FACULTY COURSE AND SYLLABUS CHECKLIST

Instructor: Kim Woloszyn       Course: DENT 165 Oral Histology & Embryology
Division: Health Sciences             Semester: Spring 2014

In accordance with evaluation procedures, the instructor will provide copies of a course syllabus for each course taught every semester. These syllabi are housed in the Academic Divisions and with the Associate Dean. The primary purpose of the checklist is to verify that the required content is present in the syllabus. The completed checklist will be used as a cover sheet when submitting your syllabus to the Academic Dean, as specified in the Collective Bargaining Agreement. Syllabi must be ready for distribution to students on the first day of class. If you are unable to complete items on the checklist, please explain in the comments section.

Check off when complete

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>X</td>
<td>Syllabus follows required campus template and all areas are complete.</td>
</tr>
<tr>
<td>X</td>
<td>Syllabus is consistent with the common syllabus for this specific course.</td>
</tr>
<tr>
<td>X</td>
<td>Syllabus is free of grammatical errors and communicates in simple, clear language.</td>
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<tr>
<td></td>
<td>Syllabus under Course Materials lists all the required and recommended learning resources and their location, if applicable, including textbooks, power point presentations, references, practice quizzes, study guides, interactive exercises, etc.</td>
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<tr>
<td></td>
<td>Syllabus under Course Objectives lists all general course objectives. Objectives must be attainable, measurable and start with an action verb such as define, classify, choose, compare, or design. For other examples, visit <a href="http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm">http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm</a></td>
</tr>
<tr>
<td></td>
<td>Syllabus under Course Evaluation clearly explains instructor’s expectations regarding grading, including course grading scale and point distribution for all categories of assessment such as assignments, exams, projects, and papers.</td>
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<tr>
<td></td>
<td>Syllabus under Attendance includes course policy on attendance and tardiness, if applicable, and specifies the repercussions of student absenteeism and/or tardiness. For an online syllabus, faculty states the frequency of the faculty and student participation in the course.</td>
</tr>
<tr>
<td></td>
<td>Syllabus under Course Calendar clearly lists the expectations of the work timeline for the course including weekly topics, assignments, exams and their respective due dates. Syllabus states if you plan to include pop quizzes and/or other unscheduled assignments. The course calendar/outline may be listed as tentative and subject to change.</td>
</tr>
<tr>
<td></td>
<td>Syllabus under Outcomes Assessment Alignment has aligned the general course objectives with the appropriate program, degree, or division outcomes and the 8 Institutional Abilities.</td>
</tr>
<tr>
<td></td>
<td>The Phase IV Outcomes Assessment form was completed for this course during the last semester it was taught.</td>
</tr>
<tr>
<td></td>
<td>The information from the Phase IV Outcomes Assessment form from the previous semester was used to improve my teaching and/or design of this course. (Post discussions on causal loop maps instead of presenting them in class)</td>
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</tbody>
</table>

COMMENTS:
Separate Course Schedule is attached to email with syllabus.
INSTITUTION: GREAT FALLS COLLEGE MSU

COURSE TITLE: Oral Histology and Embryology

COURSE NUMBER: DENT 165

CREDITS: 2 semester TOTAL CLASSROOM HOURS: 30

INSTRUCTOR: Kim Woloszyn, RDH BADH MS
Phone: (406) 771-4365 Email: Please use course shell D2L email Office Hours: M 2:00-4:00 T 2:00-4:00 TH 9:00-11:00

MEETING TIMES: Tuesdays 10:00-11:50am Room R167

TERM: Spring 2014

I. COURSE DESCRIPTION:
This course provides a basic understanding of the histologic structures of the head and neck region and the amazing process of embryonic development. The field of oral histology and embryology and its pertinence to clinical dental hygiene will be explored.

II. COURSE MATERIALS:
Required Texts:

Supplemental Texts:
   Dental Tutorials for Orofacial Anatomy, Richard Foster GTCC Jamestown, NC

III. COURSE OBJECTIVES:
At the completion of this course, these learning targets should be met:
1. State the origin, development, organization, and structure of various cells and tissues of the human body.
2. Identify the tissues that form the human face and neck and describe their function in the developmental process.
3. Describe the timely steps in the development of the human face and conclude the possible causes of facial and palatine defects that could occur during the various stages of development.
4. Explain what takes place during the various stages of tooth development, eruption, and shedding including possible causes for defects and their clinical effects.
5. Apply aspects of tooth and facial development to the possible causes and ramifications related to clients treated in clinic.
6. Present a thorough understanding of a histological or embryologic process by designing and presenting a creative animation project based on that specific process.
7. Appreciates the intricate process that occurs during human body formation and take a position on manipulating its natural process.
8. Become an inquisitive healthcare provider by asking questions about the unknown in the attempt to become a lifelong learner.

IV. COURSE OUTLINE:

I. Introduction to Dental Structures
   A. Face and Neck Regions

II. Dental Embryology
   A. Overview of Prenatal Development
   B. Development of the Face and Neck
   C. Development of Orofacial Structures
   D. Tooth Development and Eruption

III. Dental Histology
   A. Overview of the Cell
   B. Basic Tissues
   C. Oral Mucosa
   D. Gingival and Dentogingival Junction Tissues
   E. Head and Neck Structures
   F. Enamel
   G. Dentin and Pulp
   H. Periodontium: Cementum, Alveolar Bone, Periodontal Ligament

IV. Dental Anatomy
   A. Overview of the Dentitions
   B. Temporomandibular Joint

V. SPECIFIC COURSE SESSION LEARNING OBJECTIVES

Face and Neck Regions
1. Define and pronounce the key terms associated with the topic.
2. Locate and identify the regions and associated surface landmarks of the face and neck on a diagram and on a patient.
3. Integrate the knowledge of surface anatomy of the face and neck into the clinical practice of patient examination and the understanding of the developmental aspects of these regions.

Oral Cavity and Pharynx
1. Define and pronounce the key terms associated with the topic.
2. Locate and identify the divisions and associated surface landmarks of the oral cavity on a diagram and on a patient.
3. Describe the divisions of the pharynx.
4. Integrate the knowledge of the oral cavity and pharynx into the clinical practice of patient care and later into the understanding of the developmental aspects of this region.
Overview of Prenatal Development
1. Define and pronounce key terms associated with the topic.
2. Discuss the periods of prenatal development, especially the major events that occur during early weeks.
3. Integrate a background on prenatal development into the development of the face, neck, and oral structures and developmental disturbances related to these structures.

Development of the Face and Neck
1. Define and pronounce the key terms associated with the topic.
2. Discuss the events that occur during the development of the face and neck.
3. Integrate the knowledge of the development of the face and neck into understanding the observed structures and any developmental disturbances of these structures.

Development of Orofacial Structures
1. Define and pronounce the key terms associated with the topic.
2. Discuss the events that occur during the development of the orofacial structures.
3. Integrate the knowledge of the development of the orofacial structures into understanding the observed structures and any developmental disturbances of these structures.

Tooth Development and Eruption
1. Define and pronounce the key terms associated with the topic.
2. Discuss the events that occur during the development of the teeth associated structures and during tooth development.
3. Integrate the knowledge of the development of the teeth and associated structures and tooth eruption into understanding the present anatomy of these structures and any developmental disturbances.

Overview of the Cell
1. Define and pronounce the key terms associated with the topic.
2. Discuss the components of the cell, the cell membrane, cytoplasm, organelles, and inclusions.
3. Describe cell division and the phases of mitosis that are involved.
4. Describe the extracellular materials surrounding the cell and its intercellular junctions.
5. Integrate the knowledge of a background of the cell into the histology of the orofacial tissues and the pathology that may occur within them.

Basic Tissues
1. Define and pronounce the key terms associated with the topic.
2. List and describe each of the basic histological types of tissue.
3. Integrate the knowledge of the basic histology into the specific histology of the orofacial region and the related pathology that may occur.

Oral Mucosa
1. Define and pronounce the key terms associated with the topic.
2. List and describe the types of oral mucosa.
3. Characterize each of the different types of epithelium associated with each type of oral mucosa.
4. Describe the lamina propria of the oral mucosa.
5. List and describe the clinical correlations associated with the regional differences in the oral mucosa.
6. Discuss the turnover times for different tissues in the oral cavity and their clinical correlations.
7. Integrate the knowledge of the histology with the related pathology that may occur within the oral mucosa.
Gingival and Dentogingival Junctional Tissues
1. Define and pronounce the key terms associated with the topic.
2. List and describe each of the types of gingival tissues.
3. Describe the histological features of the different types of gingival tissues.
4. Describe the composition and development of the dentogingival junctional tissues.
5. Discuss the turnover of the dentogingival junction tissues.
6. Integrate the knowledge of the histology of the gingival and dentogingival junctional tissues with the related pathology that may occur.

Head and Neck Structures
1. Define and pronounce the key terms associated with the topic.
2. Describe the location of each head and neck structure.
3. Discuss the histological features and embryological development of each head and neck structure.
4. Integrate the knowledge of the histology of head and neck structures with the related pathology that may occur.

Enamel
1. Define and pronounce the key terms associated with the topic.
2. Describe the properties of enamel.
3. Discuss the apposition and maturation of enamel
4. Demonstrate and discuss the microscopic features of enamel.
5. Integrate the knowledge of the histology with the clinical considerations involved with enamel.

Dentin and Pulp
1. Define and pronounce the key terms associated with the topic.
2. Discuss the dentin-pulp complex and describe the properties of dentin and pulp.
3. Discuss the apposition and maturation of dentin.
4. Outline the types of dentin.
5. Label the anatomical components of pulp.
6. Indicate and discuss the microscopic features of dentin and pulp.
7. Describe the age-related changes of pulp and dentin.
8. Integrate the knowledge of the histology with the clinical considerations involved in dentin and pulp.

Periodontium: Cementum, Alveolar Bone, Periodontal Ligament
1. Define and pronounce the key terms associated with the topic.
2. Discuss the periodontium, and describe the properties of each of its tissues.
3. Discuss the development of the periodontium.
4. Outline the types of cementum and alveolar bone.
5. Label the fiber groups of the periodontal ligament and discuss their functions.
6. Demonstrate and discuss the microscopic features of the periodontium.
7. Describe the age-related changes in the periodontium.
8. Integrate the knowledge of the histology with the clinical considerations involving the periodontium, especially those changes associated with periodontal pathology.

Temporomandibular Joint
1. Define and pronounce the key terms associated with the topic.
2. Locate and identify the specific anatomical landmarks of the TMJ on a diagram, a skull, and a patient.
3. Describe the histology of each component of the TMJ.
4. Describe the movements of the TMJ.
5. Discuss the disorders of the TMJ.
6. Integrate the knowledge of the anatomy and histology of the TMJ into the dental treatment of the patient.

VI. COURSE EVALUATION
Chapter Reflections
Students are encouraged to apply their knowledge of the chapters’ content with clinical considerations and disturbances found during clinical treatment. Quadrilinear thinking will be required to break down possible dental and facial anomalies to understand the time period in facial and dental formation it occurred, reasons for the developmental disturbance, and the ramifications of the living with the anomaly.

At the completion of each chapter take time to reflect on how this information relates to your personal life and the profession of dental hygiene along with the clinical component of this program.

Weekly Quizzes
Each week a quiz will be given as a review of the prior week’s class session information. It will be important to review material that has been already presented in the course to prepare for the quizzes. Each quiz will be worth 10 points for a total of 130 points. Keeping up with reading assignments and presented materials will be critical to achieving the course outcomes.

“Designer Babies” Position Paper
Fertility Doctors are giving parents the ability to choose what the baby will look like along with deciding the baby’s gender. Ethically is it right or wrong???

The goal of a position paper is to convince the audience that your opinion is valid and worth listening to. After the presentation of the controversial topic has been given you will need to develop your argument and organize your paper. This paper is worth 25 points.

“I WONDER?“.....component of course and learning plan.
Good researchers are always asking questions about the world around them. They take note of things that are interesting and wonder about things that are not known.

Students will be asked to keep track of things they wonder about in all topic areas of the course allowing you practice of being a good questioner and promote lifelong learning. For some of the important developments during each of the development stages, think of as many interesting questions as you can. This course activity will be finalized with the development of a learning plan to continue to search for the answers to your questions throughout the rest of the program and as you enter the profession. This assignment is worth 25 points.

Creative Project
The objective of this project is to design a creative animation project based on one of two categories of study: dental embryology or dental histology.

The students must research information, become thoroughly knowledgeable, and possess enough confidence with their topic to successfully transform factual information into enlightening and entertaining material. This technique enhances the students’ capacity for long term retention through achieving the level of understanding necessary for creative adaptation and application. It also provides an opportunity other than traditional testing for students to explore and excel in an esthetic fashion. Examples of acceptable formats include autobiographies, photo albums, board games, cartoons, fictional short stories, screen or stage plays, poetry and
resumes. This project will be presented to your fellow classmates the last day of class. This creative assignment is worth 100 points.

*Students may think about designing this project to be used in clinic for client interaction and education.*

The total points earned by a student will be averaged for a final grade. The total amount of points available for this course will equal 580 points; there are two (2) exams and one (1) comprehensive final exam (each worth 100 pts).

*Refer to the table below for specific point breakdown and keep track of your grade as we go along.*

*Assignments may be revised, deleted, and/or added based on instructor’s discretion to ensure all students achieve the outcomes of this course*

**Point Distribution for Course Assignments and Exam:**

<table>
<thead>
<tr>
<th>Assignment:</th>
<th>Pts Earned</th>
<th>Pts Possible:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I</td>
<td></td>
<td>100</td>
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<tr>
<td>Exam II</td>
<td></td>
<td>100</td>
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<tr>
<td>Weekly Quizzes</td>
<td></td>
<td>130</td>
</tr>
<tr>
<td>Designer Babies Position Paper</td>
<td></td>
<td>25</td>
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<tr>
<td>“I Wonder” Learning Plan</td>
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<td>25</td>
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<tr>
<td>Final Exam</td>
<td></td>
<td>100</td>
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<tr>
<td>Creative Project</td>
<td></td>
<td>100</td>
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<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>580</strong></td>
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This is a major area course and requires a grade of “C” for graduation.

**Grades and Grading Scale:** Students are responsible for maintaining a record of their grades. An appointment may be made with the instructor to discuss grades and/or progress in the course. Students must receive a grade of 75% or above to successfully pass the course.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>92 -100</td>
<td>A</td>
</tr>
<tr>
<td>84 - 91</td>
<td>B</td>
</tr>
<tr>
<td>75 - 83</td>
<td>C</td>
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</table>
VII. ATTENDANCE
Due to the progressive nature of this course, and its importance to future courses, attendance at all lectures and clinical sessions are required. The nature of the Dental Hygiene Program necessitates the students regular attendance, so that he/she may obtain maximum benefit from this course and ultimately, from the program. For all classes, absence shall not exceed the equivalent of one and one half weeks of instruction otherwise student maybe dropped from the program. Laboratory, clinic and class hours are not interchangeable in the application of this policy.

**Example:** DENT 165 Oral Histology and Embryology is a 2 credit class meeting once a week.
2hr/week X 1.5= hours (3.5 hours is the maximum amount of time that can be missed during the semester).
(Failure to abide by attendance policy will result in dismissal from the course. This will prohibit advancement in the dental hygiene program).
*Refer to the attendance policy in the GFCMSU Dental Hygiene Program Handbook.*

Failure to appear for scheduled didactic instruction without calling in will result in disciplinary action taken against the student up to and including termination from program. **All absences must be reported by 7:30 AM by calling the Dental Clinic Manager @ 771-4364 and your specific individual instructor.** The individual calling must be the student or an immediate family member.

**Absences:** All absences, whether excused or unexcused, will be recorded as an absence. If you are absent YOU are responsible for all work and content missed.

Your courtesy in being prompt to class is expected. Attendance is marked at the beginning of each class. Students are required to be in class and ready to begin on time. **Have all PowerPoint’s and associated material READY PRIOR to class time.** Entering class after class has begun is not acceptable. In addition, arriving late to and leaving early from class will not be tolerated, as it is rude, disruptive, and highly unprofessional. **Arriving late when an exam or quiz is being given will cause the student to forfeit the chance to take the quiz/exam at that time. Weekly quizzes cannot be made up so the grade for that quiz will be zero.**

**Tardiness will not be tolerated:** The first tardy infraction results in 10 point deduction form cumulative course grade. Second tardy infraction results in an additional 20 point deduction from cumulative course grade. Third tardy infraction results in an additional 30 point deduction from cumulative course grade. If tardiness occurs 3 or more times entry back into class will require program director intervention.

**Incomplete & Late Assignments:** Incomplete and/or late assignment submissions will NOT be ACCEPTED. Student will receive a ZERO for assignment. NO EXCEPTIONS!

**Personal Appointments**
Students should not make doctor or dental appointments during the time they are scheduled for clinical rotations or didactic classes. You should schedule your non-emergent appointments for school breaks or days that you do not have didactic classes or clinical rotations.

**Exams:** Missed/ Make up exams will be given at the discretion of the instructor. In which case, a 25% grade deduction will be awarded for any makeup exam. For example, the best a student could receive if they obtained a 100% on exam is a 75%. Alternative exam may be given. **IT IS THE STUDENT’S RESPONSIBILITY TO CONTACT THE COURSE INSTRUCTOR FOR MISSED CLASSES, EXAMS AND/OR ASSIGNMENTS. THE STUDENT HAS 24 HOURS IN WHICH TO CONTACT INSTRUCTOR EITHER IN PERSON, BY PHONE, OR EMAIL TO EXPLAIN SITUATION. AFTER 24 HOURS NO MAKE UP ASSESSMENTS/EXAMS WILL BE ALLOWED. ALL ASSESSMENTS MISSED WILL RECEIVE A ZERO TOWARD COURSE CONTENT.** Again be aware missed classes, assignments, exams, and quizzes could
inhibit a student’s ability to successfully pass the course and inhibit advancement in the dental hygiene program. On exam days please clear desk of all objects except pencil. Backpacks can be stored at the back of the room.

**10 minute classroom breaks** will be provided during class sessions that are longer than 50 minutes. To be respectful of your instructor and other classmates getting up and leaving the classroom during the class session should not occur unless it is an emergency.

**Instructor Assistance:** All students are considered mature enough to seek help and assistance from the course instructor. If you have questions about assignments, course content, etc., or any problem that warrants instructor assistance, sign up for an appointment. Office hours will be made available.

**Monitoring Your Progress:** Students are responsible for maintaining a record of their grades. An appointment may be made with the instructor to discuss grades and/or progress in the course.

**Conduct:** Individual, private conversations should be avoided, as they tend to be disruptive and are a distraction to other students who are trying to listen to the information being presented. Disruptive students will be asked to leave the classroom. Students are encouraged to participate in classroom discussions when introduced as a component of the learning activities for that session.

**Cell phones in class:** All cell phones must be turned OFF during class time. Please discuss any personal matter with instructor prior or make any necessary outside arrangements in case of emergency situations. Five points for each infraction will be deducted from cumulative course grade if student’s cell phone disrupts class. In addition, a pop quiz may be given to the ENTIRE class. If you are waiting for an emergent call, have them call the dental clinic manager at 771-4364. She will come and get you from class.

VIII. ACCOMMODATIONS:
Students with documented disabilities, whether physical, cognitive or psychological, are entitled to reasonable accommodations in their classes. If you would like to use accommodations for this class, please contact the Director of Disability and Learning Support Services at 406-771-4311 or stop by the Disability and Learning Support Services office (R261) to make arrangements.

IX. LEARNING CENTER
The Learning Center helps students successfully complete their courses by providing free tutoring to GFCMSU students in a variety of areas, including writing, math, science, accounting, and computers. The Learning Center also helps students improve their study skills. No appointment is necessary. Tutoring is available on campus in R263 and online. For more information, including a current tutoring schedule, go to www.msugf.edu/students/learningcenter or call 406-771-5127.

X. PLAGIARISM AND ACADEMIC INTEGRITY
Policy 301.1 As an institution of higher education, Great Falls College MSU requires its students to adhere to high standards for academic integrity. It is a violation of academic integrity to present the ideas, designs, or work of another person as one’s own effort or to permit another person to do so. Please see the link below for more information and the entire policy. www.msugf.edu/facstaff/Adjuncts/pdfs/301.1_AcademicIntegrityJan08.pdf.

XI. ADA COMPLAINT STATEMENT
If students or community members have a complaint with the program and it’s carrying out the required standards of the Commission a complaint can be placed on the Great Falls College MSU’s Complaint Log along with contacting the ADA Commission on Accreditation at 211 East Chicago Avenue, Chicago, IL 60611 or by calling 1-800-621-8099 ext. 2719. The Log is located at the Dental Clinic Reception desk with the Dental Clinic Manager.
### XII. LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Course Learning Objectives</th>
<th>Relation to Program Outcome</th>
<th>Relation to DH Competency Specific to the dental hygiene program (refer to the program manual)</th>
<th>Introductory, Reinforce, Emphasize</th>
<th>Method of Assessment that Learning Objectives have been achieved</th>
<th>Great Falls College MSU Abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>State the origin, development, organization, and structure of various cells and tissues of the human body and some of the adverse factors that may affect development of these tissues.</td>
<td>Introductory</td>
<td>Exam I and Final Exam 75% Benchmark</td>
<td>A4 A7</td>
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<tr>
<td>Identify the tissues that form the human face and neck and describe their function in the developmental process.</td>
<td>Introductory</td>
<td>Exam I and Final Exam 75% Benchmark</td>
<td>A4 A7</td>
<td></td>
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</tr>
<tr>
<td>Describe the timely steps in the development of the human face and conclude the possible causes of facial and palatine defects that could occur during the various stages of development.</td>
<td>Reinforce</td>
<td>Quadra linear Thinking Mind Mapping Exam II and Final Exam 75% Benchmark</td>
<td>A3 A4 A6 A7</td>
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</tr>
<tr>
<td>Explain what takes place during the various stages of tooth development, eruption, and shedding including possible causes for defects and their clinical effects.</td>
<td>Reinforce</td>
<td>Exam II and Final Exam 75% Benchmark</td>
<td>A3 A4 A6 A7</td>
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</tr>
<tr>
<td>Apply aspects of tooth and facial development to the possible causes and ramifications of malformation related to clients treated in clinic.</td>
<td>Reinforce</td>
<td>Quadra linear Thinking Mapping Exam I, II, and Final 75% Benchmark</td>
<td>A1 A7</td>
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<td>Present a thorough understanding of a histological or embryologic process by designing and presenting a creative animation project based on that specific process.</td>
<td>Emphasize</td>
<td>Creative Project Production and Presentation 75% Benchmark</td>
<td>A1 A3 A4 A6</td>
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<td>Appreciates the intricate process that occurs during human body formation and take a position on manipulating its natural process.</td>
<td>Emphasize</td>
<td>“Designer Babies” Position Paper 75% Benchmark</td>
<td>A1 A7</td>
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<td>Become an inquisitive healthcare provider by asking questions about the unknown in the attempt to become a lifelong learner.</td>
<td>Emphasize</td>
<td>“I Wonder” Learning Plan 75% Benchmark</td>
<td>A1 A4 A7 A8</td>
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**Great Falls College MSU Eight Abilities:**
The faculty and staff of Great Falls College MSU have deemed the following abilities to be central to the personal and professional success of all graduates:

**A1 – Communication:** The ability to utilize oral, written, and listening skills to effectively interact with others.

**A2 – Quantitative Reasoning:** The ability to understand and apply mathematical concepts and models.

**A3 – Inquiry and Analysis:** The ability to process and apply theoretical and ethical bases of the arts, humanities, natural and social science disciplines.

**A4 – Aesthetic Engagement:** The ability to develop insight into the long and rich record of human creativity through the arts to help individuals place themselves within the world in terms of culture, religion, and society.

**A5 – Diversity:** The ability to understand and articulate the importance and influence of diversity within and among cultures and societies.

**A6 – Technical Literacy:** The ability to use technology and understand its value and purpose in the workplace.

**A7 – Critical Thinking:** The ability to understand thinking that is responsive to and guided by intellectual standards such as relevance, accuracy, precision, clarity, depth, and breadth.

**A8 – Effective Citizenship:** The ability to commit to standards of personal and professional integrity, honesty, and fairness.
Evidence of Understanding

I, ________________________________, have participated DENT 165 Oral Histology and Embryology Syllabus Review and Orientation. I understand all the policies and procedures discussed and reviewed via the orientation process and laid out within the contents of this syllabus.

I agree that I will adhere to the specified policies and procedures during my enrollment as a dental hygiene student and in this course. In cases where I do not follow the policies and procedures, I am willing to abide by the consequences identified in this statement, course syllabi and in the Great Falls College MSU Dental Hygiene Program Handbook. The course instructor has the right to modify any policy, procedure and / or Course content in accordance with unforeseen conditions.

Student Signature _____________________________________________ Date ______________

Received:_______________________ Instructor:____________________________________