GRAYSON COLLEGE

Course Syllabus

Please Note: Due to extenuating circumstances, including public health issues, course and testing delivery methods, instructional schedules, housing contracts, campus procedures and/or operating hours may be altered, interrupted and/or ceased for a limited or extended period of time. Such changes will be posted on the College website.

DNTA 1251 Office Management
SPRING 2021
Dental Assisting Program
Lecture hours per week	**1**
Lab hours per week	**2**
Clock hours per semester	**48**

Lecture Room	**205**	**Thursdays**	**8:00 AM to 11:50 AM**

Professor Contact Information
Wendy Renfro RDA,CDA, BAAS
903-415-2529
renfrow@grayson.edu

Office Location: **Health Science Professor's Offices Room 126**

Office Hours:
Monday	**8:00 AM to 3:00 PM**
Tuesday	**8:00 AM to 3:00 PM**
Thursday	**11:00-11:50, 1:0 -3:00 PM**
Friday	**1:00 PM to 3:00 PM**

Professor's Class Schedule:
Wednesday	**8:00-11:50 AM, 1:00 -3:50 PM**
Thursday	**8:00-10:50 AM**
Friday	**8:00- 12:00 PM**

Credit Hours	**2.00**
Lecture Hours	**1.00**
Laboratory Hours	**2.00**
Course Length	**16 Weeks**

Type of Instruction   **Lecture/Lab**

Course Pre-requisites, Co-requisites, and/or Other Restrictions
Prerequisites:
DNTA 1301 Dental Materials
DNTA 1305 Dental Radiology
DNTA 1311 Dental Science
DNTA 1245 Preventive Dentistry
DNTA 1315 Chairside Assisting
Co-requisites:

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DNTA 2230 Seminar for the Dental Assistant
DNTA 1347 Advanced Dental Science
DNTA 1349 Radiology in the Clinic
DNTA 1353 Dental Assisting Applications
DNTA 1460 Clinical I

Course Description

DNTA 1251 Office Management (1-2-2) Use computers/and or manual systems to process dental information and interpret and practice learned dental office management skills to include written and telephone communication, recall system management, inventory management, patient scheduling, financial management, HIPAA management, and employment strategies.

Student Learning Outcomes
1. Utilize dental software applicable to dental offices.
2. Interpret information for dental office management.
3. Apply management techniques.
4. Process dental information and practice learned dental office skills.

Course Learning Outcome
- Demonstrate entering new patients, scheduling of patients, insurance completion, recall and accounts receivable utilizing the DENTRIX Dental Software.
- Demonstrate proper completion of paper and electronic business office forms.
- Describe the dental office inventory control system.
- Describe team management and their effect on the dental office.
- Describe federal and state guidelines regarding health care providers
- List the duties and responsibilities of a dental assistant as a business administrator relative to secretarial duties, records management, bookkeeping, accounts payable, payment plans, and collections.

Required Textbooks and Materials:

1. Gaylor, Linda J., RDA, BPA, MEd, **The Administrative Dental Assistant**. Fourth Edition (2017). Elsevier/Saunders Publishers. ISBN: 978-0-323-29444-7
2. Gaylor, Linda J., RDA, BPA, MEd, **The Administrative Dental Assistant Workbook**. Fourth Edition (2017). Elsevier/Saunders Publishers. ISBN-978-0-323-29451-5
3. Microsoft Office software
4. Wristwatch w/ second hand
5. Pens, Pencils, Highlighters
6. Paper, folder or notebook
7. Student Uniforms
8. Dental Assisting Student ID

Additional Resources
- Texas State Board of Dental Examiners website: http://www.tsbde.state.tx.us/
- Dental Assisting National Boards website: http://www.danb.org

Required Assignments & Academic Calendar

In case of inclement weather, emergency closings, or other unforeseen disruptions to scheduled classes, student must log onto their Canvas accounts for directions on where or how to continue their coursework.

It is recommended that students join the class "group me" app.

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Office Management Assignments Course Schedule

Week	Date	Topics, Readings, Assignments
1	1/14	Lecture: Chapter 7 "Computerized Dental Practice" Homework Assignment C 7 & 13 (**due 2/3 by 11:59 pm**) Lab: o Demonstrate and Practice Competency: ▪ DENTRIX Practice Set-up: Exercises ▪ Pg. 17-20 Workbook ▪ Pg. 21 Workbook
2	1/21	Lecture: Chapter 7 o In Class Assignment/ Discussion o Go over pages 59-68 Workbook Lab: o Practice DENTRIX exercises: ▪ Preparing Clinical Records Pg. 49 Workbook+Handouts ▪ Pg 69 Workbook
3	1/28	Lecture: Chapter 13 "Office Equipment" Lab: o DENTRIX exercises: o Pg. 69(due 1/28 @ 11:50am)
	2/4	Lecture: **Test Chapters 7 & 13** Lab: o Dentrix Exercise: ▪ Scheduling Page 77 Workbook ▪ Reference page 153 Textbook
5	2/11	Lecture: Chapter 8 "Patient Clinical Records" Homework Assignment Chapters 8,9 &4 (due 3/17 by 11:59 pm) Lab: o Practice Dentrix exercises ▪ Scheduling Page 84 & 85 Workbook
6	2/18	Lecture: Chapter 8 o In Class Activities/ Discussion o Online Simulation Tool Lab: o Practice: Dentrix Exercise: o Recall Page 88 Workbook o Scheduling Order of Visits
7	2/25	Lecture: Chapter 9 " Information Management" Lab: o **Dentrix Assessment #1** o **Workbook exercises**
8	3/4	Lecture: Chapter 4 "Written Correspondence and Digital Communication" o In Class Activities/ Discussion o Online Simulation Tool Lab: o Practice Dentrix exercises:

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Week	Date	Topics, Readings, Assignments
		▪ Entering patient info & insurance info ▪ Scheduling appointments & adding treatment o Business Letter Assignment Workbook pg 30 (no envelope needed) o Send a picture of complete letter in a direct message/ Group Me to Instructor. (rubric is in syllabus)
	3/11	SPRING BREAK
9	3/18	Lecture:　**TEST Chapters 8, 9 & 4** Lab: 　　o **Dentrix Assessment #2** 　　o **Workbook exercises**
10	3/25	Lecture:　Chapter 11 Recall Systems 　　　　Homework Assignment C 11 & 12 (due 4/22 by 11:59 pm Lab: 　　o Practice Dentrix exercises 　　　　▪ Patient Info & Insurance Info 　　　　▪ Scheduling appointments & Adding treatment 　　　　▪ Treatment planning & order of visits
11	4/1	Lecture:　Chapter 11 　　o In Class Activities/ Discussion 　　o Online Simulation Tool Lab: 　　o **Dentrix Assessment #3** 　　o **Workbook exercises**
12	4/8	Lecture:　Chapter 12 "Inventory Management" Lab: 　　o Practice Dentrix exercises 　　　　▪ Patient Information/ Scheduling appointments 　　　　▪ Insurance Information/ Adding treatment 　　　　▪ Treatment planning/order of visits
13	4/15	Lecture:　Chapter 12 　　o In Class Activities/ Discussion 　　o Online Simulation Tool Lab: 　　o **Dentrix Assessment #4** 　　o **Workbook exercises**
14	4/23	Lecture:　**TEST Chapters 11 & 12** Lab: 　　▪ Guest Speaker - Resumes'
15	4/29	• **Resumes' due by 10:30 AM (Email to renfrow@grayson.edu)** • Review for Final Exam
16	5/4	**Final Exam 9-11**

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The schedule is subject to change with fair notice. Notice of change will be made available to students during lecture/lab time, on white board, and/or Canvas.

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Chapter 7 Computerized Dental Practice

Chapter Outline
- Introduction
- Levels of function of Dental Practice Management Software
- Selecting a Software Package
- Functions to Consider When Selecting a Software Package
- Basic Operation of a Software Package
- Role of the Administrative Dental Assistant
- Daily Procedures with a Computerized System

Expected Learning Outcomes (Objectives)
1. Compare the three levels of function of dental practice management software and discuss their application.
2. List the functions to consider when selecting dental practice management software.
3. Discuss the role of the administrative dental assistant in the operation of a computerized dental practice.
4. Identify the different computer tasks performed by the administrative dental assistant.
5. Describe the importance of a computer system backup routine.

Chapter 8 Patient Clinical Records

Chapter Outline
- Introduction
- Electronic Clinical Records
- Components of the Clinical Record Collecting Information
- Clinical Records Risk Management
- Computerized Management of Clinical Records

Expected Learning Outcomes (Objectives)
1. List the functions of clinical records.
2. List key elements of record keeping.
3. Describe the significance of each key element of record keeping.
4. Define the two types of accessibility of clinical records.
5. Discuss methods used in the collection of information needed to complete clinical records.
6. Identify the components of a clinical record and describe the function of each component.
7. Discuss the function of risk management.
8. Identify situations that lead to patient dissatisfaction
9. Demonstrate a telephone conversation scenario.
10. Demonstrate scheduling an appointment in a crowded busy reception area.

Chapter 9 Information Management

Chapter Outline
- Introduction
- Filing Methods
- Types of Information
- Filing Equipment
- Filing Supplies
- Preparing the Clinical Record
- Preparing Business Documents

Expected Learning Outcomes (Objectives)
1. List and describe the five filing methods outlined in this chapter.
2. Classify personal names according to ARMA Simplified Filing Standard Rules by correctly indexing names as they will appear on filing labels.
3. List the type of filing methods used for filing accounts payable, accounts receivable, bank statements, and financial reports, as well as personnel records.
4. Describe methods that can be used for filing patient information.
5. Prepare a new patient's clinical record for filing.
6. Prepare a business document for filing.
7. Demonstrate creation of a filing system for business documents.
8. Demonstrate correct indexing of names and arrange the indexed names in alphabetical order.

Chapter 4 Written Correspondence and Digital Communication

Chapter Outline:
- Letter Writing Styles
- Letter Style Appearance
- Letter Style Format
- Punctuation Styles
- Types of Correspondence Used in Dentistry
- Writing Resources
- Letter Templates
- Digital Communications
- Mail
- Dictation

Expected Learning Outcomes (Objectives) :
- 1. Discuss the four elements of letter writing style.
- 2. Describe letter style appearance as it applies to a finished business letter.
- 3. Identify the five basic letter styles and recognize the different parts of a business letter.
- 4. Evaluate a completed business letter by judging letter style appearance, identifying letter style format, and assessing punctuating style.
- 5. Describe the types of correspondence used in dentistry.
- 6. Compare and contrast the various forms of writing resources, including digital communications, and the application and function of each.
- 7. Identify when HIPAA rules apply to written communications.
- 8. Discuss the various types of mail and determine how each type should be handled.

Chapter 11 Recall Systems

Chapter Outline
- Introduction
- Classification of Recalls
- Methods for Recalling Patients

Expected Learning Outcomes (Objectives)
1. List the benefits to a patient of a recall appointment.
2. List the benefits to the dental practice of a recall appointment.
3. Discuss the elements that are necessary for an effective recall system.
4. List the different classifications of recalls.
5. Describe prescheduled, telephone, mail, and combination recall systems.
6. Describe the barriers to prescheduled, telephone, and mail recall systems.
7. Discuss solutions to the barriers of prescheduled, telephone, and mail recall systems.
8. Demonstrate filling out of a recall appointment card.

Chapter 12 Inventory Management
Chapter Outline
- Introduction
- Inventory Management Systems
- Types of Supplies, Products, and Equipment
- Selecting and Ordering Supplies, Products, and Equipment
- Occupational Safety and Health Administration (OSHA)

Learning Outcomes (Objectives)
1. List the information needed to order supplies and products.
2. Discuss how the information will be used.
3. Define rate of use and lead time.
4. Describe the role of an inventory manager.
5. Analyze the elements of a good inventory management system.
6. Compare the advantages and disadvantages of catalog ordering and supply house services.
7. List the information that should be considered before an order is placed for supplies and products.
8. Describe the various sections of a Material Safety Data Sheet, and discuss what information is important to an inventory manager.
9. Demonstrate the steps in developing an inventory management system.
10. Demonstrate the steps in accepting shipments.

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<h1 style="text-align:center">Chapter 13 Office Equipment</h1>

Chapter Outline:
- Electronic Business Equipment
- Intraoffice Communications
- Office Machines
- Business Office Environment

Learning Outcomes(Objectives):

1.List the components of a dental practice information system and explain the function of each component.

2.Describe the features and functions of a telecommunication system and explain how they can be used in a modern dental practice.

3. Compare electronic and manual systems of intraoffice communications.

4. Identify office machines commonly found in a dental practice.

5. Describe an ideal business office environment and design an ergonomic workstation. Identify important elements and state their purpose.

Instructional Methods   Face to Face

Students will be required to complete assignments/exams in this class. This may include: dentrix assessments utilizing dentrix software, in class activities/ discussions/debates. The lab portion of this class will meet in the computer lab for Dentrix practice/ testing.

Methods of instruction include lecture, discussion, required reading, audio and visual aids, computer aided instruction, skill demonstration, and skill practice.

The student should not expect that every objective will be lectured or discussed in the classroom. Success in the course is dependent on mastery of not only the material delivered in the classroom but also the assigned reading material.

Because many assignments and study tools are performed via Canvas, access to computer hardware with internet connection and software to allow web navigation is required. Microsoft Office software, Word, PowerPoint, and Excel, is also required. However, a personal computer is not required. Dental Assisting students may access several computer lab resources on and off campus to facilitate completion of assignments. If the student is dependent upon computer resources outside the home, significant time management, organizational skill, and personal commitment is necessary to be successful.

In the event of technology failure, the student should contact the GC Help Desk for guidance.

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Methods of Evaluation

Grading

Categories	Percentage
Tests / Resume'	20%
Assignments, Business letter	15%
Dentrix Assessments	40%
Behavior Grade/ Attendance Grade	25%
	100%

Grade	
90-100	A
80-89	B
75-79	C
74-70	D
Below 69	F

Grades will be posted via Canvas.
Late Work Policy
<mark>NO LATE WORK ACCEPTED</mark>.
This includes laboratory projects.
Individuals arriving late for an exam will not be given additional time for the exam. Also, if any student has completed the exam and left the room prior to arrival of the late student, the late student **will not** be allowed to take the exam.
Extra Credit Policy
<mark>NO EXTRA CREDIT WILL BE GIVEN</mark>.
Tests

Examinations (cognitive domain) are multiple-choice exams administered electronically via Canvas in a proctored computer lab setting on the GC campus as scheduled by the professor.. These exams will measure knowledge, application, and synthesis of the course objectives using content from lectures, discussions, and reading assignments and check-off assignments.
1. Examinations will be graded via Canvas and the grade will post once the student has submitted the exam.
2. A separate exam will be given to the student who is absent from an exam.
3. Tests/ resume' will fall into the tests category and make up 20% of your grade.
4. REFER to the Student Handbook for complete quiz and test policies.

We will have a guest speaker coming in to demonstrate the proper way to build a resume' and each student will be required to turn in their resume'. This will be considered a TEST GRADE. The due date is listed in the course schedule. Resume' Rubric can be found at the end of the syllabus

Exam scores will be expressed in whole numbers. The length of time allowed for testing is based on the number of test items on the exam and will be determined by the professor. Examinations will begin on time and finish on time. Students who arrive late will be admitted at the discretion of the professor, and, if admitted, will have only the remaining time available. Students who are absent from an examination may be eligible for a make-up examination only when certain circumstances are met and approved by the professor.

Classroom Quizzes (cognitive domain) are composed of a variety of question types (multiple-choice, fill-in-the-blank, essay, and others) that are administered at any time during any class period. The student may or may not be given advance notice of a quiz. The quiz grade will be calculated as the percentage of total points earned during the semester. A missed quiz is a missed opportunity to earn points; *quizzes are not available for makeup*.

Dentrix Assessments will cover the following:

- DENTRIX computer software: Practice set-up
- DENTRIX computer software: Patient chart
- DENTRIX computer software: Entering Patient Medical Information
- DENTRIX computer software: Entering Patient Tooth Charting and Documentation
- DENTRIX computer software: Patient Scheduling
- DENTRIX computer software: Recall System
- DENTRIX computer software: Entering Patient's Employer Information
- DENTRIX computer software: Entering Patient Insurance information
- DENTRIX computer software: Entering Patient's Proposed Treatment Plan

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Dress Code

The dress code will be strictly enforced. If not followed, it can affect your behavior grade.
Refer to the Student Handbook for complete dress code.

Homework
1. Homework will be in class assignments that are due in class and worked on as a group.
2. In class assignments and Quizzes, fall into the Homework category and makes up 15% of your grade in this class.

Dentrix Assessments
This category makes of 40% of grade.
1. These assessments will ensure the student is capable of completing the tasks required for Dentrix Software Systems.

Professional Behavior Rubric

Behavior	Description	Points
Ethics	Exhibiting ethical behavior which includes, but not limited to: Always practicing high quality standard of care, and following HIPAA guidelines and protocols.	10
Personal Characteristics	You should also display loyalty, honesty, trustworthiness, dependability, reliability, initiative, self-discipline, and self-responsibility.	10
Teamwork	Respects the rights of others, respects confidentiality, is a team player; is cooperative; is assertive; displays a customer service attitude; seeks opportunities for continuous learning; demonstrates mannerly behavior; actively participates in group projects.	10
Appearance	Displays appropriate dress, grooming, hygiene and etiquette. Follows dress code.	10
Attitude/Demeanor	Demonstrates a positive attitude; a demeanor that exudes confidence but not cockiness; has realistic expectations of self.	10
Productivity	Follow safety practices; conserves materials; keeps work area neat and clean; follows directions and procedures; completes assignments on time, makes up assignments punctually; takes initiative to actively stay busy and continue practicing all skills learned to date.	10
Organization	Displays skills in prioritizing and management of time and stress; demonstrates flexibility in handling change.	10
Communication	Displays appropriate nonverbal (eye contact, body language) and oral (listening, telephone/email etiquette, grammar) skills.	10
Cooperation	Displays leadership skills; appropriately handles constructive criticism, conflicts and complaints; demonstrates problem-solving capability;; follows chain of command.	10
Respect	Deals appropriately with cultural / racial diversity; does not engage in harassment of any kind. Respects professors, doctors, volunteers, and peers at all times, including maintaining appropriate relationships.	10

ADDITIONAL EVALUATION TOOLS MAY BE UTILIZED BY THE PROFESSOR TO MEASURE STUDENT PROGRESS.

Course & Instructor Policies

IT IS IMPORTANT THAT YOU, THE STUDENT, NOTIFY THE PROGRAM DIRECTOR BY 9:00 AM IF YOU WILL NOT BE ABLE TO ATTEND CLASS ON A PARTICULAR DAY OR TIME.
Tonya Hance   hancet@grayson.edu   903-463-8780

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Class Attendance
Academic success is closely associated with regular classroom attendance and course participation.
All successful students, whether on campus or online, are expected to be highly self-motivated.
All students are required to participate in courses regularly and are obliged to participate in class activities and complete and submit assignments following their professors' instructions. Students taking courses during compressed semester time frames such as mini-mester, summer sessions, and mid-semester should plan to spend significantly more time per week on the course. Responsibility for work missed because of illness or school business is placed upon the student. **More than two (2) absences are considered to be excessive.** In addition, students' eligibility to receive financial aid or live in a College dormitory can be affected by withdrawal from courses. When withdrawal occurs, any tuition refund would be made in accordance with state regulations.

Attendance Grading Rubric
0-2 Total Absences	100
3-4 Total Absences	89
5-6 Total Absences	70

Six or more absences will result in the student being counseled and could result in being dismissed from the program. However, we understand there are always extenuating circumstances. In the event a student has six or more absences, a committee consisting of the Dental Faculty and the Dean of Health Sciences will meet to determine if the absences fall into the extenuating circumstances category, and what action will be taken.

Excused Absence	Unexcused Absence
Test, practical's, assignments, or skills check-offs may be made-up (with the exception of quizzes)	**Test, practical's, assignments, or skills check-offs may not be made-up (quizzes are never made-up)**
Doctor's note for yourself or a child	Illness without a doctor's note
Death of an immediate Family Member: spouse, child, parent, sibling, or grandparent (must bring an Obituary or Funeral/Memorial Program)	Missing for a trip or vacation
	Basically missing for any other reason besides an illness with a Doctor's note, or a death of an immediate family member.

We have a **Classroom Disruption Policy** that is : Each Student will be given one (1) warning and then dismissed from class for the rest of the day and will not be able to make up any work missed.

Cell phones need to be kept on silent notification at all times and left in the classroom. Cell phones during Lab, Pre-Clinical or Clinical days can result in lowered behavior grades.

PLEASE REFER TO THE STUDENT HANDBOOK FOR DETAILED RULES AND POLICIES.

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Resume Grading Rubric
100 Points

Skill	Outstanding	Good	Needs Improvement	Unsatisfactory	Total
PRESENTATION/ FORMAT	☐ Margins are balanced with even tab margins and spacing between lines/ sections. ☐ Uses capitalization and bold to highlight headings consistently. ▪Appropriate font and point size. ▪Strongest experiences and strengths are listed at the beginning of the section ▪Resume length is appropriate (typically 1 page).	☐ Margins are balanced with some uneven tab margins and spacing between lines/ sections. ▪Uses capitalization and bold to highlight headings consistently. ▪Appropriate font, but heading information is too small to easily read. ▪Strongest experiences and strengths are listed at the beginning of the section ☐ Resume length is appropriate (typically 1 page).	☐ Margins are balanced with some uneven tab margins and spacing between lines/ sections. ☐ Uses capitalization and bold to highlight headings inconsistently. ☐ Appropriate font, but too small for easy readability. ▪Strongest experiences and strengths could be better positioned to the top of the page. ▪Resume extends beyond length guidelines for experience or is lacking.	☐ Margins are balanced with many uneven tab margins and spacing between lines/ sections. ☐ Does not use capitalization and bold to highlight headings. ☐ Font and point size distract from readability. ▪Difficult to discern strongest experiences & strengths. ☐ Resume extends beyond length guidelines for experience.	
Ranking Points	15	12	9	5	
HEADER, EDUCATION, SKILLS, ACTIVITIES, & HONORS SECTIONS	☐ Header information is centered and complete/ font size is easy to read and address is present on both sides of page ☐ High school and diploma date are identified correctly as well as address ☐ Activities/Awards/Extra-curricular and certificates are listed with dates	☐ Header information is complete/ font size is easy to read and address is present on one side. ☐ High school and diploma are identified correctly but no date is listed ☐ Activities and/or honors within school and the community are noted but no dates are listed	☐ 1-2 pieces of header information are missing/ font size is easy to read. ☐ Degree and/ or major are identified incorrectly. ☐ Activities and/or honors within school and the community are noted.	☐ 1-2 pieces of header information are missing/ font size is small (less than 10 pt). ☐ Degree and/ or major are identified incorrectly or missing. ☐ No skills specific to major/job area are identified with personal attributes. ☐ Activities and/or honors within school and the community are noted.	

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Ranking Points	30	25	20	10	
EXPERIENCE SECTION	☐ Employer, city, state, position and dates of employment are listed. ☐ Statements paint clear picture of job duties. ☐ Includes 3-4 responsibilities or duties associated with listed job ☐ A variety of verbs is used.	☐ Employer, city, state, position and dates of employment are listed. ☐ Statements paint clear picture of job duties. ☐ Includes 1-2 responsibilities or duties associated with listed job ☐ Statements could do a better job of defining results of actions. ☐ A variety of verbs is used.	☐ 1-2 pieces of employment information are missing. ☐ Job duties could be more descriptive. ☐ Includes only1 responsibility or duty associated with listed job ☐ Statements could do a better job of defining results of actions. ☐ The same verb is used 2-3 times.	☐ 3+ pieces of employment information are missing. ☐ Job duties are not descriptive. ☐ Does not include any description of responsibility or duty associated with listed job ☐ Statements could do a better job of defining results of actions. ☐ The same verb is used multiple times.	
Ranking Points	30	25	20	10	
SPELLING & GRAMMAR	☐ No spelling errors ☐ No grammar errors ☐ Appropriate verb tense ☐ No personal pronouns	☐ 1-2 spelling errors ☐ 1-2 grammar errors ☐ 1-2 verb tense errors ☐ One personal pronoun is used.	☐ 3-4 spelling errors ▪3-4 grammar errors ☐ 3-4 verb tense errors ☐ Multiple personal pronouns are used.	☐ 5-6 spelling errors ▪5-6 grammar errors ☐ 5-6 verb tense errors ☐ Multiple personal pronouns are used.	
Ranking Points	25	20	10	5	
				TOTAL SCORE	

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Business Letter Grading Rubric

Name _____   Score _____/60

Date <mark>**March 4, 2020**</mark> _____   Grade _____

Components	10	8	6	4
Sender Address & Date *+1 Format*	❑ Return address or letterhead is complete & accurate. ❑ Date is complete & positioned correctly. ❑ No spelling, capitalization, or punctuation errors.	❑ Return address or letterhead is complete & accurate. ❑ Date is complete & positioned correctly. ❑ 1-2 spelling, capitalization, or punctuation errors.	❑ Return address or letterhead is missing some information. ❑ Date is there but format is incorrect. ❑ 3 spelling, capitalization, or punctuation errors.	❑ Return address or letterhead is missing. ❑ Date is missing. ❑ 4 or more spelling, capitalization, or punctuation errors.
Inside Address & Salutation *+1 Format*	❑ Inside address is complete & accurate. ❑ Salutation is appropriate & complete. ❑ A subject line needed or added correctly. ❑ No spelling, capitalization, or punctuation errors.	❑ Inside address is complete & accurate. ❑ Salutation is appropriate but incomplete. ❑ A subject line needed or added correctly. ❑ 1 - 2 spelling, capitalization, or punctuation errors.	❑ Inside address is missing information. ❑ Salutation is inappropriate. ❑ Subject line information is misleading. ❑ 3 spelling, capitalization, or punctuation errors.	❑ Inside address is missing. ❑ Salutation is missing. ❑ Subject line is missing. ❑ More than 3 spelling, capitalization, or punctuation errors.
Content Organization & Accuracy ***Ideas + Content*** *Organization*	❑ Organization is appropriate to the writer's purpose. ❑ Paragraph order follows the suggested model. ❑ Message is complete and correct. ❑ Ideas are appropriate to the task	❑ Organization is appropriate to the writer's purpose. ❑ Paragraph order is close to the suggested model. ❑ One piece of information is missing or incorrect. ❑ Ideas are still appropriate to the task	❑ Organization is not appropriate to the writer's purpose. ❑ Paragraph order is close to the suggested model. ❑ Two pieces of information are missing or incorrect. ❑ Ideas are not appropriate to the task	❑ No organization pattern is apparent. ❑ Paragraph order does not follow suggested format. ❑ Message has enough missing or incorrect information to be ineffective in meeting the writer's goal.
Closing, Signature, & other End Matter	❑ Closing is appropriate.	❑ One piece is missing or inaccurate.	❑ Two pieces are missing or inaccurate.	❑ More than two pieces are missing or inaccurate.

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+1 Format	□ Written & typed signatures are present. □ Reference initials & enclosure reminder are included if needed.			
Word Choice	□ Word choice is appropriate for audience. □ Writer uses action verbs. □ Use of passive voice ONLY as needed.	□ Word choice is mostly appropriate for audience. □ Writer uses action verbs. □ Use of passive voice ONLY as needed.	□ Word choice is inappropriate for audience. □ Writer sometimes uses action verbs. □ Too much use of passive voice.	□ Word choice is unprofessional.
Conventions	. □ Paragraph divisions are effective. □ Number of paragraphs fits suggested format. □ No spelling, capitalization, or punctuation errors. □ Grammar & usage are correct.	□ One fragment. □ Paragraph divisions are somewhat effective.. □ 1-2 spelling, capitalization, or punctuation errors. □ 1-2 grammar & usage errors.	□ Two sentence fragments. □ 3-4 spelling, capitalization, or punctuation errors. □ 3 – 4 grammar & usage errors.	□ More than 2 sentence fragments. □ Spelling, capitalization, or punctuation errors make message unclear. □ Grammar & usage errors makes message unclear.

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Student Conduct & Discipline

Students are to maintain classroom decorum that includes respect for other students and the professor. Disruptive behaviors such as harassment of fellow students and/or professors; persistent talking in class while lecture is in progress; using electronic equipment without authorization (cell phone/texting) or repeated tardy arrival to class will not be tolerated. Students will be counseled initially, but may be dismissed from the classroom for repeated offenses.

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We have a **Classroom Disruption Policy** that is: Each Student will be given one (1) warning and then dismissed from class for the rest of the day and will not be able to make up any work missed.

_____

Cell phones need to be kept on silent notification at all times and left in the classroom. Cell phones during Lab, Pre-Clinical or Clinical days can result in lowered behavior grades.

PLEASE REFER TO THE STUDENT HANDBOOK FOR DETAILED RULES AND POLICIES.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the college's policy on plagiarism (see GC Student Handbook for details). Grayson College subscribes to turnitin.com, which allows faculty to search the web and identify plagiarized material.

Plagiarism is a form of scholastic dishonesty involving the theft of or fraudulent representation of someone else's ideas or words as the student's original work. Plagiarism can be intentional/deliberate or unintentional/accidental. Unintentional/Accidental plagiarism may include minor instances where an attempt to acknowledge the source exists but is incorrect or insufficient. Deliberate/Intentional plagiarism violates a student's academic integrity and exists in the following forms:

- Turning in someone else's work as the student's own (such as buying a paper and submitting it, exchanging papers or collaborating on a paper with someone else without permission, or paying someone

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else to write or translate a paper)

- Recycling in whole or in part previously submitted or published work or concurrently submitting the same written work where the expectation for current original work exists, including agreeing to write or sell one's own work to someone else

- Quoting or copy/pasting phrases of three words or more from someone else without citation, • Paraphrasing ideas without citation or paraphrasing incompletely, with or without correct citation, where the material too closely matches the wording or structure of the original

- Submitting an assignment with a majority of quoted or paraphrased material from other sources

- Copying images or media and inserting them into a presentation or video without citation,

- Using copyrighted soundtracks or video and inserting them into a presentation or video without citation

- Giving incorrect or nonexistent source information or inventing source information

- Performing a copyrighted piece of music in a public setting without permission

- Composing music based heavily on someone else's musical composition.

Student Responsibility

You have already made the decision to go to college; now the follow-up decisions on whether to commit to doing the work could very well determine whether you end up working at a good paying job in a field you enjoy or working at minimum wage for the rest of your life. Education involves a partnership that requires both students and instructors to do their parts. By entering into this partnership, you have a responsibility to show up for class, do the assignments and reading, be engaged and pay attention in class, follow directions, and put your best effort into it. You will get out of your experience here exactly what you put into it – nothing more and nothing less.

TITLE IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Molly M. Harris, Title IX Coordinator (903)463-8714

- Ms. Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646

- Mr. Mike McBrayer, Title IX Deputy Coordinator - Main Campus (903) 463-8753

- Website: http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html

- GC Police Department: (903) 463-8777- Main Campus) (903-415-2501 - South Campus)

- GC Counseling Center: (903) 463-8730

- For Any On-campus Emergencies: 911

**Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

**These descriptions and timelines are subject to change at the discretion of the Professor.

** Grayson College campus-wide student policies may be found at the following URL on the College website: https://www.grayson.edu/currentstudents/Academic%20Resources/index.html