic facies for each of the following: cyclic neutropenia, Papillon-Lefèvre syndrome, cherubism, Ellis-van Creveld syndrome, mandibulofacial dysostosis (Treacher Collins syndrome), osteogenesis imperfect, hereditary hemorrhagic telangiectasia (Osler-Rendu-Parkes Weber syndrome), Peutz-Jeghers syndrome, white sponge nevus (Cannon disease) hypohidrotic ectodermal dysplasia, hypophosphatemia, and hypophosphatemic vitamin D-resistant rickets.&lt;br&gt;9. State the inheritance pattern, the oral or facial manifestations, and the type and location of the malignancy associated with each of the following syndromes: Gardner syndrome; nevoid basal cell carcinoma syndrome (Gorlin syndrome); multiple mucosal neuromas, medullary carcinoma of the thyroid gland, and pheochromocytoma syndrome (Multiple endocrine neoplasia type 2B [MEN 2B]); and</td>
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neurofibromatosis of von Tecklinghausen.

10. State the location and malignant potential of the intestinal polyps in Peutz-Jeghers syndrome and Gardner syndrome.

11. List the four types of amelogenesis imperfect.

12. Briefly compare and contrast dentinogenesis imperfect, amelogenesis imperfect, and dentin dysplasia, including the inheritance patterns, the clinical manifestations, and the radiographic appearance of each.

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<th>Week 5 Lab</th>
<th>Complete Chapter 6 (50 min)</th>
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<td>1 hour</td>
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<th>Week 6 2 lecture hours</th>
<th>Complete On-line Quiz #4 1. Review Quiz #4 Review (10 min.)</th>
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**Chapter 7 Neoplasia (40 min) (C3, C13, C20, B1, B2)**

1. Define each of the words in the vocabulary list for this chapter.
2. Explain the difference between a benign tumor and a malignant tumor.
3. Define leukoplakia and erythroplakia.
4. Describe the clinical and microscopic features of a calcifying odononectic cyst and compare and contrast this lesion with an ameloblastoma.
5. Define each of the following neoplasms, describe the clinical features of each, and explain how they are treated: papilloma, squamous cell carcinoma, verrucous carcinoma, basal cell carcinoma, pleomorphic adenoma, trabecular and canalicular adenoma, adenoid cystic carcinoma, mucoepidermoid carcinoma, ameloblastoma, calcifying epithelial odontogenic tumor, adenomatoid odontogenic tumor, odontogenic

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<th>VII. Neoplasia</th>
<th>A. Neoplasia Description</th>
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<td>B. Causes of Neoplasia</td>
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<td>C. Classification of Tumors</td>
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<td>D. Names of Tumors</td>
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<td>E. Treatment of Tumors</td>
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<td>F. Epithelial Tumors</td>
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<td>G. Tumors of Squamous Epithelium</td>
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<td>H. Salivary Gland Tumors</td>
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<td>I. Odontogenic Tumors</td>
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<td>J. Tumors of Soft Tissue</td>
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<td>K. Tumors of Melanin-Producing Cells</td>
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<td>L. Tumors of Bone and Cartilage</td>
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<td>M. Tumors of Blood-Forming Tissues</td>
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<td>N. Metastatic Tumors of the Jaws</td>
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Learning Experiences:
- Quiz #4
- Review Quiz #4
- Read Chapter 7
- Complete Evolve Elsevier resources for this chapter
- Classroom discussion
myxoma, central cementifying and ossifying fibromas, benign cementoblastoma, ameloblastic fibroma, ameloblastic fibro-odontoma, odontoma, peripheral ossifying fibroma, lipoma, neurofibroma and schwannoma, granular cell tumor, congenital epulis, rhabdomyosarcoma, hemangioma, lymphangioma, Kaposi sarcoma, melanocytic nevi, malignant melanoma, torus, exostosis, osteoma, osteosarcoma, chondrosarcoma, leukemia, lymphoma, multiple myeloma, and metastatic jaw tumors.

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<th>Week 6</th>
<th>Lab 1 hour</th>
<th>Complete Chapter 7 (50 min)</th>
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<td>Week 7</td>
<td>2 lecture hours</td>
<td>Complete On-line Quiz #5 1. Review Quiz #5 Review (10 min.)</td>
</tr>
</tbody>
</table>

**Chapter 8 - Nonneoplastic Disease of Bone (40 min.) (C7, C17, B1, B2)**

1. Define benign fibro-osseous lesions.
2. Define dysplasia as it relates to bone diseases and differentiate the term from epithelial dysplasia.
3. List the benign fibro-osseous lesions that occur in the jawbones.
4. Describe the clinical, radiographic, and microscopic features of periapical cement-osseous dysplasia, focal cemento-osseous dysplasia, and florid cemento-osseous dysplasia.
5. Compare and contrast peripapical cement-osseous dysplasia, focal cemento-osseous dysplasia, and florid cemento-osseous dysplasia.
6. Compare and contrast monostotic fibrous dysplasia with polyostotic fibrous dysplasia.
7. Compare and contrast the radiographic appearance, histologic appearance, and treatment of fibrous dysplasia of the jaws with those of ossifying fibroma of the jaws.

**VIII. Nonneoplastic Disease of Bone**

A. Benign Fibro-osseous Lesions
B. Paget Disease
C. Central Giant Cell Granuloma
D. Osteomalacia

**Learning Experiences:**
- On-line Quiz #5
- Review On-line Quiz #5
- Read Chapter 8
- Complete Evolve Elsevier resources for this chapter
- Classroom discussion
| 8. | Compare and contrast the three types of polyostotic fibrous dysplasia. |
| 9. | Describe the histologic appearance of Paget disease of bone and describe its clinical and radiographic appearance when the maxilla or mandible is involved. |
| 10. | Describe the clinical, radiographic and microscopic features of the central giant cell granuloma. Describe the cause of osteomalacia and rickets. |

**Week 8**

**Exam II (50 min.)**  
**Exam II Review (10 min.)**

**Begin Chapter 9 – Oral Manifestations of Systemic Diseases (40 min.) (B1, B2)**

1. Define each of the words in the vocabulary list for this chapter.
2. Describe the difference between gigantism and acromegaly and list the physical characteristics of each.
3. State the oral manifestations of hyperthyroidism.
4. Describe the difference between primary and secondary hyperparathyroidism.
5. List the oral and systemic manifestations that occur in the uncontrolled diabetic state.
6. List the major clinical characteristics of type 1 and type 2 diabetes.
7. Define Addison disease and describe the changes that occur on the skin and oral mucosa in a patient with Addison disease.
8. Compare and contrast the cause, laboratory findings, and oral manifestations of each of the following: iron deficiency anemia, pernicious anemia, folic acid deficiency, and vitamin B deficiency.
9. Compare and contrast the definitions and oral manifestations of thalassemia major and sickle cell anemia.
10. Define celiac sprue.

**IX. Oral Manifestations of Systemic Diseases**

A. Endocrine Disorders  
B. Blood Disorders  
C. Immunodeficiency  
D. Oral Manifestations of Therapy for Oral Cancer  
E. Effects of Drugs on the Oral Cavity

**Learning Experience:**
- Exam II  
- Exam II Review  
- Read Chapter 9  
- Read Langlais Chapters and 11 and 12  
- Complete Evolve Elsevier resources for this chapter  
- Classroom discussion
11. Describe the difference between primary and secondary aplastic anemia.
12. Describe the oral manifestations of polycythemia.
13. Explain why platelets may be deficient in polycythemia vera.
14. Describe the most characteristic oral manifestations of agranulocytosis.
15. Describe and contrast acute and chronic leukemia.
16. State the purpose of each of the following laboratory tests: platelet count, bleeding time, prothrombin time, partial thromboplastin time, and international normalized ratio.
17. List two causes of thrombocytopenic purpura.
18. Describe the oral manifestations of thrombocytopenia and nonthrombocytopenic purpura.
20. Describe the difference between primary and secondary immunodeficiency.
21. Describe the oral problems that would be expected to occur in a patient with radiation-induced xerostomia.
22. List two drugs that are associated with gingival enlargement.

<table>
<thead>
<tr>
<th>Week 8 Lab 1 lecture hour</th>
<th>Complete Chapter 9 (50 min)</th>
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<table>
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<tr>
<th>Week 9 2 lecture hours</th>
<th>Complete On-line Quiz #6 1. Review Quiz #6 Review (10 min.) Chapter 10 – Diseases Affecting the Temporomandibular Joint (30 min.) (C21, B1, B2) 1. Label the following on a diagram of the temporomandibular joint: glenoid fossa of the temporal bone, articular disk, mandibular condyle, joint capsule, and</th>
</tr>
</thead>
</table>

| X. Diseases Affecting the Temporomandibular Joint A. Anatomy of the TMJ B. Normal Joint Function C. TMJ Disorders D. Tumors of the TMJ |
| Learning Experiences: On-line Quiz #6 Quiz #6 Review Homework Assignment: Read Chapter 10 |
superior belly of the lateral pterygoid muscle.
2. State the function of the muscles of mastication.
3. State three factors that have been implicated in the cause of temporomandibular disorders and three questions that would be appropriate to ask of a patient suspected of having a temporomandibular disorder.
4. List at least two symptoms that are suggestive to temporomandibular dysfunction.
5. State the function of radiographs in the evaluation of a patient with symptoms suggestive of temporomandibular dysfunction.
6. List five types of temporomandibular disorders.
7. List and describe the two categories of treatment of temporomandibular disorders.
8. State the names of one benign and one malignant tumor that may affect the temporomandibular joint areas.

Begin PPT Presentations (5 students)

<table>
<thead>
<tr>
<th>Week 10</th>
<th>2 lecture hours and Lab 1 hour</th>
<th>Complete PPT Presentations</th>
<th>Comprehensive Final Exam - 2 hours</th>
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<tbody>
<tr>
<td>Learning Experiences:</td>
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<tr>
<td>• Student PPT Presentations</td>
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<tr>
<td>• Final Examination (C3, C4, C9, PC2, PC3)</td>
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<tr>
<td>• Review of Final Examination</td>
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</table>

**IMPORTANT GENERAL INFORMATION**

**DCCCD OIE FACULTY SYLLABI STATEMENT- FALL 2016**

The Office of Institutional Equity, in coordination with DCCCD colleges, has the primary responsibility for reviewing, updating and implementing compliance policies and procedures. The Institutional Equity and Compliance Officer and the Office of Institutional Equity will ensure compliance with College District policies,
federal and state laws related to sexual assault, Title IX, Title II (Americans with Disabilities Act) and the Military Veterans Full Employment Act to support diversity and inclusion.

STUDENTS WITH DISABILITIES

If you are a student with a disability and/or special needs, or if you think you may have a disability, please contact the college Disability Services Office (DSO). Please note that all communication with DSO is confidential. If you are eligible for accommodations, please request that the DSO send your accommodation letter to me as soon as possible (students are encouraged to contact DSO at the beginning of the semester). For more information regarding the College Disability Services Office, please visit the Student Services website: dcccd.edu/DSO Offices or contact DCCCD Office of Institutional Equity at (214) 378-1633.

COLLEGE DISABILITY SERVICES OFFICES

<table>
<thead>
<tr>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brookhaven</td>
<td>972-860-4673</td>
</tr>
<tr>
<td>Cedar Valley</td>
<td>972-860-8119</td>
</tr>
<tr>
<td>Eastfield</td>
<td>972-860-8348</td>
</tr>
<tr>
<td>El Centro</td>
<td>214-860-2411</td>
</tr>
<tr>
<td>Mountain View</td>
<td>214-860-8677</td>
</tr>
<tr>
<td>North Lake</td>
<td>972-273-3165</td>
</tr>
<tr>
<td>Richland</td>
<td>972-238-6180</td>
</tr>
</tbody>
</table>

A NOTE ON HARASSMENT, DISCRIMINATION AND SEXUAL MISCONDUCT

We are committed to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and DCCCD policy prohibit harassment, discrimination and sexual misconduct. If you encounter harassment, sexual misconduct (sexual harassment, sexual assault, stalking, relationship violence, stalking), retaliation or discrimination based on race, color, religion, age, national origin, disability, sex, sexual orientation, gender identity, and/or gender expression, please contact your College Title IX Coordinator or the Office of Institutional Equity. We treat this information with the greatest degree of confidentiality possible while also ensuring student welfare and college safety. We are concerned about the well-being and development of our students, and are available to discuss any concerns. There are both confidential and non-confidential resources and reporting options available to you. If students wish to keep the information confidential, please contact the college Counseling or Student Health Services. As required by DCCCD policy, incidents of discrimination and/or sexual misconduct shared with faculty will be reported to the College Title IX Coordinator or District Title IX Coordinator. The Title IX Coordinator will contact the student and determine if further investigation is needed. For more information about policies, resources or reporting options, please contact your college Title IX Coordinator or visit www.dcccd.edu/titleIX.

COLLEGE TITLE IX COORDINATORS

<table>
<thead>
<tr>
<th>Location</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brookhaven</td>
<td>Terri Edrich</td>
<td><a href="mailto:TitleIX-BHC@dcccd.edu">TitleIX-BHC@dcccd.edu</a></td>
<td>972-860-4825</td>
</tr>
<tr>
<td>Cedar Valley</td>
<td>Grenna Rollings</td>
<td><a href="mailto:TitleIX-CVC@dcccd.edu">TitleIX-CVC@dcccd.edu</a></td>
<td>972-860-8181</td>
</tr>
<tr>
<td>Eastfield</td>
<td>Rachel Wolf</td>
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<td>972-860-7358</td>
</tr>
<tr>
<td>El Centro College</td>
<td>Shanee’ Moore</td>
<td><a href="mailto:TitleIX-ECC@dcccd.edu">TitleIX-ECC@dcccd.edu</a></td>
<td>214-860-2138</td>
</tr>
<tr>
<td>Mountain View</td>
<td>Regina Garner</td>
<td><a href="mailto:TitleIX-MVC@dcccd.edu">TitleIX-MVC@dcccd.edu</a></td>
<td>214-860-8561</td>
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<tr>
<td>North Lake</td>
<td>Kent Seaver</td>
<td><a href="mailto:TitleIX-NLC@dcccd.edu">TitleIX-NLC@dcccd.edu</a></td>
<td>972-273-3430</td>
</tr>
<tr>
<td>Richland</td>
<td>Bill Dial</td>
<td><a href="mailto:TitleIX-RLC@dcccd.edu">TitleIX-RLC@dcccd.edu</a></td>
<td>972-238-6386</td>
</tr>
<tr>
<td>Dallas Colleges Online</td>
<td>Le’Kendra Higgs</td>
<td><a href="mailto:TitleIX-LEC@dcccd.edu">TitleIX-LEC@dcccd.edu</a></td>
<td>972-669-6672</td>
</tr>
</tbody>
</table>

ADA STATEMENT
IMMUNIZATION POLICY

All students admitted to El Centro Allied Health and Nursing programs must complete the following vaccinations/screening tests and provide required documentation (immunization records, physician-validated history, or serologic confirmation):

**Tuberculosis Screening:** Intradermal PPD (Mantoux) completed within six months of program admission, unless previously positive. Chest x-ray required for a positive PPD, with a follow-up chest x-ray every two years. Once enrolled in health program, tuberculosis screening is required annually and must be documented by a physician’s signature or verification from the College Health Center.

All students who were born on or after January 1, 1957 must show proof of:

1. **Measles:** Two doses of measles vaccine administered on or after their first birthday and at least 30 days apart; or immunity to measles (physician-validated history or serologic confirmation).
2. **Mumps:** One dose of mumps vaccine administered on or after their first birthday; or immunity to mumps (physician-validated history or serologic confirmation).

All students regardless of date of birth must show proof of:

1. **Rubella:** One dose of rubella vaccine administered on or after their first birthday; or immunity to rubella (physician-validated history or serologic confirmation).
2. **Tetanus/Diphtheria:** One dose of tetanus/diphtheria (Td) toxoid within the past ten years.
3. **Hepatitis B Vaccine Series:** Three doses of hepatitis B vaccine administered with an initial dose; a second dose administered one (1) month later; and a third dose administered six (6) months later. All three doses must be completed prior to students beginning their clinical experience.

**Social Security Number/Card**

Students without a social security number/card will not be accepted into the Allied health, LVN or ADN Programs due to clinical rotation facility policies.

GRIEVANCE PROCEDURE

Students are expected to follow established procedures of the appropriate division in handling academic issues, such as grade appeals. El Centro College requires that other complaints and disputes (that cannot be resolved by the persons directly involved) be referred initially to the Ombudsman Office for informal, confidential resolution. Additional grievance procedures and the Student Code of conduct are outlined in the El Centro College Catalog, available in hard copy in advisement or on the web at ECC web-site area to be created.

ADACEMIC ETHICS

Any violation of the Student Code of Conduct (as printed in the El Centro College Catalog and available at http://www1.dcccd.edu/catalog/about/standard.cfm) will be penalized accordingly. All matters of academic dishonesty (plagiarism, collusion, fabrication, cheating, etc.) will result in a failing grade for the assignment in
question. All violations will be forwarded to the proper college authorities for review. The college may, at its
discretion, impose additional penalties on the student including academic probation, suspension, or expulsion. ANY
form of disruptive behavior will not be tolerated.

RELIGIOUS HOLY DAYS

A student who is absent from classes for the observance of a religious holy day shall be allowed to take an
examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later
than the fifteenth day after the first day of the semester, the student notified the instructor of each class scheduled on
the date that the student would be absent for a religious holy day. A “religious holy day” means a holy day observed
by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. The notice
shall be in writing and shall be delivered by the student personally to the instructor, with receipt acknowledged and
dated by the instructor or by certified mail, return receipt requested, addressed to the instructor. A student who is
excused under this section may not be penalized for the absence, but the instructor may appropriately respond if the
student fails to satisfactorily complete the assignment or examination.

CHILDREN ON CAMPUS

El Centro College strives to protect an environment most conducive to teaching and learning for all enrolled
students. Minor children may not be brought to classrooms, labs, testing areas or study areas of the college. This
practice is disruptive to the learning process. Children who are taking part in organized scheduled activities, or who
are enrolled in specific classes, are welcomed. For reasons of security and child welfare, the college will not permit
unattended children to be left anywhere on the premises. Students/Parents who have problems with childcare should
visit the advisement/counseling center or the Adult Resource Center to receive referrals to childcare services in the
area.

CAMPUS EMERGENCY OPERATION PLAN

El Centro College and the Dallas County Community College District have developed policies and procedures for
dealing with emergencies that may occur on campus. To familiarize yourself with these procedures, review the ECC
web site information and take time to watch the overview video:

FINANCIAL AID CERTIFICATION OPERATION PLAN

You must attend and participate in your on-campus or online course(s) in order to receive federal financial aid. Your
instructor is required by law to validate your attendance in your on-campus or online course in order for you to
receive financial aid. You must participate in an academic related activity pertaining to the course but not limited to
the following examples: initiating contact with your instructor to ask a question about the academic subject studied
in the course; submitting an academic assignment; taking an exam; completing an interactive video; participating in
computer-assisted instruction; attending a study group assigned by the instructor; or participating in an online
discussion board about academic matters relating to the course. In an online course, simply logging in is not
sufficient by itself to demonstrate academic attendance. You must demonstrate that you are participating in your
online class and are engaged in an academically related activity such as in the examples described above.

STUDENT HANDBOOK
The student handbook is available at: www.ecc.dcccd.edu/StudentServices/Spar/default.asp

ACCESSING eCAMPUS
To Login
Start your Internet browser
Go to http://www.ecampus.dcccd.edu/
Input your student ID number with an “e” in front of student ID number.
This is the Username. (ie. e1253407)
Tab over to the Password slot
Input your student ID number with an “e” in front of the student ID number.
This is used for the Password also (ie. e1253407).
Click on the Login button
This will get you to your Homepage tab on eCampus called "My DCCCD".
To Access Your Course:
Click on the Courses Tab or
Click on the underlined title of your course
You may then click on the tabs on the left side of your screen to access specific areas within your course.
For additional instructions, use links under Tools
Under the Tools area, you can check your grades for your eCampus
courses, read the course announcements, send email to your
instructor, change your password, input your email address and your
personal information on eCampus.
For technical assistance, call 972-669-6402

ACCESSING eCONNECT

eConnect is the web interface that provides online student services which allow students to search, register, and pay
for credit classes, view final grades and financial aid status.
Go to this address:  http://econnect.dcccd.edu/econnect/st/stmenu.html

Check to see if you are eligible to use eConnect:
  http://econnect.dcccd.edu/econnect/st/stsroexp.html

Login using the “Login” link at the top right of the main page or go to this address:
Your USERID is your student ID Number, which is 7 digits long, often called the Colleague ID number or CID.  It
is printed on your College ID Card.  Your password, at least initially, is your date of birth.
Example: 040479 for April 4, 1979.  After you log in to eConnect for the first time, you will be required to change
your password.  If you are a returning user and cannot remember your password, you can be reminded of it by
selecting “Show My Password Hint” on the log in screen or, if you have an email address in the system, reset it by
selecting “Forgot My Password”.  Please contact your Admissions office if you are unable to locate your Student
ID#, have forgotten your password or if the system does not recognize you.

You MUST have an email address on file with the College to access eConnect.  You may use a DCCCD email
address, which is free if you are eligible, or you may use a commercial email address.  To be eligible you must be a
credit student, or a continuing education (CE) student enrolled in a credit class, and you must be currently enrolled
with a tuition payment posted to your account. (If you are not eligible, check out this site:
  http://www.emailaddresses.com/ which may help you find a free email service.)
If you have a question, contact eConnect@dcccd.edu

COMPUTER USE POLICY

For classes requiring the utilization of campus computers, review the computer use policy for the district under the
student code of conduct at http://www1.dcccd.edu/cat0406/ss/computer.cfm

SOFTWARE COPYING POLICY
Copying computer software without the expressed written permission of the copyright holder may be unlawful and subject to civil and criminal penalties. To protect you, the college and the copyright holder, no software used to complete any lab exercises may be copied by students.

PURPOSE OF COMPUTER USE POLICY
The District is committed to providing an educational and work climate that is conducive to the personal and professional development of each individual. To fulfill its multiple missions as an institution of higher learning, the District encourages a climate that values and nurtures collegiality, diversity, pluralism, and the uniqueness of the individual within our state, nation, and world. The District also strives to protect the rights and to enhance the self-esteem of all its members. Faculty, staff, and students should be aware that any form of illegal harassment or discrimination against any individual is inconsistent with the values and ideals of our community.

As an institution of higher education, the District encourages, supports, and protects First Amendment rights and an open environment to pursue scholarly inquiry and to share information. Access to networked computer information in general and to the Internet in particular supports the academic community by providing a link to electronic information in a variety of formats and covering all academic disciplines. As with any resource, it is possible to misuse computing resources and facilities and to abuse access to the Internet. The following statements address, in general terms, the District's policies concerning computer use.

The Chancellor is authorized to promulgate policies and procedures to implement this policy. [Refer to the Business Procedures Manual for additional information.]

USE OF DISTRICT RESOURCES
Use of District computing resources and facilities requires that individual users act in compliance with District policies and procedures, and failure to comply may result in restriction or revocation of access to District resources. Computing "resources and facilities" include, but are not limited to, District- and College-owned host computer systems, networks, peripheral equipment (such as modems, terminals, and printers), computers and workstations, software, data sets, storage devices (such as CD-ROMS, hard and soft disks, and the like), and all computer communications controlled, administered, or accessed directly or indirectly by the District or by any user.

The District provides users with an account that permits use of the computing resources and facilities within policies and procedures established by the District. Any person who uses District computing resources and facilities through District-owned equipment (such as public access computers at the libraries and computer labs) is also a user and is permitted to use the computing resources and facilities within policies and procedures established by the District.

Users must respect the integrity of computing resources and facilities, respect the rights of other users, and comply with all relevant laws (local, state, federal, and international), District policies and procedures, and contractual agreements. Employees who use District computers or facilities must comply with the Texas Public Information Act and the Local Government Records Act as described in CR (REGULATION). The District reserves the right to limit, restrict, or deny computing resources and facilities for those who violate District policies, procedures, or local, state, or federal laws.

FREEDOM OF EXPRESSION
Censorship is not compatible with the goals of the District. The District shall not limit adult users' voluntary access to any information due to its content when it meets the standard of legality. A minor's parent may permit a minor user to have voluntary access to any information that meets the standard of legality.

PRIVACY
The general right to privacy is extended to the electronic environment to the extent possible. Users have a lessened expectation of privacy when using computer resources and facilities owned by public institutions such as the District. Issuance of a password or other means of access is to ensure appropriate confidentiality of District files and information. It is neither a guarantee of privacy nor a license for abuse or improper use of the District's computing resources and facilities. Privacy is mitigated by the Texas Public Information Act, administrative review, computer system administration, audits, and the nature of the electronic medium itself. Contents of electronic files will be examined or disclosed only when authorized by the user, approved by designated District officials, or required by law.
INTELLECTUAL PROPERTY
All users should be aware that property laws apply to the electronic environment. Users must abide by all software licenses, District copyright and software policies and procedures, and applicable federal and state law. Users should assume that works communicated through a network are subject to copyright unless specifically stated otherwise. Unless permission of the author is obtained, use of any electronically transmitted information must comply with the "fair use" principle found in federal copyright law and CR (REGULATION).

CRIMINAL AND ILLEGAL ACTS
Computing resources of the District, which include the hardware, software, and network environment, shall not be used for illegal activities. Any illegal use of these resources will be dealt with by the appropriate District authorities and/or other legal and law enforcement agencies. Criminal and illegal use may involve, but is not limited to: unauthorized access, intentional corruption or misuse of computing resources, theft, defamation, obscenity, child pornography, and harassment based upon race, ethnicity, national origin, disability, age, religion, or sex.

AUTHORIZED USE
Computing resources are provided by the District to accomplish tasks related to the District's mission. Some computers may be dedicated to specific enterprises or teaching missions that limit their use. Incidental personal use of computing resources is acceptable if the use:

1. Imposes no measurable cost on the District;
2. Is not harmful to the District;
3. Is not a hindrance to the daily operations of the District; and
4. Has no adverse effect upon an individual's job or educational performance.

UNAUTHORIZED USE
Unauthorized use of the District's computing resources and facilities includes but is not limited to: illegal activities; failure to comply with laws, license agreements, and contracts governing network software and hardware use; abuse of communal resources; use of computing resources for unauthorized commercial purposes or personal gain; failure to protect the user's password or use of the user's account; breach of computer security, harmful access, or invasion of privacy; use of computing resources for anonymous or identity-masked messages to other District users; or unauthorized encryption. [Refer to the Business Procedures Manual for additional information.]

COMPUTER SOFTWARE AND COPYRIGHT LAW
The District respects the copyrights of others. With very few exceptions, all computer software and documentation is protected by federal copyright law. [See CR (REGULATION)] The unauthorized or unlicensed use, duplication, or copying of computer software or documentation is contrary to District policy and is a violation of the law. Violators of any copyright are subject to both civil and criminal penalties and/or disciplinary action. District regulations and procedures will establish guidelines for the use of computer resources and local area networks.

Student Instructional Concern/Grade Appeal Process
El Centro College – Health and Legal Studies

The student complaint/appeal process outlined in the Dallas Community College District (DCCCD) policies and rules of the Student Catalog/Handbook applies to all students, including students enrolled in the Health and Legal Studies Division courses.

Specifically, the policies and rules relative to student complaints and appeals state that the DCCCD has every expectation that students who enroll in all college classes will behave in the same considerate manner as any competent, responsible adult member of the college and/or of the community. The DCCCD also assumes that all students are aware of and will abide by the principles of mutual respect and good taste. In the interest of fairness and order, the DCCCD has developed an official Code of Student Conduct Policy that is published annually in the El Centro College Catalog.

In compliance with the DCCCD Code of Student Conduct Policy and in an effort to clarify and explain the procedures involved with pursuing a grade appeal or instructional complaint against El Centro College the following information is provided:

How can a student appeal disciplinary sanctions?
The student appeal process for disciplinary action is described in detail in the DCCCD Code of Student Conduct. The student should contact the Office of Student Services, for assistance.

Who needs to follow this policy?
This policy and process is for all students enrolled in courses offered through the Health and Legal Studies Division. Students must follow this “Complaint/Appeal” process to resolve issues of instructional concern and grade dispute.

How can a student get help with problems without filing a formal complaint or appeal?
Frequently there are circumstances that allow for informal resolution of student problems. Please feel free to contact the Office of Student Services or the Health and Legal Studies Division Counselor Vicki Wood, 972-860-5045 or vickiwood@dcccd.edu for details on how complaints or appeals can be resolved informally. The Health and Legal Studies Division Office maintains a record of any information received concerning a student complaint/appeal. That information includes:

- Student name
- Date
- Course, section number, and semester
- Instructor
- Nature of complaint/appeal
- Outcome of complaint/appeal

How can a Health and Legal student appeal a course grade or submit a complaint?
To assist the student in understanding the ‘chain of command’ for a grade appeal or complaint, a chart is provided in this document. The student should always approach his/her instructor first. This appeal may be made verbally and informal. If the student is not satisfied with the response from the instructor, then the student must submit their complaint/appeal formally in writing to the instructor. The written statement must include the nature of the complaint/appeal, giving specific details and the outcome sought by the student. (2) The Division Program Coordinator is the next line of complaint/appeal. (3) The third level of the complaint/appeal process is the division’s Associate Dean for Allied Health/Dean of Nursing or Executive Dean, depending upon the program or course. The last level of appeal is the College Vice President of Academic Affairs. A grade dispute/appeal shall not be considered later than the last day of the semester following the semester in which the grade was awarded. For a grade dispute in a fall semester course, the last day to appeal a grade would be the last day in the spring semester. For a grade dispute in a spring semester course, the last day to appeal a grade would be the last day in the summer II semester. In any summer session, the grade appeal must be initiated no later than the last day of the following fall semester.

Procedures for Complaint/Appeal

Decision/Recommendation for an Instructional Concern or Grade Dispute

Step 1: Student will contact instructor

Prior to meeting with an instructor with whom a student has a complaint or grade appeal, the student should do the following:

Please ensure that you have read and clearly understand the course syllabus prior to expressing an instructional concern or grade dispute about that class. As a student at El Centro College, it is your responsibility to review and understand the course syllabus for policies, learning objectives/outcomes, grading criteria, and your role/responsibilities as a student in the course.

Follow these steps in order to have a meaningful consultation with your instructor.

To prepare for the consultation with your instructor, assemble the following documents:

1. all relevant syllabi that may include instructor's Course Policies, final grade calculation formula and assignment list
2. any relevant email exchanges
3. homework or other assignments in question
4. related tests, then

- Contact your instructor for an appointment. Agree on time and place for the consultation. This may be an on-line appointment, by phone or in person.
- Prior to the meeting with your instructor, write out your concern. Include the resolution you seek.
- Keep the appointment time.
• Clearly and politely state your concern and the resolution you seek.
• Present the relevant documentation.
• Listen openly to the instructor’s response and take notes as appropriate.
• Express appreciation to the instructor for taking time to hear your concern even if the decision is not what you had wanted.

Step 2: If student decides to appeal to the Program Coordinator

If you decide to appeal your instructor’s decision/recommendation regarding your instructional concern or grade dispute, you will need to contact the Program Coordinator. You have five (5) working days from the decision date of your instructor’s decision to direct your appeal to the next level. The division office (contacts listed below) will assist you with identifying the program coordinator, if needed. Once contact is made with the Division Office, the Division Office staff will ask you to complete the “Instructional Concern/Grade Dispute” form detailing the concern/dispute and to supply documentation supporting your position before an appointment can be made with the Program Coordinator.

After the appointment is made, please prepare for the appointment by assembling the following documents

• all relevant syllabi that may include instructor's Course Policies, final grade calculation formula and assignment list
• related assignments including homework, essays, and projects
• relevant tests
• copies of email exchanges with your instructor about this issue

Paralegal Studies Program Administrative Assistant: Kimberly Wilson 214-860-2269
Health Programs Administrative Assistant: Kym Walls 972-860-5093 kym.walls@dcccd.edu

Fill out Form A on page 6 below

Once the Instructional Concern or Grade Dispute (Form A) on page 6 is completed, return the form and all documentation to the Division Program Coordinator. The form and documentation will be reviewed by the Division Program Coordinator. The Program Coordinator will contact you to arrange an appointment either face to face or email exchange. The Program Coordinator will review all facts, documentation and other information that you may present during the meeting. The Program Coordinator will render a decision after careful research. The Program Coordinator will provide his/her decision in writing to you within one week of your scheduled appointment.

Step 3: If student decides to appeal to the Associate Dean or Dean of Nursing

If you wish to appeal the decision further, you must inform the Program Coordinator and the Associate Dean of Allied Health or Dean of Nursing within Five (5) working days of having received the Program Coordinator’s decision. The Program Coordinator will forward the correspondence related to the concern to the Associate Dean or Dean of Nursing (as applicable). When you meet for the appointment, the Associate Dean or Dean of Nursing will have read your completed appeal form. You can then present additional documents you have prepared and explain why the instructor’s and program coordinator’s decisions were not satisfactory to you. Please be aware that at this level of appeal a decision will not be made during this meeting. The dean must research your concern including consulting with the instructor and program coordinator to get their view of the situation. After the dean has researched the concern or dispute, you will be contacted in writing with the decision. This decision may take up to 30 days.

To schedule an appeal contact:

Health Programs Administrative Assistant: Kym Walls 972-860-5093 kym.walls@dcccd.edu
Associate Dean of Allied Health Programs              Dean of Nursing
Don Martin                                          Joan Becker
mdmartin@dcccd.edu 972-860-5099                      jbecker@dcccd.edu 972-860-5098

Step 4: If student decides to appeal to the Executive Dean of Health and Legal Studies

If you wish to appeal the decision further, you must inform the Associate Dean of Allied Health or the Dean of Nursing within five (5) working days of having received their decision. The respective Dean will forward the correspondence related to the concern to the Executive Dean. The Executive Dean will contact the student after receiving all forms and documentation and arrange either a face to face meeting or email exchange. The Executive Dean will research fully the concern. The Executive Dean will make a decision about the student’s grade appeal or instructional concern. The Executive Dean notifies the student, Dean, Coordinator and Faculty member of the decision. To schedule an appeal with the Executive Dean please contact:
Step 5: If student decides to appeal to the Vice President

If you wish to appeal the decision further, you must inform the Executive Dean within five (5) working days of having received the Executive Dean’s decision. The Executive Dean will forward the correspondence related to the concern to the Vice President. The Vice President will contact the student after receiving all forms and documentation and arrange either a face to face meeting or email exchange. The Vice President will research fully the concern. The Vice President makes the final decision about the student’s grade appeal or instructional concern. The Vice President notifies the student, Dean, Coordinator and Faculty member of the decision.

Additional information:

1. With the exception of clinical instruction, a student is allowed to remain in a lecture or lab class during the appeal process.
2. If a student is dismissed from a clinical assignment, the student will not be allowed to remain in that clinical setting during the appeal process. Should a decision be made in favor of a student’s appeal, the student will be placed in the next available clinical assignment.
3. If a student withdraws from a course(s), he/she will lose the right to appeal any decision of the course(s).

If a student fails to respond to a decision by the five (5) day appeal deadline, the student loses the right to appeal a decision to the next level.

SCANS STATEMENT

WHAT ARE SCANS SKILLS?
These are the skills that employers need the most form their workers. SCANS skills are the predictors of success in the workplace.

WHO DEFINED THESE SKILLS?
In 1989, the U.S. Department of Labor and Education jointly surveyed U.S. employers to find out the most important skills and competencies needed by workers. The results of that survey identified SCANS (Secretary’s Commission on Achieving Necessary Skills).

El Centro College Students and SCANS
El Centro College is committed to the preparation of our students for success in the workplace.

All El Centro College courses provide learning outcomes which result in the mastery of SCANS skills. Although each course will not include every SCANS skill, each course syllabus will identify the specific SCANS skills and competencies taught in that course.

Throughout a formal program of study (Certificate, Degree or Transfer Program) a student will have the opportunity to master all SCANS skills and competencies.

SCANS WORKPLACE COMPETENCIES

<table>
<thead>
<tr>
<th>MANAGING RESOURCES</th>
<th>INTERPERSONAL SKILLS</th>
<th>INFORMATION SKILLS</th>
<th>SYSTEMS KNOWLEDGE</th>
<th>USING TECHNOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.a Manage Time</td>
<td>2.a Work on Teams</td>
<td>3.a Acquire/evaluate data</td>
<td>4.a Work in social systems</td>
<td>5.a Select equipment/tools</td>
</tr>
<tr>
<td>1.b Manage Money</td>
<td>2.b Teach Others</td>
<td>3.b Organize/maintain data</td>
<td>4.b Work in Technological systems</td>
<td>5.b Apply technology to tasks</td>
</tr>
<tr>
<td>BASIC SKILLS</td>
<td>THINKING SKILLS</td>
<td>PERSONAL QUALITIES</td>
<td></td>
<td></td>
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<tr>
<td>---------------------</td>
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<tr>
<td>6.a Reading</td>
<td>7.a Creative Thinking</td>
<td>8.a Responsibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.b Writing</td>
<td>7.b Decision Making</td>
<td>8.b Self-esteem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.c Arithmetic/Math</td>
<td>7.c Problem Solving</td>
<td>8.c Sociability</td>
<td></td>
<td></td>
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<tr>
<td>6.e Listening</td>
<td>7.e Seeing things in the mind’s eye</td>
<td>8.e Integrity</td>
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<tr>
<td></td>
<td>7.f Reasoning</td>
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</tbody>
</table>

**SCANS FOUNDATION SKILLS**

**SCANS COURSE COMPETENCIES**

**DHYG 1239 General and Oral Pathology**

This course addresses SCANS requirements 1a, 1b, 2b, 3a, 3b, 3c and 3d.
The maximum length of the presentation is 10 minutes with 2 additional minutes allow for student questions. The presentation should sufficiently cover the chosen topic, but be not excessively lengthy. Choose a topic of interest and have your instructor approve your topic prior to completion of the topic. An unapproved topic will not be given a grade. The topic must have a relevance to Oral Pathology. Both your presentation and final PPT submission will be used to determine your grade.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Excellent-4</th>
<th>Good-3</th>
<th>Unsatisfactory-2</th>
<th>Significant Improvement Needed-1</th>
<th>Instructor Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content - Accuracy</td>
<td>All content throughout the presentation is accurate. There are no factual errors. Content is presented clearly.</td>
<td>Most of the content is accurate but there is one piece of information that seems inaccurate.</td>
<td>The content is generally accurate, but one piece of information is clearly inaccurate.</td>
<td>Content confusing or contains more than one factual error.</td>
<td></td>
</tr>
<tr>
<td>Sequencing of Information</td>
<td>Information is organized in a clear, logical way. It is easy to anticipate the next slide.</td>
<td>Most information is organized in a clear, logical way. One slide or piece of information seems out of place.</td>
<td>Some information is logically sequenced. An occasional slide or piece of information seems out of place.</td>
<td>There is no clear plan for the organization of information.</td>
<td></td>
</tr>
<tr>
<td>Effectiveness</td>
<td>Project includes all material needed to give a good understanding of the topic. The content is presented in a professional manner and makes the information easier to understand.</td>
<td>Project is lacking one or two key elements. The content is presented professionally, but lacks clarity.</td>
<td>Project is missing more than two key elements. It is rarely consistent in content.</td>
<td>Project is lacking several key elements and has inaccuracies. Project is completely unclear and confusing.</td>
<td></td>
</tr>
<tr>
<td>Use of Graphics</td>
<td>All graphics are attractive (size and colors) and</td>
<td>A few graphics are not attractive but all</td>
<td>All graphics are attractive but a few do</td>
<td>Several graphics are unattractive AND detract from the</td>
<td></td>
</tr>
<tr>
<td><strong>Text - Font Choice &amp; Formatting</strong></td>
<td>Font formats (color, bold, italic) have been carefully planned to enhance <strong>readability</strong> and content.</td>
<td>Font formats have been carefully planned to enhance readability.</td>
<td>Font formatting has been carefully planned to complement the content. It may be a little hard to read.</td>
<td>Font formatting makes it very difficult to read the material.</td>
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<tr>
<td><strong>Spelling and Grammar</strong></td>
<td>Presentation has no misspellings or grammatical errors.</td>
<td>Presentation has 1-2 misspellings, but no grammatical errors.</td>
<td>Presentation has 1-2 grammatical errors but no misspellings.</td>
<td>Presentation has more than 2 grammatical and/or spelling errors.</td>
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<tr>
<td><strong>Additional Comments:</strong></td>
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</table>
DHYG 1239 Oral Pathology PowerPoint Assignment

The following guidelines have been developed for students to use as they prepare assignments, documents, and papers while in the dental hygiene program.

The format of the project should follow APA format and rules. A good reference to use when writing papers is OWL at Purdue (online writing lab). This is a helpful resource, which is easy to use.

The pathology or disease chosen for your project must be approved by your instructor. Information must be current and relevant. References and resources used must be reputable, based on scientific theory, and peer reviewed. Any information used must be professional and considered an expert resource by professionals in the field of dentistry and dental hygiene. When in doubt, ask the instructor!

- Thoroughly describe/discuss the pathology or condition in-depth in your own words (do not use terminology you cannot explain or do not understand)
- Discuss the relevance of this disorder or condition to the clinical practice of dental hygiene.
- The project should be thorough and professional in nature and tone.

**In order to be successful on this project:**

- You must thoroughly understand the disease and/or condition.
- Assure accuracy of interpretation of material.
- Do not use quotations! The use of someone else’s words indicates a lack of understanding and research.
- Reference all information! Plagiarism will not be tolerated!
- The PowerPoint project must be succinct but fully describe and discuss the disease or condition, including etiology, diagnosis, and prognosis.
- Make a reference page- the last slide should reference all material used for the project.

References
Reference in accordance to the APA Publication Manual
All references must be current and based on scientific fact or theory

Project must be submitted in a document electronically to the instructor by the due date. NO EXCEPTIONS!

If you do not have access to a computer at home, the library on campus has computer terminals with this program available for student use.

The overuse of quotes is unacceptable in a project of this length. The only appropriate use of quotes or someone else’s language is if it is a famous quote (“I have a dream” Martin Luther King) or to lend credibility to a statement or viewpoint.
Be very cautious about plagiarism. Using work that is not your own is plagiarism. Using words of another author is stealing. This is completely unacceptable and is considered cheating. See the program manual for further information.