**1. COURSE TITLE: \* Medical** Terminology

**2. CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION:\***  MAST 1115

**3. PREREQUISITE(S):** None **CO-REQUISITE(S):** None

**4. COURSE TIME/LOCATION/MODALITY: (*Course Syllabus – Individual Instructor Specific*)**

**5. CREDIT HOURS: \*** 2 **LECTURE HOURS:\*** 2

**LABORATORY HOURS:\*** 0 (2 contact hours) **OBSERVATION HOURS:\*** 0

**6. FACULTY CONTACT INFORMATION:** (See Course Syllabus – Individual Instructor Specific)

|  |  |
| --- | --- |
| Instructor: | Phone: |
| Email: | Term: |
| Office Hours: | Days/Time: |
| Office Campus/Room: | Course Campus/Room: |
| Course Webpage/Login: | |

**7. COURSE DESCRIPTION:\***

This course is designed for the health science student and includes the principles of building a medical vocabulary. Emphasis is placed on the use of word parts including prefixes, suffixes, and root words used with a combining form to establish medical terms. The course provides an overview of body systems, their anatomy and physiology, diseases, conditions, current medical and diagnostic procedures, treatments, and pharmaceutical agents, used in conjunction with terminology. Authentic medical records with activities to enhance the application of medical terminology to the “real world of medicine” are included. Correct spelling, definition, and pronunciation of medical terms is stressed. Communication both written and verbally between health care professionals, and between the health professional and patient, is emphasized.

**8. LEARNING OUTCOMES:\***

* To achieve proficient entry-level medical professional language skills for safe and effective performance of patient care, with the understanding of their application to real life and/or on-the-job situations.

Health Science students will demonstrate critical thinking based on knowledge of academic subject matter required for competence in the profession. They will incorporate cognitive knowledge in performance of psychomotor and affective domains in their practice as medical professionals and in effective communication, both orally and written.

**Upon successful completion of this course, the student will be able to:**

* Define and give several examples of word roots, combining forms, and suffixes.
* Describe how medical words are formed from word roots, combining forms, and suffixes.
* List and define suffixes for adjective endings.
* List and define suffixes for noun endings.
* List and define suffixes for diminutive endings.
* Define the rules for changing singular words to plural words.
* Define prefix.
* Identify prefixes of number, measurement, and direction.
* List the levels of organization from cellular level to the organism as a whole.
* Define and identify anatomically:
  + planes, cavities, abdominopelvic, quadrants, and directional terms.
* Identify the word roots/combining forms and suffixes associated with the:
  + integumentary, digestive, respiratory, cardiovascular, blood and lymphatic, musculoskeletal, urogenital, female reproductive, male reproductive, endocrine, nervous systems, special senses, and their appendages.
* Identify surgical, radiographic, clinical and laboratory procedures and abbreviations related to the:
  + integumentary, digestive, respiratory, cardiovascular, blood and lymphatic, musculoskeletal, urogenital, female reproductive, male reproductive, endocrine, nervous systems and special senses.
* Describe diseases and conditions related to the:
  + integumentary, digestive, respiratory, cardiovascular, blood and lymphatic, musculoskeletal, urogenital, female reproductive, male reproductive, endocrine, nervous systems, and special senses.
* Build, spell, analyze and pronounce words related to the:
  + integumentary, digestive, respiratory, cardiovascular, blood and lymphatic, musculoskeletal, urogenital, female reproductive, male reproductive, endocrine, nervous systems and special senses.
* Locate and list/describe organs/structures of the:
  + integumentary, digestive, respiratory, cardiovascular, musculoskeletal, urogenital, female reproductive, male reproductive systems and the special senses (eye/ear) of the body.
* Define the main functions of the integumentary system.
* Identify five primary and secondary skin lesions.
* Explain the main function of the digestive system.
* Follow the path of a bolus through the digestive system.
* Explain the processes of respiration.
* List the three types of blood vessels.
* Differentiate systemic and pulmonary circulation.
* Explain the path of the blood flow through the circulatory system.
* Describe the function of the musculoskeletal system.
* List the three main types of muscles.
* List the function of the endocrine system.
* List the function of the nervous system.
* List the functions of the special senses of the body.

**A. LEARNING OBJECTIVES:**

This course follows the minimum standards of quality used in awarding accreditation to programs that prepare individuals to enter the medical assistingprofession.

CAAHEP/MAERB 2015 Entry Level Medical Assistant core curriculum:

* Cognitive Objectives: Example: *II.C.1. Demonstrate knowledge of basic math computations*. (“C” represents Cognitive).
* Psychomotor Competencies: Example: *II.P.2.* *Differentiate between normal and abnormal test results.* (“P” represents Psychomotor).
* Affective Competencies:Example: *II.A.1. Reassure a patient of the accuracy of the test results.* (“A” represents Affective).

**FOUNDATIONS FOR CLINICAL PRACTICE**

|  |  |
| --- | --- |
| **CONTENT AREA I: Anatomy & Physiology** | |
| **Cognitive (Knowledge)**  **I.C. Anatomy & Physiology** | |
| I.C.1 | 1. Identify structural organization of the human body |
| I.C.2 | 2. Identify body systems  Body systems must include, but are not limited to, the following:  Circulatory, Digestive, Endocrine, Integumentary, Lymphatic, Muscular, Nervous, Sensory, Reproductive, Respiratory, Skeletal, and Urinary |
| I.C.3 | 3. Identify: |
| I.C.3.a | a. body planes |
| I.C.3.b | b. directional terms |
| I.C.3.c | c. quadrants |
| I.C.3.d | d. body cavities |
| I.C.4 | 4. Identify major organs in each body system  Body systems must include, but are not limited to, the following:  Circulatory, Digestive, Endocrine, Integumentary, Lymphatic, Muscular, Nervous, Sensory, Reproductive, Respiratory, Skeletal, and Urinary |
| I.C.5 | 5. Identify the anatomical location of major organs in each body system  Body systems must include, but are not limited to, the following:  Circulatory, Digestive, Endocrine, Integumentary, Lymphatic, Muscular, Nervous, Sensory, Reproductive, Respiratory, Skeletal, and Urinary |
| I.C.6 | 6. Identify the structure and function of the human body across the life span |
| I.C.7 | 7. Identify the normal function of each body system  Body systems must include, but are not limited to, the following:  Circulatory, Digestive, Endocrine, Integumentary, Lymphatic, Muscular, Nervous, Sensory, Reproductive, Respiratory, Skeletal, and Urinary |
| V.C.8 | 8. Identify the following related to body systems:  Body systems must include, but are not limited to, the following:  Circulatory, Digestive, Endocrine, Integumentary, Lymphatic, Muscular, Nervous, Sensory, Reproductive, Respiratory, Skeletal, and Urinary |
| V.C.8.a | a. medical terms |
| V.C.8.b | b. abbreviations |

**9. ADOPTED TEXT(S):\***

*Medical Terminology Systems: A Body Systems Approach, 8th Edition* (or most recent edition) with new Medical Language Lab Access Code with Medical Language Lab Access Code

By: Gylys & Wedding

FA Davis Company, 2017

www.fadavis.com

**ISBN:** 978-0-8036-5867-7 **–** Printed Paperback Textbook

Explore your favorite internet search engine or the publisher website for additional textbook options.

**10. OTHER REQUIRED MATERIALS:**

**For Online Supplemental & Resource Materials students will need**:

* The Medical Language Lab Access Code, free with the purchase of a new textbook. or a reduced fee from the publisher with purchase of a used textbook, is required.
* My Canvas LMS - will be utilized as a classroom supplement (per instructor).
* Daily access to personal desktop PC, laptop or tablet (see Southern State Community College (SSCC) website minimum computer requirement recommendations; iOS/Android (cell phone) will not meet all requirements/recommendations)
* A working printer
* High speed internet access for access to course supplemental materials (not all required software/online resources are compatible with iOS/Android)
* A medical dictionary
* One USB storage device for personal use/backup
* Other as determined by instructor to meet course objectives (refer to instructor syllabus)

Required learning resources from previous program courses may be utilized.

Review and consider immediate enrollment in the free online offering of [**CRDW 1100 Student Canvas Orientation**](https://www.sscc.edu/academics/online-courses.shtml#workshops), for best success using your LMS.

**11. GRADING SCALE: \*\*\***

To satisfactorily complete this course, the student must achieve a grade of ‘C’ or above according to the following system:

A (4.0) = 90% - 100%

B (3.0) = 80% - 89%

C (2.0) = 70% - 79% \*

D (1.0) = 60% - 69%

F = 0 – 59%

***\*****A minimum final grade of’ ‘C’ is required to apply toward Medical Assistant Technology (MAST) and/or Allied Health Technology (ALTH) program completion.*

**12.** **GRADING PROCEDURES OR ASSESSMENTS:**

This course maintains a no extension, no make-up policy for all course content (i.e., no make-up tests will be given). If you do not complete the course requirements as outlined, exceptions will not be made. The medical professional charged with care of others must remain diligent to meet career responsibilities and deadlines daily.

Students must earn a passing *average exam score* of 75% on exams to progress in health science program. A minimum final grade of ‘C’ is required for this course to apply toward MAST/ALTH program completion (refer to **11. GRADING SCALE,** see above, and Sample Final Grade Percentage Calculation below).

Knowledge of content is evaluated through performance of outlined core curriculum objectives by written examination (may be comprehensive), competency based examination, performance of assignments, work projects, etcetera, to meet core curriculum objectives, per instructor (refer to Evaluation below).

Evaluation may include, but not limited to:

* Textbook Reading: Students are to come to class prepared for lecture. Read all assigned chapters before coming to class.
* Examination: All exams may be comprehensive; quizzes are not. Quizzes may be utilized at the discretion of the instructor. Students must earn a passing *average score* of 75% on examinations. Failure to obtain the required 75% *average* will result in failure to progress in health science programs (refer to **11. GRADING SCALE,** see above, and Sample Final Grade Percentage Calculation below).
* Anatomy Quiz: Anatomy diagrams may be similar to, but may not be identical to, images in the textbook. Images may also be cropped down to the area related to specific questions. Do not memorize the anatomy diagram images; learn the ANATOMY of these systems/organs (refer to **11. GRADING SCALE,** see above, and Sample Final Grade Percentage Calculation below).
* Written Communication: Accurate spelling is required and will be graded. Spelling exams/quizzes may be administered at the discretion of the instructor. Points will be deducted on all course related work, exams, correspondence, assignments, quizzes, etcetera (including text and email), for incorrect spelling, punctuation and/or grammar.
* Participation: Evaluated by contribution(s) to class discussion; come prepared.
* Exercises/Assignments: Reinforce course content, cognitive objectives, and critical thinking skills. As assigned by the course instructor (refer to instructor syllabus/rubric).
* Professionalism: Professionalism is required in both behavior and attire:
  + Classroom attire – professional casual (refer to program handbook)

**Sample Coursework, Sample Final Grade Percentage Calculation:** (passing score required as above; assignments may be added/graded to meet core objectives):

|  |  |  |
| --- | --- | --- |
| **CATEGORY** | **TOTAL POINTS** | **% OF FINAL GRADE**  **Passing Score required as above** |
| Anatomy Quizzes (9 x 100) | 900 points | 20% |
| Chapter Exams (7 x 100) | 700 points | 25% |
| Coursework/MLL Exercises (16 x 100) | 1600 points  (as assigned, instructor) | 15% |
| Professionalism (1 x 100) |
| Pronunciation, all chapters (1 x 100) | 100 points | 15% |
| Midterm (1 x 100) | 200 points | 25% |
| Final Exam (1 x 100) |
| TOTAL | 3500 points | 100% |

**13. COURSE METHODOLOGY:**

This course may include a variety of learning experiences which may include, but is not limited to: lecture, class discussion and/or online discussion board, journaling, audio-visual materials, critical thinking exercises, chapter and workbook assignments, computer assisted learning, publisher supplemental materials, student projects/ presentations, group exercises/projects, research paper, skill demonstration, lab skills and peer practice, practical scenarios, human patient simulation, competency based examination (CBE), cognitive examinations (exams), and other as assigned by the instructor, may be utilized as appropriate to meet the course objectives.

|  |  |  |
| --- | --- | --- |
| **CAMPUS COURSE** | **CAMPUS HYBRID** | **ONLINE/**  **INDEPENDENT STUDY** |
| Attend/participate in course as scheduled | NA | Attend/participate in online course activities as scheduled |
| For each course credit hour (approximately 50 minutes) plan on approximately 2 hours outside class study/work | NA | For each course credit hour (approximately 50 minutes) plan on approximately 2 hours outside class study/work |
| Classroom delivery/supplemental resources | NA | Online delivery/supplemental resources |
| Complete all assignments and examinations within the due dates | NA | Complete all assignments and examinations within the due dates |
| Complete assigned discussion activities | NA | Complete assigned Discussion Board activities |
| Complete assigned reports and/or presentations | NA | Complete assigned reports and/or presentations |

Students are expected to apply information and knowledge gained in this course to other health science courses, including practicum assignments.

**14. COURSE OUTLINE:**

Textbook Outline:

Medical Terminology A Body Systems Approach:

Chapter 1 Basic Elements of a Medical Word

Chapter 2 Suffixes

Chapter 3 Prefixes

Chapter 4 Body Structure

Chapter 5 Integumentary System

Chapter 6 Digestive System

Chapter 7 Respiratory System

Chapter 8 Cardiovascular System

Chapter 9 Blood, Lymphatic, and Immune Systems

Chapter 10 Musculoskeletal System

Chapter 11 Urinary System

Chapter 12 Female Reproductive System

Chapter 13 Male Reproductive System

Chapter 14 Endocrine System

Chapter 15 Nervous System

Chapter 16 Special Senses

**SAMPLE COURSE SCHEDULE \***

|  |  |  |  |
| --- | --- | --- | --- |
| **WEEK** | **TOPIC/CONTENT** | **EVALUATION** | **LEARNING OBJECTIVE** |
| 1 | * **TOPIC:** Syllabus/Class Rules, Learning Activities, Pronunciation Practice Tools, Anatomy Diagrams, Publisher Online Resources, Medical Language Lab (MLL), TermPlus Resources, creation of flash cards | * Cognitive Objectives: Exam Questions * Pronunciation | I.C.1, I.C.2, I.C.4, I.C.5, I.C.6, I.C.7 |
| * **TOPIC:** Basic Elements of a Medical Word (1) – Exercises as assigned: Learning Activities, Class Pronunciation/Pronunciation Tool, TermPlus/MLL |
| 2 | * **TOPIC:** Suffixes (2) – Learning Activities, Class Pronunciation/Pronunciation Tool, TermPlus/MLL | * Cognitive Objectives: Exam Questions * Pronunciation | I.C.1, I.C.2, I.C.4, I.C.5, I.C.6, I.C.7 |
| * **TOPIC:** Prefixes (3) – Learning Activities, Class Pronunciation/Pronunciation Tool, TermPlus/MLL |
| 3 | * **EXAM:** Chapter 1, 2, 3 * **TOPIC:** Body Structure (4) – Learning Activities, Class Pronunciation/Pronunciation Tool, Anatomy Diagrams, TermPlus/MLL | * Cognitive Objectives: Exam Questions * Pronunciation | I.C.1, I.C.2, I.C.3.a, I.C.3.b, I.C.3.c, I.C.3.d, I.C.4, I.C.5, I.C.6, I.C.7 |
| * **TOPIC:** Integumentary System (5) – Learning Activities, Class Pronunciation/ Pronunciation Tool, Anatomy Diagrams, TermPlus/MLL |
| 4 | * **EXAM:** Chapter 4, 5 with Anatomy Diagrams * **TOPIC:** Digestive System (6) – Digestive Pathway, Learning Activities, Class Pronunciation/ Pronunciation Tool, Anatomy Diagrams, TermPlus/MLL | * Cognitive Objectives: Exam Questions * Pronunciation | I.C.1, I.C.2, I.C.3.b, I.C.4, I.C.5, I.C.6, I.C.7 |
| * **TOPIC:** Respiratory System (7) – Respiratory Pathway, Learning Activities, Class Pronunciation/Pronunciation Tool, Anatomy Diagrams, TermPlus/MLL |
| 5 | EXAM: Chapter 6, 7 with Anatomy DiagramsVIRTUAL STUDY: MLL Chapter 1-5 Due | * Cognitive Objectives: Exam Questions * Pronunciation | I.C.1, I.C.2, I.C.3.b, I.C.4, I.C.5, I.C.6, I.C.7 |
| * **TOPIC:** Review for Midterm (1-4) |
| 6 | * **TOPIC:** Review for Midterm (5-7) | * Cognitive Objectives: Exam Questions * Pronunciation | I.C.1, I.C.2, I.C.3.b, I.C.4, I.C.5, I.C.6, I.C.7 |
| * **EXAM:** Midterm Review Chapters 1, 2, 3, 4, 5, 6, 7 |
| 7 | * **TOPIC:** Cardiovascular System (8) – Circulatory Pathway, Learning Activities, Class Pronunciation/Pronunciation Tool, Anatomy Diagrams, TermPlus/MLL | * Cognitive Objectives: Exam Questions * Pronunciation | I.C.1, I.C.2, I.C.3.b, I.C.4, I.C.5, I.C.6, I.C.7 |
| * **TOPIC:** (cont) Cardiovascular System (8) – Circulatory Pathway, Learning Activities, Class Pronunciation/Pronunciation Tool, Anatomy Diagrams, TermPlus/MLL |
| 8 | * **TOPIC:** Blood, Lymphatic, and Immune Systems (9) – Learning Activities, Anatomy Diagrams, Class Pronunciation/ Pronunciation Tool, TermPlus/MLL | * Cognitive Objectives: Exam Questions * Pronunciation | I.C.1, I.C.2, I.C.3.b, I.C.4, I.C.5, I.C.6, I.C.7 |
| * **EXAM:** Chapter 8, 9 with Anatomy Diagrams |
| 9 | * **TOPIC:** Musculoskeletal System (10) – Learning Activities, Anatomy Diagrams, Class Pronunciation/ Pronunciation Tool, TermPlus/MLL | * Cognitive Objectives: Exam Questions * Pronunciation | I.C.1, I.C.2, I.C.3.b, I.C.4, I.C.5, I.C.6, I.C.7 |
| * **TOPIC:** Musculoskeletal System (10) – Learning Activities, Anatomy Diagrams, Class Pronunciation/ Pronunciation Tool, TermPlus/MLL |
| 10 | * **TOPIC:** Urinary System (11) – Genitourinary Pathway, Learning Activities, Class Pronunciation/ Pronunciation Tool, Anatomy Diagrams, TermPlus/MLL | * Cognitive Objectives: Exam Questions * Pronunciation | I.C.1, I.C.2, I.C.3.b, I.C.4, I.C.5, I.C.6, I.C.7 |
| * **EXAM:** Chapter 10, 11with Anatomy Diagrams * **VIRTUAL STUDY:** MLL Chapter 6-10 Due |
| 11 | * **TOPIC:** Female Reproductive System (12) – Learning Activities, Anatomy Diagrams, Class Pronunciation/ Pronunciation Tool, TermPlus/MLL * **TOPIC:** Female Reproductive System (12) – Learning Activities, Anatomy Diagrams, Class Pronunciation/ Pronunciation Tool, TermPlus/MLL | * Cognitive Objectives: Exam Questions * Pronunciation | I.C.1, I.C.2, I.C.3.b, I.C.4, I.C.5, I.C.6, I.C.7 |
| * **TOPIC:** Male Reproductive System (13) – Learning Activities, Anatomy Diagrams, Class Pronunciation/ Pronunciation Tool, TermPlus/MLL |
| 12 | * **EXAM:** Chapter 12, 13 with Anatomy Diagrams | * Cognitive Objectives: Exam Questions * Pronunciation | I.C.1, I.C.2, I.C.3.b, I.C.4, I.C.5, I.C.6, I.C.7 |
| * **TOPIC:** Endocrine System (14) – Learning Activities, Anatomy Diagrams, Class Pronunciation/ Pronunciation Tool, TermPlus/MLL * **EXAM:** Final Pronunciation |
| 13 | * **TOPIC:** Nervous System (15) – Learning Activities, Anatomy Diagrams, Class Pronunciation/ Pronunciation Tool, TermPlus/MLL | * Cognitive Objectives: Exam Questions * Pronunciation | I.C.1, I.C.2, I.C.3.b, I.C.4, I.C.5, I.C.6, I.C.7 |
| * **EXAM:** Chapter 14, 15 with Anatomy Diagrams * **EXAM:** Final Pronunciation |
| 14 | * **TOPIC:** Special Senses Ear (16) – Learning Activities, Anatomy Diagrams, Class Pronunciation/ Pronunciation Tool, TermPlus/MLL | * Cognitive Objectives: Exam Questions * Pronunciation | I.C.1, I.C.2, I.C.3.b, I.C.4, I.C.5, I.C.6, I.C.7 |
| * **EXAM:** Final Pronunciation |
| 15 | * **EXAM:** Chapter 16 with Anatomy Diagrams * **VIRTUAL STUDY:** MLL Chapter 6-10 Due | * Cognitive Objectives: Exam Questions | I.C.1, I.C.2, I.C.3.b, I.C.4, I.C.5, I.C.6, I.C.7 |
| * **TOPIC:** Review for Final Exam |
| 16 | * **FINAL EXAM** | * Cognitive Objectives: Exam Questions | Listed above |

*\*The instructor reserves the right to adjust, rearrange, and/or maintain a different schedule of work (assignments, projects, exercises, exams/quizzes) to fulfill the objectives of the course and/or to revise course syllabus as needed according to circumstances during the semester. Changes will be announced/posted 24 hours prior to implementation; students are advised to read all announcements as they arrive.*

**15. SPECIFIC MANAGEMENT REQUIREMENTS:\*\*\***

* Instructor Responsibilities: 1). To prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. 2). To prepare graduates for successful completion of appropriate credentialing examinations available to graduates of accredited Medical Assistant Technology programs. To this end, the instructor will develop a course of instruction to create a learning environment conducive to the achievement of professional competency. The student will develop information and insights that fill in this matrix. The instructor will highlight main points of the assigned text. The instructor will sensitize him/herself to individual student’s educational needs and make him/herself available for assistance.
* Student Responsibilities: 1). The student is responsible for reading, and being familiar with, the assigned material, prior to class presentation and/or discussion. 2). The student is responsible for bringing any misunderstandings they may have regarding the course content to the attention of the instructor in class. Participation in class discussion is mandatory.

**Classroom/Online Classroom Policies:**

* Academic Honesty Statement: Academic honesty is expected of all students in institutions of higher learning. Academic dishonesty includes (but is not limited to) cheating, plagiarism, or helping another student engage in academic dishonesty. If a student engages in academic dishonesty, at the discretion of the instructor, the student may receive an automatic failing grade for the assignment and/or course.

Honesty and integrity are a must in professional behavior and are expected of each Health Science Division student. Students observed or found to be cheating in any Health Science Division course will be given a failing grade for the test/assignment and/or the course. A written report of the incident, signed by the instructor and the student, will be placed in the student’s permanent program file. This notice will remain on file and in effect for the remainder of the student’s enrollment in the Health Science Division. Should a second incident of cheating occur in any Health Science Division course, the student will be dismissed from the Health Science Division for one year (all re-application guidelines apply; acceptance is not guaranteed).

The failing grade for dishonesty will not be used as the drop grade in a course in which a drop grade option is given. If a student allows another student to copy or cheat from their work, or assists a student to cheat, the same ramifications will be given to that student as well. The student witnessing cheating is morally obligated to report the incident to the instructor.

* Online/hybrid: Students registered for the online course must visit the Online Information Webpage and comply with the Online Course Requirements, Instructor Requirements and complete the Online Readiness Checklist available on the SSCC website. Students are strongly advised to complete the Online Success Workshops. To meet the objectives of the online/hybrid course, students must login to the online course the first day of the semester and complete the attendance assignment, or be dropped from the course.
* Attendance: To meet the objectives of each course students must attend scheduled classes. The class schedule is passed out the first day of the term. There are no excused absences, only absences. It is your professional responsibility to inform the instructor of your absence via phone, e-mail, or voice message.

There is no penalty for the first three (3) class absences. A fourth (4) absence will result in a drop of one full letter grade from the final grade; a fourth (4) absence will reduce a final grade of A to a B, a B to a C (therefore impacting MAST/ALTH program progress) and a D to an F.

The student is responsible for missed lecture and/or notes, assignments, handouts, etcetera, due to absence.

The fall and spring terms are on a 16-week schedule: 15 class weeks and a final exam week.

15 weeks x 2 classes/week = 30 class days less holidays/closings (approximately 28-30 class days/term).

Five to six (5-6) absences equals 20% missed scheduled class time.

Summer term is 10-week schedule: 10 class weeks and a 2-day final exam week. With holidays, one to two (1-2) absences equal 20% missed scheduled class time.

Faculty may withdraw students who have missed 20% of the total scheduled classes of a course and issue a grade of WI to the student (refer to SSCC College Catalog). If you intend to drop the course you must complete the drop process (refer to SSCC College Catalog). *Do not* assume the instructor will drop you from the course should you stop attending class.

* Tardiness/Early Departure: Tardiness/early departure is extremely disruptive to the classroom. For every two (2) occurrences of tardiness/early departure, you will earn an absence (refer to Absentee Policyabove).
* Inclement Weather: In the event of campus delay (when this class start time is impacted by said delay) the class will begin at the scheduled campus opening time to complete any remaining class time permitted.
* Reading: To be prepared to participate fully in class, students are expected to complete the assigned reading before attending class lecture. Examination may cover 100% of presented content in the assigned readings.
* Quizzes: Quizzes may cover spelling, medical abbreviations, course content, other at discretion of the instructor.
* Examination: Exams may be timed, fill-in-the-blank, true/false, oral, multiple choice, and/or essay.
* Missed Examination: This course maintains a no extension, no make-up policy. You will earn a zero for missed exams. If you need to complete an exam early, contact your instructor at least one week prior to the due date (refer to instructor syllabus).
* Missed Midterm: This course maintains a no extension, no make-up policy. You will earn a zero for missed midterm. If you need to complete an exam early, contact your instructor at least one week prior to the due date (refer to instructor syllabus).
* Missed Final: This course maintains a no extension, no make-up policy. You will earn a zero for missed final. If you need to complete an exam early, contact your instructor at least one week prior to the due date (refer to instructor syllabus).
* Missed Due Date: This course maintains a no extension, no make-up policy. You will earn a zero for the assignment (refer to instructor syllabus).
* Cell Phones: No cell phones are allowed in class. Put them away. If you have your cell phone out, you will be directed to leave class, and you will be marked absent.
* Sleeping: Sleep at home. If you are caught sleeping, you will be directed to leave class, and you will be marked absent.
* Disruptive Behavior: Any behavior that distracts other students from learning and participating is disruptive. If you are disruptive, you will be directed to leave class, and you will be marked absent.
* Plagiarism: Copying someone else’s ideas and/or words and passing them off as yours. This includes copying and pasting material from your group/peer work, books, the Internet, videos, and all copyrighted material without express permission and proper documentation (use quotation marks and citations/footnotes).
* See Three, Before Me (C3B4Me): To encourage students on the path to becoming self-directed learners, we endeavor to create an environment that will empower and encourage students, throughout their journey, to become more self-directed in their approach to learning.

Before contacting the instructor/professor, search three resources to determine if you can find the answer to your question on your own. Start with three of the following suggestions:

* + Think it through; you may know the answer.
  + Read the textbook.
  + Read the course syllabus and course handouts.
  + Read/review the information posted in the online course.
  + Search the internet/website.
  + Ask a classmate to see if they know the answer.
  + If available, post the question to a class forum to see if a classmate responds with the answer.
  + If you do not locate the answer you need, it is time to contact the course instructor/professor (not support staff or another instructor). Most likely, at that point, it is a question that needs addressed with the whole class, and the instructor will determine the best way to share the information with everyone.

**16. FERPA:**

Students need to understand that your work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.

**17.** **ACCOMMODATIONS: \***

Students requesting accommodations may contact the Academic Affairs office administrative assistant, Barb Fleming, at bfleming@sscc.edu or 937-393-3431 X-2620.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first.  For more information about Religious Accommodations, see the full policy at <https://www.sscc.edu/services/accessibility-services.shtml#religious-accommodations>

or contact the Academic Affairs office administrative assistant, Barb Fleming, at [bfleming@sscc.edu](mailto:bfleming@sscc.edu) or 937-393-3431 X-2620.

**18. OTHER INFORMATION:\*\*\***

* Classroom Conduct: Civility in the classroom is very important. As professionals, we expect students to conduct themselves in a courteous and respectful manner. Disruptive, rude, sarcastic, obscene or disrespectful speech or behavior have a negative impact on everyone, and will not be tolerated. Students need to remember that the online discussion boards and chat rooms in the online courses are considered classrooms and the same rules apply. Students will use these tools in the online classroom for information that pertains to the class; it is not to be used for personal exchanges of a social nature. If you engage in any such conduct you will be asked to leave and you will receive a “zero” for any work completed that day. The instructor reserves the right to permanently remove a student from the class for inappropriate conduct after consultation with the Department Coordinator and Academic Dean.

**SUPPORT SERVICES:**

* Student Success/Tutoring Services: Students seeking support in computer fundamentals, using the online LMS, or available learning resources for course success may contact the Student Success Office, Central Campus, at 800-628-7722 or 937-393-3431, extension 2281; or visit the SSCC website and search Student Success/Tutoring Services.
* Accommodation: Students in need of accommodations may contact the Disabilities Service Office, Central Campus, at 800-628-7722 or 937-393-3431, extension 2604; or visit the SSCC website and search Disability Services.
* Career Services: Students and alumni seeking guidance with resume and employment resources may contact Career Services, Central Campus, at 800-628-7722 or 937-393-3431, extension 2713; or visit the SSCC website and search Career Services.
* Counseling Services: Students seeking guidance with career counseling and counseling services may contact Career Services, Central Campus, at 800-628-7722 or 937-393-3431, extension 2713; or visit the SSCC website and search Counseling Services.
* Campus Library:Students seeking assistance with reference and study materials may contact any campus library, at 800-628-7722 or 937-393-3431; or visit the SSCC website and search Library for online resources, hours of operation and contact information.

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.