

Course Number: ADED 110ES Dental Assisting Science I
Hours: Lecture - 3, Lab - 0, Credits - 3
Prerequisite(s): none
Term: Spring 2026, 1/20/26 – 5/9/26
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Course Description

A study of the anatomy of the head, emphasizing the osteological landmarks and the structures of the oral cavity. Both the permanent and primary dentitions are studied, including embryonic development and eruption patterns. In addition, an introduction to the structure and function of the human body systems in health and disease will be presented.

When this course is delivered online, the Commission on Dental Accreditation (CODA) requires the use of a proctoring service. Proctored tests require students to download and use an electronic proctoring application, use a webcam, and ensure a disruption-free environment.

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Learning Outcomes

Educated Person Statement of Philosophy:

https://www.nhti.edu/wp-content/uploads/2020/10/ONLINE_EducatedPersonStatementOfPhilosophy_0820.pdf

Course Goals

1. Pronounce, spell, and define key terminology required to function within the profession. (PC 1, 2, 5, 7)
2. Identify any tooth in the oral cavity by name, number, location, function and shorthand terms. (PC 1, 2, 7)
3. Discuss the development of the head and neck from conception through adulthood with a focus on the oral cavity. (PC 1, 5)
4. Describe the major systems of the body, their functions, and relationship to oral health. (PC 4, 5)

Student Learning Outcomes

Upon completion of this course, students will be able to:

1. List the classifications and function of each of the teeth. (CG 1)
 - a. Identify the arrangement of the dentitions by arch, quadrant, and sextant.
 - b. Label the surfaces of any tooth, and the divisions into thirds of the root and the crown.
 - c. Define contour, line angles, and point angles as the terms relate to tooth shape.
 - d. Identify anatomic features of the various types of teeth.
2. Provide the shorthand identification of each tooth using Palmer, FDI, and Universal. (CG 2)
3. Identify the different tissues of the teeth and oral cavity. (CG 1)
4. Label the parts of the gingival unit and attachment unit. (CG1)
 - a. Name the three types of oral mucosa and discuss the density of each in relationship to where it is found and its function.
 - b. Identify healthy and diseased oral tissue by color, shape, size, texture, and response to stimulus.
5. Provide a timeline for the development of the head and neck from embryonic structures to full development of the oral cavity. (CG 3)
 - a. Define the stages of tooth development. (CG 3)
6. Describe the dentitions using eruption and shedding dates. (CG 3)

7. Recognize overbite, overjet, cross-bite, open bite, and occlusion variations. (CG 1)
 - a. Relate a facial profile to a potential occlusion classification.
8. Label the noteworthy landmarks of the face and oral cavity. (CG 1)
9. Identify the anatomical landmarks of the head and neck. (CG 1)
 - a. Locate the various canals, fossa, foramina, and bones in the skull.
 - b. Describe the structure of the temporomandibular joint and the symptoms of dysfunction.
 - c. Locate and identify the major muscles, nerves, and blood vessels of the head and neck.
 - d. Locate and explain the function of the salivary glands, major lymph nodes, and paranasal sinuses.
10. List the major systems in the human body, their functions, and major parts of each system. (CG 4)
 - a. Discuss the impact each of the body systems has on dental health.

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Course Materials and Resources

*****DO NOT PURCHASE TEXTBOOKS WITHOUT FURTHER INFORMATION FROM INSTRUCTOR**

Textbooks Required

Robinson, D.S. (2024). Modern Dental Assisting (14th Ed.). St. Louis, MO: Elsevier.

Allied Dental Education Department Dental Assisting Student Manual (2025-2026). NHTI - Concord's Community College.

Materials Required

None

Software Required

*****NOTE: Testing will be conducted on Canvas using LockDown Browser. The software does not work on phones or tablets. A computer with a full operating system is needed.**

Resources Suggested

Robinson, D.S. (2024). Student Workbook for Modern Dental Assisting (14th Ed.). St. Louis, MO: Elsevier.


Textbooks, materials, and software are available online at [eFollet](#) unless specified by your instructor.

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Canvas Orientation

If this is your first time using Canvas at CCSNH, please complete the [Canvas student orientation](#) to familiarize yourself with its navigation and use.

Available Technical Support

If you need help navigating this course, explore the Canvas [Student Guide](#). The Student Guide, Chat, and Phone offer helpful information and are always found by clicking on the  help button on the bottom-right of every page in Canvas.

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Instructional Approach

Instructional methods may include lecture, PowerPoint presentations, individual assignments, self-study, group discussion, role-play, case studies, collaborative learning groups, video presentations, internet resources, visual aids, and computer software instruction.

Critical Thinking Skills and Activities

Higher education requires critical thinking skills. Critical thinking skills are defined as applying theories or concepts to practical problems or new situations; analyzing the basic elements of an idea, experience, or theory; making judgments about the value or soundness of information, arguments, or methods; and synthesizing and organizing ideas and information in new ways.

The lecture, assignments and testing formats in this course will require students to apply critical thinking and problems-solving skills. Students will be required to retain and apply the information learned in the course into the clinical experience with patients. The critical thinking case-based questions foster evidence-based decision-making and an appreciation for the assimilation and application between the classroom and the clinical setting.

Examples of critical thinking activities for this ADED 110C include but are not limited to the design of a tooth eruption project that is concise and informative and a body systems project that relates a major body system to oral health.

Assessment of Learning

Assignment/Assessment Descriptions

Canvas Content and Material: The student is expected to review all course content posted in each weekly Canvas module. Assignment instructions and project descriptions with grading rubric are posted on Canvas.

Course Objectives and Specific Instruction Objectives: The student is **strongly encouraged** to use the course objectives (found within the syllabus and on Canvas) as a study guide.

Grading Criteria and Grade Calculation

A minimum grade of 70 is required for successful completion of this course.

Category	% of Final Course Grade
Homework Activities & Discussion Posts (grading rubric on Canvas)	5%
Quizzes (3 – worth 3.33% each)	10%
Exams (4 – worth 10% each)	40%
Eruption Project (grading rubric on Canvas)	10%
Body System Project (grading rubric on Canvas)	15%
Final Exam	20%
Total	100%

Grading Schema	
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
F	Below 70

ADED 110 is a prerequisite course for all other ADED courses. Students MUST complete this course with a passing grade BEFORE enrolling in the remaining ADED courses.

Course Schedule

This syllabus is to be used as a guide; it contains information about the course, how it will be taught, what will be required of students and assessment methods that will be used. All information is subject to change at any time.

Weeks & Dates	Topics	Reading & Lecture	Assignment & Activity Due Dates
Week 1 1/20 – 1/23	Syllabus & Course Introduction Overview of the Dentitions Longhand Tooth Identification & Universal Numbering System	<ul style="list-style-type: none"> • Watch Course Overview Video • Read ALL “Important Course Information” • Read Chapter 11 • View Lectures • BoneBox App 	Wed 1/21 Introduction video Wed 1/21 Discussion post Thurs 1/22 Discussion replies Thurs 1/22 Homework Activities <ul style="list-style-type: none"> • Quadrants & Sextants Worksheet • Cube Activity • Division Into Thirds • Tooth Labeling Worksheet
Week 2 1/26 – 1/30	Anatomy of a Tooth (Histology)	<ul style="list-style-type: none"> • Read Pages 76, 79-82 • View Lecture • Tooth Numbering Games 	Wed 1/28 Discussion post Thurs 1/29 Discussion replies Thurs 1/29 Homework Activities <ul style="list-style-type: none"> • Tooth Numbering Study Aid • Dental Tissues Worksheet • Practice Quiz

Week 3 2/2 – 2/6	Anatomic Features Permanent Tooth Morphology	<ul style="list-style-type: none"> • Read Pages 123, 131-141 • View Lecture 	<p>Wed 2/4 Discussion post</p> <p>Thurs 2/5 Discussion replies</p> <p>Thurs 2/5 Homework Activity</p> <ul style="list-style-type: none"> • Permanent Tooth Morphology Chart • Formative Course Survey <p>Fri 2/6 QUIZ on Longhand Tooth Identification and Universal Numbering System</p>
Week 4 2/9 – 2/13	Facial and Tooth Development (Embryology) Eruption and Exfoliation Primary Tooth Morphology	<ul style="list-style-type: none"> • Read Pages 68-78 and Eruption Dates, Pages 118-119, 141-146 • View Lecture • Eruption Project Introduction & Rubric 	<p>Wed 2/11 Discussion post</p> <p>Thurs 2/12 Discussion replies</p> <p>Thurs 2/12 Homework Activity</p> <ul style="list-style-type: none"> • Development Timeline • Exam 1 Practice Questions <p>Fri 2/13 EXAM #1 (weeks 1-3)</p>
Week 5 2/16 – 2/20	Oral Mucosa and Periodontium Landmarks of the Face & Oral Cavity	<ul style="list-style-type: none"> • Read Chapter 10, Pages 82-85 • View Lectures 	<p>Wed 2/18 Discussion post</p> <p>Thurs 2/19 Discussion replies</p> <p>Thurs 2/19 Homework Activities</p> <ul style="list-style-type: none"> • Gingiva, Attachment Unit, and Oral Structures Labeling
Week 6 2/23 – 2/27	Occlusion and Malocclusion Palmer and ISO Numbering Systems	<ul style="list-style-type: none"> • Read Pages 125-129 • View Lectures 	<p>Wed 2/25 Discussion post</p> <p>Thurs 2/26 Discussion replies</p> <p>Thurs 2/26 Homework Activities</p> <ul style="list-style-type: none"> • Numbering Systems Study Guide • Occlusion Kahoot <p>Fri 2/27 Eruption Project DUE</p>
Week 7 3/2 – 3/6	Bones and Landmarks of the Skull	<ul style="list-style-type: none"> • Read Pages 87-93 • View Lectures/Videos • Head Atlas App 	<p>Wed 3/4 Discussion post</p> <p>Thurs 3/5 Discussion replies</p> <p>Thurs 3/5 Homework Activities</p> <ul style="list-style-type: none"> • Skull Bones Labeling • dentalcare.com assignment • Exam 2 Practice Questions <p>Fri 3/6 EXAM #2 (weeks 4-6)</p>

Week 8 3/9 – 3/13	Temporomandibular Joint Muscles of the Head and Neck Salivary Glands	<ul style="list-style-type: none"> • Read Pages 93-99 • TMJ Animation Video • View Lectures 	Wed 3/11 Discussion post Thurs 3/12 Discussion replies Thurs 3/12 Homework Activities <ul style="list-style-type: none"> • TMJ Poster • Muscle Labeling • Salivary Gland Labeling FRI 3/13 QUIZ on Longhand Tooth Identification and ALL Numbering Systems
Week 9 3/16 – 3/20	SPRING BREAK	Instructor Unavailable	Have some fun!
Week 10 3/23 – 3/27	Blood Supply to the Head and Neck Nerves of the Head and Neck Lymph Nodes of the Head & Neck Paranasal Sinuses	<ul style="list-style-type: none"> • Read Pages 99-106, 505-506 • View Lecture • Body System Project Introduction & Rubric • Assignment of Body Systems 	Wed 3/25 Discussion post Thurs 3/26 Discussion replies Thurs 3/26 Homework Activities <ul style="list-style-type: none"> • Trigeminal Nerve Diagram • Head and Neck Anatomy Kahoot
Week 11 3/30 – 4/3	Project Work	<ul style="list-style-type: none"> • Plan & organize for project • Research & gather information • Develop a visual aid • Prepare for oral presentation 	Wed 4/1 Discussion post Thurs 4/2 Discussion replies Thurs 4/2 Homework Activity <ul style="list-style-type: none"> • Exam 3 Practice Questions Fri 4/3 EXAM #3 (weeks 7-10)
Week 12 4/6 – 4/10	General Anatomy	<ul style="list-style-type: none"> • Read Chapter 6 • View Lecture • Relative Position Practice • Cells & Organization Game • Create oral presentation video 	Wed 4/8 Discussion post Thurs 4/9 Discussion replies Fri 4/10 Body System Project DUE
Week 13 4/13 – 4/17	Body Systems	<ul style="list-style-type: none"> • Read Pages 49-61 • Watch body system presentations 	Wed 4/15 Discussion post Thurs 4/16 Discussion replies Fri 4/17 QUIZ on Longhand Tooth Identification and Universal Numbering System
Week 14 4/20 – 4/24	Body Systems	<ul style="list-style-type: none"> • Read Pages 61-67 • Watch body system presentations 	Wed 4/22 Discussion post Thurs 4/23 Discussion replies Thurs 4/23 Homework Activity <ul style="list-style-type: none"> • Body Systems Graphic Organizer

Week 15 4/27 – 5/1	Review Highlights of Body Systems Oral / Systemic Connection	<ul style="list-style-type: none"> • Body Systems Review PPT • Read Articles on Canvas 	Wed 4/29 Discussion post Thurs 4/30 Discussion replies Thurs 4/30 Homework Activity <ul style="list-style-type: none"> • Exam 4 Practice Questions Fri 5/1 Exam #4 (weeks 12-15)
Week 16 5/4 – 5/8	Review for Final Exam Wrap Up	<ul style="list-style-type: none"> • Review question topics assigned by instructor • Watch final thoughts video 	Wed 5/6 Discussion post Thurs 5/7 Discussion replies Thurs 5/7 Homework Activity <ul style="list-style-type: none"> • Feedback for the Instructor Fri 5/8 Final Exam (cumulative)

Course Notices

Faculty Email Response Time

Instructors will reply to e-mails within 48 hours of receipt Mondays 8:00 AM through Fridays 4:00 PM. Instructors will respond sometime during the next business day to e-mails received between 4:00 PM Friday and 8:00 AM Monday or on holidays and school breaks. Communication via e-mail with the professor is preferable to phone calls or voice mail, unless otherwise directed by the instructor. See also “Clinical Absence Reporting Policy and “Instructor Assistance”.

Posting of Grades

Grades are posted only on Canvas and not given by e-mail. Students are expected to check their NHTI campus e-mail account daily. If you receive a non-passing grade on an exam or assignment, please schedule an appointment to meet with the course instructor as soon as possible.

Attendance Policy

Students are expected to attend all scheduled classes, labs, and clinical sessions. Attendance and active participation are critical for the success of the student. Any student who arrives after the class has begun will be marked tardy. The Allied Dental Education Department Attendance Policy and Vacation Policy apply to this course and are specified in the Dental Assisting Program Manual.

If you are going to be late or absent due to unforeseen circumstances, please notify the instructor by email PRIOR TO THE START OF CLASS. If absent, it is the responsibility of the student to seek out the instructor for missed handouts and a classmate for any additional notes.

Late Assignment Policy

All assignments must be submitted on the due date. Failure to do so will result in a grade of 0 (zero) for the assignment. Make up of missed exams, quizzes, and project submission/presentation will only be allowed in extenuating circumstances and is at the discretion of the instructor.

Written Examination Policy

To preserve the integrity of the exam and to prevent class disruption, students are not allowed to leave the classroom during an exam. Students who leave the classroom will not be readmitted until all students have completed the exam.

Students will adhere to additional requirements and policies regarding examinations as specified in the *Dental Assisting Student Manual* and course syllabus.

The Virtual Classroom - Online Instruction & Testing

This course will be taught online. Testing in the virtual classroom and in-person will be conducted on Canvas using Respondus Lockdown Browser. This tool provides a method of student verification and proctoring in the remote learning environment required as part of our program-specific accreditation by the Commission on Dental Accreditation. Students will be required to download the software in advance of exams and in order to take tests. Please refer to additional instructions posted on Canvas.

Accessibility Services and Accommodations

Refer to the NHTI *Dental Assisting Program Manual* and the Student Resources page on the NHTI website for Policies and Procedures for Receiving Academic Accommodations for Students with Disabilities <https://www.nhti.edu/departments/accessibility-services/>. Any information regarding accommodations and Letter of Accommodation (LOA) is confidential. The student is the only person who can inform faculty about his or her needs for accommodations. Course instructors are unable to discuss individual accommodations in the presence of others.

Students must meet individually with the course instructor to present their LOA before allowable accommodations can be instituted in this course. Students must meet with the course instructor at least one week prior to any course assessments/exams. Students must schedule an appointment or visit the instructor during office hours to discuss their accommodation needs and any topics related to disabilities. It is the student's responsibility to make these arrangements and schedule time in the Academic Center for Excellence (ACE) during the same time the exam is scheduled in class, or at a time approved by the course instructor.

English for Speakers of Other Languages

Tutoring and Support Services are available to all NHTI students whose native language is not American English. Students who speak other languages are strongly encouraged to contact the Cross-Cultural Education & ESOL Office for these services. Refer to the Cross-Cultural & ESOL page on the NHTI website for more information <https://www.nhti.edu/departments/esol/>. Students must schedule an appointment or visit the instructor individually during office hours to present their plan issued by the Cross-Cultural Education & ESOL Office before allowable accommodations can be instituted in this course. Arrangements for quiz/exam accommodations must be made by the student with the instructor a minimum of 1 (one) week prior to the scheduled quiz/exam otherwise the quiz/exam will be given without accommodations. It is the student's responsibility to make such arrangements as noted. It is the student's responsibility to make these arrangements and schedule time in the Cross-Cultural Education & ESOL Office during the same time the exam will be given in class, or at a time approved by the course instructor.

Academic Honesty

Academic honesty is of extreme importance while establishing ethical behavior necessary for the successful dental education student. Any form of academic dishonesty is viewed by the college as a

serious offense. Any student who demonstrates unethical academic/ professional behavior, such as, but not limited to, engaging in cheating, plagiarism, or falsification in the completion of quizzes, exams, radiographic interpretation, individual projects, group projects, or any clinical or lab evaluation procedures, or who facilitates such behavior may be subject to dismissal from the program in accordance with NHTI's Judicial Policies as published on the NHTI website at <https://www.nhti.edu/resources/current-students/student-handbook/student-code-of-conduct/>

Ethical and Professional Behavior

Professional conduct is of the utmost importance. Please refer to the section in the NHTI Dental Assisting Program Manual regarding Professional and Ethical Behavior. While enrolled in the Dental Assisting program, students will be expected to act in a professional manner in all contacts with peers, patients, faculty, staff, and outside agencies. Students will be accountable for individual behavior irrespective of how any other person is conducting himself/herself. Please review and adhere to the Dental Hygiene code of Ethics found in the NHTI Dental Assisting Program Manual. Professional conduct will be considered very seriously and any breach may result in faculty review. Serious breaches as addressed in faculty review may result in a non-passing grade in this course, or dismissal from the program.

Instructor Assistance

Students are encouraged to seek assistance early from the course professor when questions or concerns arise. If the student has questions regarding assignments, or if a problem arises that warrants help, please do not hesitate to make an appointment with the professor. Communication via e-mail with the professor is preferable to phone calls or voice mail. Reasonable response time may not be immediate. Therefore, the student will need to utilize long-range planning skills. See also "Faculty Email Response Time".

Use of Cell Phones, Smart Watches, Electronic Devices in the Classroom

All cell phones and smart watches must be off and stored away during class and lab. Students having an emergency requiring phone access must notify the professor prior to the start of class. The use of laptops and other electronic devices is limited to purposes related to course content. The use of these devices to study for other classes, check e-mail, or other extraneous activities is not permitted. The professor reserves the right to determine appropriate use of these devices. Dismissal from the class for this reason will be considered an absence.

Cell phone use and smart watches are prohibited in clinical areas at any facility. Cell phone use must be minimal and only utilized during lunch and break periods in a non-public area. Discretion and confidentiality must be maintained.

Use of Canvas and E-mail

Students are expected to log in to the course Canvas site on the first day of class and daily throughout the course. This site is used extensively for posting announcements, grades, PowerPoints, reading assignments, homework, course and program information, etc. At times, emails and announcements sent through Canvas go to email junk/spam folders. It is advised to check the "junk/spam folder" often. The NHTI email is the only e-mail account used by the professor.

Classroom Etiquette

Please minimize leaving the classroom as a courtesy to others. There will be a break mid-way through the class. Class will begin on time. Please be punctual. Students that are tardy, interrupt the learning environment for all students.

Class time is NOT a time to sleep. If a student falls asleep in class, the student will be asked to leave. This will count as an absence. If a student is sleeping the student is not hearing the material or participating in class, therefore the student is mentally absent from the class. Sleeping in class causes a disruption to the learning environment.

When a student has a comment, please raise a hand and share the comment with the other students. Talking to each other or whispering during the lecture is considered rude and will NOT be tolerated. Any student that cannot follow this classroom etiquette will be asked to leave. Talking in class is annoying and disruptive to the learning environment.

All students are expected to abide by the *Student Code of Conduct*, published in the *NHTI Student Handbook* and are subject to sanctions as described therein for violations.

COVID-19 and/or Other Communicable Disease Concerns

Students are expected to be familiar with and abide by the NHTI Dental Department Compact for Wellness.

The updated guidance recommends that when people get sick with a respiratory virus, they stay home and away from others. It suggests returning to normal activities when symptoms are improving overall, and if a fever was present, it has been gone for 24 hours without use of a fever-reducing medication. When you go back to your normal activities, take added precautions over the next 5 days, such as taking additional steps for cleaner air, hygiene, masks, physical distancing, and/ or testing when you will be around other people indoors.

Specific Instructional Objectives

Overview of the Dentitions

1. Discuss the overall importance of our teeth.
2. Name the three dentition periods and explain the differences between them.
3. Name the two dental arches and explain two ways that the arches can be divided.
4. State which teeth are anterior and which teeth are posterior.
5. Name and describe the 4 different types of teeth and give the function of each.
6. Identify and label the 5 surfaces of the teeth.
7. Explain the concepts of angles and division of teeth.
8. Define the following terms: Dental Anatomy, Anterior, Line Angle, Oral Embryology, Posterior, Point Angle, Oral Histology, Quadrant, Masticatory, Tooth Morphology, Sextant, Maxillary, Dentition, Midline, Mandibular, Deciduous, Long Axis, Proximal Surface, Succedaneous, Crown, Root, Cervix/CEJ, Apex

Tooth Identification & Numbering Systems

1. State the correct order of terms for the longhand name of each tooth.
2. Name any tooth using the correct order of terms.
3. Label each tooth by number or letter using the Universal shorthand system.
4. Identify any tooth when given the code from the Universal system.
5. Identify each tooth using the Palmer Notation system.
6. Identify each tooth using the ISO/FDI system.
7. Name any tooth when given the code (number) from any of the three numbering systems.

Anatomy of a Tooth

1. Identify the anatomic parts of a tooth.
2. Explain the difference between the anatomical crown & the clinical crown.
3. Differentiate between a bifurcated and trifurcated root.
4. Identify which teeth have greater curvature of the cemento-enamel junction and discuss the reason for the greater curvature in those teeth.
5. Identify the 4 major tissues of a tooth.
6. Describe the composition, characteristics, and functions of the 4 major tissues of a tooth.
7. Identify which hard tissues of a tooth have the capability of growth after maturity.
8. List and describe the 3 types of dentin.
9. Describe the changes that occur with age within the pulp chamber, pulp canal, and apical foramen and explain the reason for the changes.
10. Define the following terms: Apical, Periapical, Enamel rods, Dentinal tubules, Pulp chamber, Pulp horns, Pulp canal, Pulp cavity, Apical foramen, Ameloblasts, Cementoblasts, Odontoblasts

Anatomic Features & Tooth Morphology

1. Discuss the importance of facial and lingual contours of teeth and what happens with over contoured and under contoured teeth.
2. Discuss the self-cleaning qualities of teeth.
3. Identify and describe: Contours, Contacts, Embrasures.
4. Define and identify the impact these following situations have on the teeth and gingiva: Open contact, Rough margin, Overhanging restorations.
5. Explain the geometric concept of crown outlines.
6. State the number of cusps/edges and roots of each permanent tooth.
7. Describe the identifying features of each permanent tooth.
8. Compare and contrast all of the characteristics of the permanent teeth.
9. Describe anomalies that occur in the permanent dentition.
10. Define edentulous and partially edentulous.
11. Define the following terms which describe the various anatomical landmarks of the teeth: Cingulum, Mamelon, Contact Area, Cusp, Ridge, Embrasure, Cusp of Carabelli, Marginal ridge, Interproximal Space, Lobe, Oblique ridge, Incisal edge, Fossa, Triangular ridge, Pit, Lingual fossa, Transverse ridge, Fissure, Groove

Development & Eruption

1. Describe the 3 periods of prenatal development.
2. Describe the importance of the first branchial arch.
3. Describe the development of the face and oral cavity.
4. Describe the process of palate formation, including the primary and secondary palates and fusion of them.
5. Describe how a cleft lip and palate occur, and give the prenatal age in which they are likely to occur.
6. State the prenatal ages at which the primary and permanent dentitions begin.
7. Give examples of genetic and environmental factors which affect dental development.
8. Describe the 3 developmental periods of the tooth.
9. Explain the 3 stages of the growth period.
10. Describe the 3 phases of active tooth eruption.
11. Describe passive tooth eruption.
12. State the 3 general rules of eruption.
13. List the eruption sequence of the primary dentition.
14. Discuss the importance of primary teeth.
15. Define primate spaces and give their significance.
16. Define exfoliation and describe how it occurs.

17. Define osteoclasts, resorption, and ankylosis.
18. Define 3 ways in which a primary tooth may be retained.
19. List the eruption sequence of the permanent dentition.
20. State the relationship between the exfoliation dates of the primary dentition and the eruption dates of the permanent dentition.
21. Compare and contrast the primary and the permanent dentitions.

Oral Mucosa & Periodontium

1. Define oral mucosa and describe the 3 types of mucosa by giving an example of each.
2. Define periodontium and name the 2 divisions of the periodontium.
3. Describe the gingival unit and the attachment unit and give the parts and functions of each.
4. List characteristics of healthy gingiva.
5. Describe gingival recession and periodontal pockets.
6. Define the following terms: Free gingiva, Gingival sulcus, Gingival margin, Free gingival groove, Attached gingiva, Mucogingival junction, Interdental papilla, Alveolar mucosa, Alveolar process, Alveolus, Lamina dura, Trabecular bone, Alveolar crest

Landmarks of the Face & Oral Cavity

1. Discuss the significance of the knowledge of normal oral cavities.
2. Identify the 2 divisions of the oral cavity and state the borders of each.
3. Locate and describe the functions of the taste buds.
4. Name and identify the following structures of the face and oral cavity: Labial commissure, Philtrum, Vermillion zone, Labial frenum, Buccal frenum, Maxillary tuberosity, Retromolar pad, Hard palate, Soft palate, Palatine torus, Incisive papilla, Palatine raphe, Palatine rugae, Uvula, Palatine tonsils, Dorsum of tongue, Lingual frenum, Sublingual caruncles, Sublingual fold, Lingual tonsil, Mandibular tori, Outer and inner canthus of the eye, Ala of the nose, Tragus of the ear, Mental protuberance, Angle of the mandible, Zygomatic arch

Occlusion & Malocclusion

1. Define the following terms: Occlusion, Retrusion, Normal Occlusion, Protrusion, Malocclusion, Alignment, Centric occlusion, Lateral excursion, Centric relation, Antagonists
2. Describe the following occlusal deviations: Openbite, Labioversion, Overbite, Buccoversion, Overjet, Linguoversion, Crossbite, Infraversion, Edge-to-edge bite, Supraversion, End-to-end bite, Torsoversion
3. List and describe the 3 types of facial profiles.
4. Describe Angle's 3 classifications of occlusion (be sure to give the facial profile for each).
5. List various causes of malocclusion.
6. Discuss the results of the lack of primate spaces and the premature loss of primary teeth.
7. Define premature contact and discuss what might occur as a result of premature contact of teeth.

Bones & Landmarks of the Skull

1. Identify the regions of the head
2. Locate and identify the bones of the skull including the cranium, face, and hyoid bone
3. Discuss the postnatal development of the skull
4. Differentiate between the male and female skull
5. Define the following terms: anterior fontanelle, alveolar process, condyle, coronal suture, cranium, crista galli, external auditory meatus, foramen magnum, frontal, frontal process, glenoid fossa, hamulus, hyoid, incisive foramen, infraorbital foramen, lacrimal, lambdoid suture, mastoid process, greater palatine foramen, mental, mental protuberance, mental foramen, nasal, nasal conchae, occipital, parietal, pterygoid process, sagittal suture, sphenoid, styloid process, symphysis menti, temporal, temporal process, zygomatic, zygomatic arch, zygomatic process

Temporomandibular Joint

1. Identify the components of the temporomandibular joint.
2. Describe the action and movement of the temporomandibular joint.
3. Describe the symptoms of temporomandibular joint disorders.
4. Explain the causes of temporomandibular joint disorders.
5. Describe the treatments for temporomandibular joint disorders.

Muscles of the Head & Neck

1. Describe the importance of muscles
2. Explain how muscles work
3. Locate and identify the major muscles of the head and neck, including muscles of: the neck facial expression, mastication, the floor of the mouth, the tongue, the palate

Salivary Glands

1. State the functions of saliva
2. Name and describe the 3 large paired salivary glands and their associated ducts
3. Describe common disorders of the salivary glands

Nerves of the Head & Neck

1. Identify and locate the nerves of the head and neck, including the following:
 - a. Name the twelve cranial nerves.
 - b. Name the maxillary and mandibular divisions of the trigeminal nerve.
2. List the teeth for which the following nerves supply sensation and give the injection site for each nerve: Anterior superior alveolar nerve, Middle superior alveolar nerve, Posterior superior alveolar nerve, Inferior alveolar nerve, Mental nerve, Incisive nerve
3. Describe a mandibular block and a mental block.

Blood Supply, Lymph Nodes, & Sinuses

1. Identify and trace the routes of the blood vessels of the head and neck.
2. Discuss the importance of lymph nodes, including the following:
 - a. Explain the structure and function of lymph nodes.
 - b. Identify the locations of the lymph nodes of the head and neck.
 - c. Identify the locations of major lymph node sites of the body.
 - d. Discuss the importance of lymph nodes and the lymph system in dentistry.
3. Identify the paranasal sinuses and explain their function.

General Anatomy & Structural Units

1. Define anatomy and physiology
2. Explain why understanding anatomy and physiology is important to the dental assistant
3. Identify the planes and associated body directions used to divide the human body
4. Identify the major body cavities and their components
5. Name and locate the two reference regions of the body and identify the structures in each region
6. Identify and describe the four levels of organization in the human body, including the following:
 - a. Describe the components of a cell
 - b. Explain differentiation of cells
 - c. Describe the different types of stem cells
 - d. Identify and describe the four types of tissue in the human body
 - e. Explain the difference between an organ and a body system

Body Systems

1. Locate the eleven body systems
2. Explain the purpose, components, and functions of each body system
3. Describe the signs and symptoms of common body system disorders
4. Explain the relationship between systems of the body and the oral cavity

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Academic Affairs Notices

[Academic Affairs notices](#)

This notice must be included in all course syllabi.

Students must meet all academic policy requirements and are expected to acquaint themselves with these policies by visiting the college's website. Full details are available on the [NHTI website](#).

Course Drop/Withdrawal and Refund

A full-semester course must be dropped by notifying the Registrar's Office or the Academic Advising Center prior to the end of the 14th calendar day of the semester to receive a 100% refund of tuition, less non-refundable fees. After that time, the student may submit an Add/Drop Form to the Registrar's Office or Advising Center, but no refund will be granted. Ceasing to attend a class does not constitute an official drop or withdrawal and may result in a failing grade. Officially dropping a course prior to the completion of 60% of its scheduled duration will result in a grade of W. After that time, a grade of WP or WF will be issued depending on the student's standing at the time of the drop. Dates are prorated for courses offered in an alternative format; contact the Registrar's Office or Advising Center for details. Classes that run for less than the full semester have 7 calendar days from the start of the alternative semester to drop with a full refund. See the [NHTI Dropping Classes/Withdrawing Policy](#).

Dates for the Spring 2026 full semester are:

Full Semester Courses (1/20/2026–5/9/2026)

- Last day to drop with full refund: February 2, 2026
- Last day to withdraw with grade of W: March 26, 2026

First-Half Semester Courses (1/20/2026–3/14/2026)

- Last day to drop with full refund: January 26, 2026
- Last day to withdraw with grade of W: February 20, 2026

Second-Half Semester Courses (3/23/2026–5/9/2026)

- Last day to drop with full refund: March 30, 2026
- Last day to withdraw with grade of W: April 20, 2026

Classroom Etiquette

Academic integrity is of primary importance in the classroom, whether the classroom be face-to-face or online. Students and faculty are responsible for creating and maintaining an environment that supports an effective learning community. It is therefore imperative that students and faculty demonstrate mutual respect. Inappropriate behavior may compromise the learning and performance of all students. Such inappropriate behaviors include but are not limited to: late arrivals/early departures; loud or prolonged side conversations; use of cell phones; computers (other than for legitimate academic use); music devices; and use of derogatory or vulgar language. All students are expected to abide by the [Student Code of Conduct](#) as published in the [Student Handbook](#) subject to sanctions as described therein for any violations.

Classroom Safety and Emergency Protocols

NHTI values the safety of its community members and guests. The [NHTI Campus Safety Department](#) encourages the reporting of all crimes, conduct concerns, or suspicious activity to the NHTI Campus Safety Department Monday-Friday from 8 a.m.-4 p.m. at 603-230-4042, and after hours and on weekends on the Emergency Line at 603-224-3287. You may [report non-emergency information online](#). If an emergency requires police, fire, or medical response, students are encouraged to contact 911 first and then contact the NHTI Campus Safety Department. Emergency information will be provided to the college community via email, phone, and text through the NHTI Alerts program RAVE. Ensure your information is current in [RAVE](#) by logging on. NHTI's Campus Safety Department provides its [Annual Security and Fire Safety Reports and information on Campus Policies, Emergency Response, and Crime Prevention](#). To aid in emergency response situations, all NHTI classrooms and offices have fire evacuation plans posted by the door and emergency cards at teacher stations. Emergency cards contain emergency response information along with first aid box/AED locations on campus. Students are asked to familiarize themselves with these items; questions or concerns can be directed to the [NHTI Campus Safety Department](#).

Process to Address a Classroom Concern

NHTI is committed to creating and maintaining a positive and productive learning environment for all students. Students who have concerns about any aspect of the classroom experience should first discuss the concern with the course instructor. Discussions may be held in person, via telephone, or through the CCSNH email system. In the event that discussion with the course instructor does not resolve the issue, the concern should then be brought to the appropriate [department chair](#). Only after a student has been unable to resolve the issue through discussion with their course instructor and department chair should a student bring concerns to the vice president of Academic and Workforce Education.

Where the concern about the classroom experience involves discrimination on the basis of unlawful criteria including race, color, religion, national or ethnic origin, age, sex, sexual orientation, marital status, disability, gender identity or expression, genetic information, or

veteran status, as defined under applicable law, the student should also report the conduct as follows:

Report harassment based on sex, sexual orientation, marital status, or gender identity or expression to the college's Title IX coordinator and/or the [NHTI Campus Safety Department](#) and follow the process in [Student Affairs Policy 730.04](#).

Report harassment based on race, color, religion, national or ethnic origin, age, disability, genetic information, or veteran status to the [NHTI Campus Safety Department](#), NHTI Student conduct coordinator, or, if an employee is involved, the NHTI Human Resource office.

Where the concern involves a grade appeal, the student must follow the process and timeline outlined in the following [Academic Affairs policy](#).

Civil Rights and Equity Issues (Discrimination and Harassment)

NHTI is committed to creating a professional setting for its students and employees and a community atmosphere grounded in mutual respect, dignity, and integrity. In light of these objectives, NHTI prohibits all manner of discrimination on the basis of unlawful criteria including race, color, religion, national or ethnic origin, age, sex, sexual orientation, marital status, disability, gender identity or expression, genetic information, and veteran status, as defined under applicable law.

The college is sensitive to the concerns an individual may have in coming forward with a complaint regarding discrimination. The grievance-reporting procedures outlined in the Student and Employee Handbooks are designed to provide a safe, confidential, and supportive environment in which an individual may discuss concerns. Retaliation of any kind against anyone making an allegation of discrimination, anyone involved in the investigation, or anyone involved in the decision regarding corrective and/or disciplinary action is prohibited and will result in disciplinary action against the retaliator. Any NHTI student, employee, or visitor who has observed, is aware of, or has been a victim of discriminatory or harassing behavior while engaged in an NHTI-sponsored activity should report such behavior to the correlating contact:

- Report discrimination or harassment based on sex, sexual orientation, marital status, or gender identity or expression to the college's Title IX coordinator or the [NHTI Campus Safety Department](#) by email or by phone: 603-230-4042, and follow the process in [Student Affairs Policy 730.04](#).
- Report discrimination or harassment based on race, color, religion, national or ethnic origin, age, disability, genetic information, or veteran status using the grievance process outlined in the [Civil Rights/Equity Grievance Procedures](#) page on NHTI's website.

For complaints against another student, contact:

- The NHTI Campus Safety Department by email at nhticampussafety@ccsnh.edu or 603-230-4042

- The NHTI student conduct coordinator by email at nhtistudentconduct@ccsnh.edu or 603-271-6484 x4292

For complaints against an employee or college vendor, contact:

- The NHTI Campus Safety Department by email at nhticampussafety@ccsnh.edu or 603-230-4042
- The NHTI Human Resource Office, located in Sweeney Hall, at 603-230-4002

Reporting Sexual Misconduct, Violence, or Exploitation

At NHTI, every attempt is made to create and maintain a safe learning environment in which students feel able to share opinions and related life experiences in classroom discussions, in written work, and in meetings with professors. To the greatest extent possible, this information will be kept private. However, staff and faculty have a legal obligation to report information concerning sexual misconduct, violence, and exploitation of individuals, per federal statutes, New Hampshire State laws including NHRSA 188:H, and in compliance with established policies and procedures at NHTI. If a student has been subjected to sexual misconduct, violence, or exploitation, we encourage them to contact:

- NHTI Title IX coordinator Shawna Bateman by email at sbateman@ccsnh.edu or 603-230-3595
- The NHTI Campus Safety by email at nhticampussafety@ccsnh.edu or 603-230-4042
- Crisis Center of Central New Hampshire at 866-841-6229, a confidential resource

Additional information including resources, can be found online at:

- NHTI: [Title IX resources](#)
- [New Hampshire Coalition Against Domestic and Sexual Violence](#)
- uSafeUS safety application [<https://usafeus.org>]

Academic Center for Excellence

The Academic Center for Excellence (ACE), located in the Learning Commons Library, provides free academic assistance to all NHTI students. ACE offers peer and professional tutoring in accounting, A&P, biological sciences, math, chemistry, and physics, among many additional subjects. The Writing Center and Study Solutions Lab, located within ACE, offer assistance with writing, reading, and study skills. For more information, call 603-230-4027 or the [NHTI ACE](#) page on NHT's website.

Accessibility Services (<https://www.nhti.edu/accessibility-services>)

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1991, students with disabilities are eligible to receive accommodations

and services to ensure equal access to classes and programs. Students with disabilities are encouraged to contact the coordinator of Accessibility Services as soon as possible for a confidential discussion regarding their learning needs and the process for requesting reasonable accommodations in the classroom. Once Accessibility Services has approved services, the student must show the Letter of Accommodation to their instructor. Accommodations are not provided retroactively. Accessibility Services is located in ACE or by email at nhtiaccessibilityservices@ccsnh.edu.

CCSNH Classroom Recording Policy

As per CCSNH policy: "Students are not permitted to record any class lectures, activities, or discussion using electronic video, still photo, or audio recording unless the student first obtains permission from the instructor. If the recording is made as a recommended, reasonable accommodation or modification for a student with a disability, permission shall not be unreasonably withheld." To view the entire policy, visit the [System Policies webpage](#) and select the System Policies for Academic Affairs (section 600).

Cross-Cultural Education and ESOL

[Cross-cultural education services and English for Speakers of Other Languages \(ESOL\)](#) provide tools, strategies, and materials necessary for multilingual students and their instructors. Services include advising and support in settling into college and community life. Prospective students may test to allow for appropriate academic recommendations and course placement and registration. ESOL courses are offered for college credit throughout the year. An academic transition process allows students to take ESOL courses and required courses in their chosen program simultaneously. One-on-one and open-group tutoring is offered through ACE. Programs that assist members of the international, immigrant, and host communities are offered to better support cross-cultural communication. Call 603-230-4055 for more information.

Plagiarism/Cheating Policy

As stated in the [NHTI Student Handbook](#), honesty is expected of all NHTI students. In academic matters, this includes the submission of work that clearly indicates its source. Dishonest acts include cheating and plagiarism. Cheating includes, but is not limited to, the use of any unauthorized assistance from other persons or technologies in taking quizzes, tests, or exams or in the preparation and completion of class assignments; dependence upon the aid of resources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; the acquisition, without permission, of tests or other academic material belonging to a member of the CCSNH colleges' faculty, staff, or students; or knowingly providing unauthorized assistance to another for the purpose of providing unfair advantage to the recipient in the completion of course assessments/assignments. Plagiarism includes, but is not limited to, the use (intentional or unintentional) by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and the unacknowledged use of materials prepared by another person or agency engaged in providing term papers or other academic materials via direct sale, barter, or other means.

Cheating and plagiarism are serious disciplinary matters subject to the same penalties and procedures as other NHTI disciplinary matters. Penalties levied in proven cases of cheating or plagiarism may include the issuance of a grade of AF (which may lead to delay of graduation), suspension or dismissal from a program/the college, or other sanctions as deemed appropriate.

Emergency Closure, Early Closure, and Delayed Start of Classes

NHTI values the safety and well-being of our students, staff, and faculty. The college notifies students and employees of emergencies through college email accounts using NHTI Alerts through the Rave Mobile Safety system. Students are encouraged to sign up to receive emergency notifications by text or personal email accounts. Sign up at [Get Rave](#). An announcement will be made on [WMUR.com](#) and will be posted NHTI's website and social media accounts.

In the event of an emergency that requires NHTI to close and/or cancel classes for a day or more, instructors will post a message in Canvas and may use additional means to communicate to students what effect this will have on the class, such as a Zoom meeting, completing a discussion board assignment, or changing the due date for an assignment. NHTI instructors understand that students may experience power and/or internet outages and will work with students to ensure class needs are met.

If circumstances require NHTI to have a delayed opening, students should be prepared to begin their school day with whatever required activity would normally be occurring at the announced opening time. For example, if a 2-hour delay is announced, and a student is scheduled for a class that normally meets from 8:00-10:50 a.m., the student should come to that class at 10 a.m. for the remaining 50 minutes of class; classes that are normally completed before 10 a.m. would be cancelled.

If circumstances require NHTI to close early, students should participate in required activities until the closing time. For example, if NHTI closes at 4 p.m. and a student has a class that runs 3-5 p.m., the student should attend the class until 4 p.m.

Grade Reporting

Faculty submit grades electronically to the Registrar's Office at the end of each final exam period. Final grades are not mailed to students. It is the student's responsibility to review their final grades via the Student Information System. Students who receive an I (Incomplete) should coordinate with the instructor to complete the remaining coursework as soon as possible. Unresolved grades will convert to an F automatically at the end of the third week of the following semester. An incomplete will place a student's financial aid status on hold for the subsequent semester.

Student Athletes

NHTI values its student athletes and wants them to be successful both on and off the field/court. Student athletes participating on any NHTI-sponsored team must provide their instructors documentation from the NHTI Athletic Department confirming their

participation, as well as a schedule of practices and games, during the first week of the semester or immediately upon joining a team (if joining after the semester begins) to receive consideration for excused absences, make-up testing, or other related accommodations. This documentation must be presented in advance of special requests. Participation on an NHTI athletic team does not excuse any student from compliance with course requirements. Faculty are not required to excuse students from class or lab to attend practice sessions, and there may be circumstances (such as clinical requirements) under which athletes may not be excused for games, though every effort will be made to accommodate the schedules of student athletes who work responsibly with their instructors.

Student Email

Official CCSNH email accounts are created at the time of course registration or program acceptance. This is the only email address that will be recognized by NHTI for any required correspondence in NHTI-controlled courses and serves as the official account for all electronic communication with the college. This ensures all students are able to comply with the email-based requirements specified by faculty. Students are responsible for checking their official student email regularly and reading all college-related communications. The email system is college property. All messages composed, sent, or received on the email system are and remain the property of CCSNH/NHTI. The CCSNH email system is not to be used to create or forward offensive messages. CCSNH is not responsible for the handling of email by outside vendors.

Academic Credit

NHTI awards academic credit in accordance with the policy of CCSNH, which equates a credit hour to one hour* of lecture per week for 15-16 weeks**; 2-3 hours of lab per week for 15-16 weeks**; 3 hours of practicum per week for 15-16 weeks**; 3-6 internship hours per week for 15-16 weeks**; or 3-5 clinical hours per week for 15-16 weeks**. In awarding academic credit, NHTI faculty create instructional plans, activities, and assessments with the expectation that students will spend a minimum of 2-3 hours outside of class per week per credit (**) in related course activities (completing assignments, studying, etc.).

*One instructional hour equals 50 minutes.

**All per-week hours should be prorated accordingly for alternative-length semesters. For example, a course that meets for 3 hours per week in a 16-week semester and requires 6-9 hours per week of additional work outside the classroom would meet for 6 hours per week and require 12-18 hours per week of additional study time when offered in an 8-week format.