



FACULTY OF HEALTH SCIENCES (FHS)

Dental Office Administration

Program Guide | 2025-2026



Table of Contents

Table of Contents

Welcome from Vice President, Academic and Students

Welcome from the Executive Dean, Faculty of Health Sciences

Welcome from the Associate Deans, Faculty of Health Sciences

Contact Information

Administrative Staff

Office Staff

Student Advisor / Field Placement Officer

Program Coordinators

Quick Links | Student Services & Resources

Important Information

DC 2030 – Strategic Vision

Academic Advising | Student Advisors

Academic Integrity

Student Supports

Access and Support Centre (ASC)

Wellness Coaching

Important Dates

Academic Grading and Progression

Student Conduct Policy and Procedures

Student Academic Learning Services (SALS)

Program Specific Information

Program of Study

Program Guide

Please note the following important information:

Durham College (DC) strives to ensure the accuracy of the information in this publication. Please note that the academic curriculum is continually reviewed and revised to ensure program quality and relevancy. As such, the college reserves the right to modify or cancel any course, program, fee, procedure, and timetable or campus location at any time. Please consult the DC website for the most current information. Publish date: July 2025.

Welcome from Vice President,
Academic and Students



Dear Students,

Welcome to Durham College (DC)! You've made an excellent choice with DC. We offer an extensive range of industry-informed and community-orientated academic programs and extraordinary student services. Our students develop the professional and durable skills needed to build meaningful careers and make a positive impact in the world.

DC continues to lead the way by supporting students, delivering exceptional teaching and learning that is enhanced with opportunities for experiential learning and technology-enabled education. Our goal is to inspire students to create success for themselves and their communities through innovative and transformative education.

As this new semester begins, it's essential to recognize that our world is evolving rapidly. By choosing to study at DC this year, you've demonstrated a commitment to growth and adaptability, which will serve you well in your chosen field. Embrace new ways of learning and connect with your fellow students, faculty members, program coordinators, student advisor, and associate deans. They are all valuable resources to support your academic journey and career planning.

We eagerly anticipate supporting your success and believe you'll soon discover why DC ranks among Canada's top colleges.

Have a successful academic year!

A handwritten signature in black ink, appearing to read 'J. Choi'.

Dr. Jean Choi

Vice President, Academic

Welcome from the Executive Dean, Faculty of Health Sciences

Dear Students,

Welcome to the Faculty of Health Sciences at Durham College! I am thrilled to have you join our vibrant and supportive community, where your journey toward a meaningful and rewarding career in health care begins.

A career in health sciences is more than a profession, it's a calling to make a difference in the lives of others. At Durham College, we are committed to providing you with an education that is immersive, hands-on, and grounded in real-world experience. From our state-of-the-art simulation labs to clinical placements and on-campus facilities like the DC Dental Clinic, DC Kids Speech and Language Clinic, and DC Spa, you will gain the skills and confidence needed to thrive in today's dynamic health care environment.

Our programs are designed to empower you with the knowledge, competencies, and compassion required to succeed. But beyond academics, you'll find opportunities to connect, grow, and discover your passion. Whether you're just beginning your journey or continuing your studies, know that you are supported every step of the way by dedicated faculty and staff who care deeply about your success.

I encourage you to take full advantage of everything our Faculty and College has to offer. Ask questions, get involved, and never stop learning. You are now part of a community that believes in your potential and is here to help you achieve your goals.

I look forward to seeing all that you accomplish.



Dr. Rebecca Milburn
Executive Dean, Faculty of Health Sciences

Welcome from the Associate Deans, Faculty of Health Sciences

Welcome to the Faculty of Health Sciences at Durham College!

Whether you are beginning a one-year certificate, two-year diploma, or graduate certificate program, you are now part of a vibrant and inclusive learning community committed to excellence in healthcare education, practice, and research.

As you begin this exciting chapter, know that your program has been designed to support your growth both personally and professionally. Through a combination of classroom learning, hands-on experience, and field placement opportunities, you will develop the knowledge and practical skills needed to succeed in your chosen field.

Our faculty and staff are dedicated to your success. You will be supported by instructors who are passionate about their work and by student advisors, placement teams, and college-wide services that are here to help you navigate your academic journey. We encourage you to make the most of these resources and to actively engage with your peers and learning environment.

This guide contains key information to help you get started, including academic expectations, placement details, and support services for health, wellness, and academic success. We encourage you to review it carefully and reach out with any questions.

We are proud to welcome you to the Faculty of Health Sciences and look forward to supporting you in the year ahead.

Warm regards,



Gillian Dunn
Associate Dean



Dr. Aimee Karagiorgakis
Associate Dean



Lindsey MacIntosh
Associate Dean

Contact Information

Office: SW106 (8:30 am to 4:30 pm)

Website: [Faculty of Health Science \(FHS\)](#)

Chat Line: [Chat Line](#)

Main Phone Line: 905 721 2000

Faculty Office: 905 721 3080

Administrative Staff

Dr. Rebecca Milburn	Executive Dean
	Email: Rebecca.Milburn@durhamcollege.ca
	Office: SW106C
	Extension: 2249
Gillian Dunn	Associate Dean
	Email: Gillian.Dunn@durhamcollege.ca
	Office: SW106K
	Extension: 2727
Dr. Aimee Karagiorgakis	Associate Dean
	Email: Aimee.Karagiorgakis@durhamcollege.ca
	Office: SW106G
	Extension: 2078
Lindsey MacIntosh	Associate Dean
	Email: Lindsey.MacIntosh@durhamcollege.ca
	Office: SW106H
	Extension: 2078

Office Staff

Lisa Schultz	Administrative Coordinator
	Email: Lisa.Schultz@durhamcollege.ca
	Office: SW106F
	Extension: 2288
Lori Barbara (Nelles) Madihah Khan	Administrative Assistant
	Email: Lori.Barbara@durhamcollege.ca
	Email: Madihah.Khan@durhamcollege.ca
	Office: SW106 Extension: 3080

Student Advisor / Field Placement Officer

Rahul Kumar	Animal Care Critical Care – E-Learning (graduate certificate) Clinical Bioinformatics (graduate certificate) Dental Office Administration Personal Support Worker Personal Support Worker Flex Email: Rahul.Kumar@durhamcollege.ca Office: SW106N Extension: 2199
Jessica McDaniel	Practical Nursing SEM 3&4 Practical Nursing SEM 3 & 4 FLEX Email: Jessica.Mcdaniel@durhamcollege.ca Office: SW106L Extension: 2408
Hayden McIntosh	Emergency Services Fundamentals Fitness and Health Promotion Primary Care Paramedic Advanced Care Paramedic Pre Health-Sciences-College Pre Health-Sciences-University Personal Support Worker Email: Hayden.McIntosh@durhamcollege.ca Office: SW106I Extension: 6629
Erin Smith	Communicative Disorders Assistant Dental Assisting (Levels I and II) Dental Hygiene Massage Therapy Occupational Therapist Assistant and Physiotherapist Assistant Recreation Therapy Email: Erin.Smith@durhamcollege.ca Office: SW106M Extension: 2501
Lisa West	Practical Nursing SEM 1,2 & 5 Practical Nursing – Flex SEM 1,2 & 5 Email: Lisa.West@durhamcollege.ca Office: SW106J Extension: 2626

Program Coordinators

Erica Arbour	Recreation Therapy Email: Erica.Arbour@durhamcollege.ca Office: A239 Extension: 3673
Dale Button	Primary Care Paramedic Advanced Care Paramedic Email: Dale.Button@durhamcollege.ca Office: JW201 Extension: 7381
Samantha Button	Emergency Service Fundamentals Email: Samantha.Button@durhamcollege.ca Office: B240
Joanna Gallacher	Practical Nursing and Practical Nursing Flex Email: Joanna.Gallacher@durhamcollege.ca Office: SW205 Extension: 2478
Leslie Graham	BScN Year 1 & Collaborative Program RPN to BScN Email: Leslie.Graham@durhamcollege.ca Office: SW205 Extension: 3716
Jennifer Kellett	Dental Hygiene Email: Jennifer.Kellet@durhamcollege.ca Office: A237 Extension: 2033
Laura Maybury	Occupational Therapist and Physiotherapist Assistant Email: Laura.Maybury@durhamcollege.ca Office: C209A Extension: 2847
Jesse Parsons	Pre-Health Sciences Pathway to Certificates and Diplomas Pre-Health Sciences Pathway to Advanced Diplomas and Degrees Email: Jesse.Parsons@durhamcollege.ca Office: C151A Extension: 2572

Michelle Payne	Animal Care Email: Michelle.Payne@durhamcollege.ca Office: 22-10 Extension: 4193
Kelly Rainey	Critical Care Nursing Email: Kelly.Rainey@durhamcollege.ca
Carolyn Selkirk	Massage Therapy Email: Carolyn.Selkirk@durhamcollege.ca Office: A237 Extension: 2185
Kim Stever	Dental Assisting Email: Kim.Stever@durhamcollege.ca Office: A239 Extension: 2544
Terri Strawn	Dental Office Administration Email: Terri.Strawn@durhamcollege.ca Office: A244 Extension: 2032
Lisa Virtue	Communicate Disorders Assistant Email: LisaVirtue@durhamcollege.ca Office: Extension:
Michael Williams-Bell	Fitness and Health Promotions Email: Michael.Williams-Bell@durhamcollege.ca Office: C209B Extension: 6533
TBD	Clinical Bioinformatics Email: Office: Extension:
TBD	Personal Support Worker & Personal Support Worker - Flex Email: Office: Extension:

[Quick Links | Student Services & Resources](#)

[International Centre](#)

[Access and Support Centre | ASC](#)

[Counseling Services](#)

[Financial Aid](#)

[Academic Support](#)

[Campus Health and Wellness Centre](#)

[Career Development](#)

[First Peoples Indigenous Centre | FPIC](#)

[Test Centre](#)

[Student Academic Learning Services | SALS](#)

[Get Involved](#)

[Library](#)

[Campus Safety](#)

[Student Conduct](#)

[Academic Policies](#)

[Academic Integrity](#)

[Equity, Diversity, and Inclusion](#)

[Course Outlines](#)

[IT Services](#)

[Hired Portal](#)

Important Information

DC 2030 – Strategic Vision

Durham College's role as an educator, research hub, and partner has never been more critical. Graduates must be career-ready, equipped with skills and experience that align with industry demands and contribute to our local and global communities.

At this pivotal moment, our forward-thinking Strategic Vision will guide our growth, deepen our impact, and empower our students, employees, and communities to thrive.

This Strategic Vision sets out our four Goals: Future-Focused, Sustainable, People Centred, and Community Connected.

These goals provide a framework to guide decisions, align priorities, and drive meaningful outcomes, ensuring our resources and efforts are directed toward areas of greatest impact.

Read more about DC 2030 | Strategic Vision [here](#).

Academic Advising | Student Advisors

Student Advisors are committed to your success and are available year-round to support, encourage, plan, and advocate for students needing academic assistance in the following areas:

Academic Planning & Support

- Develop individual academic plans, including support for:
 - Failed courses or low GPA
 - Re-entry into a program
 - Off-stream course mapping
 - Reduced course loads (in collaboration with the Access and Support Centre – ASC)
- Assist with decisions around full-time or part-time studies
- Map out courses and upcoming semesters
- Help with timetable changes
- Review graduation requirements

Pathways & Program Decisions

- Identify future career goals and align academic decisions accordingly
- Discuss short- and long-term academic goals
- Explore program transfers or additional course options (e.g., Professional and Part-Time Learning)
- Support pathway planning to university or postgraduate programs
- Help find equivalent credits

Connection to Services

- Refer and provide access to key student supports such as:
 - Student Academic Learning Services (SALS)
 - Access and Support Centre (ASC)
 - Campus Health Centre
 - Other college resources to promote student success

Contact your Student Advisor

Visit the [Student Advisor website](#) to find contact information and connect with your advisor.

Academic Integrity

Academic integrity in teaching, learning and research is fundamental to our mission and is an expectation of the DC community. Acts that undermine academic integrity contradict our core values, erode educational inquiry and diminish the quality of our scholarship and reputation.

To ensure the highest academic standards, students are accountable for the work they produce, and student work must be the product of their efforts. The [Academic Integrity Policy and Procedure](#) provides a comprehensive explanation of DC's expectations regarding academic integrity.

Student Supports

DC offers students a variety of services to help you achieve academic success. From accessibility accommodations, financial aid, health services and wellness coaching to student life, recreation and career development, our knowledgeable staff provide holistic support to help students reach their greatest potential.

Please visit the [Student Services](#) page for more information on each of the student service areas.

Access and Support Centre (ASC)

The Access and Support Centre (ASC) provides services to students who are temporarily at-risk or identified with an exceptionality, to ensure equal access to all aspects of the academic environment. The ASC provides accommodations to meet students' individual needs through assistive technology, counseling and coaching.

The ASC team works in collaboration with faculty and other service areas to provide full opportunities for academic success for all students.

For more information on services available, please visit the [ASC website](#).

Wellness Coaching

Wellness coaches will meet with you individually to assist with developing a success plan, explore ways to reduce your stress and support your overall mental health and wellness while at college. Wellness coaches provide a safe, confidential space to explore what is blocking you from being your best possible self. During times when you are feeling overwhelmed or need someone to talk to, the wellness coaches will be there for you. For more information on coaching, please visit the [Coaching webpage](#).

Important Dates

DC strives to keep you informed of important dates throughout the academic year. Please review the 2025-2026 important dates that include fee payment deadlines, web registration, add/drop and grade release dates etc. You can find this information on the [Durham College website](#) and on [MyDC](#). Please review [MyDC](#) regularly for updates and reminders on important dates.

Academic Grading and Progression

Please refer to the ACAD 112 – [Academic Grading Policy and Procedure](#) documents for a complete overview of grading practices and ACAD 127 – [Academic Progression Policy and Procedure](#) to clearly understand the requirements necessary for a student to progress through an academic program.

Student Conduct Policy and Procedures

Durham College is dedicated to contributing to an academic community that is safe, inclusive, and respectful, where students develop individually and in concert with their peers. All members of the college community have the right to study or work without undue interference.

Students have the responsibility to respect the well-being, personal worth and dignity of all members of the campus community, which includes being mindful of individual accountability and self-regulation. Students must not adversely affect the rights of others or disrupt the constructive atmosphere of the College's learning environments.

Please refer to the [Student Conduct Policy and Procedures](#) for a complete overview of student rights and responsibilities, well-being and to ensure the campus community reflects the values of the college.

Student Academic Learning Services (SALS)

SALS helps DC students to achieve their academic goals through free services and resources, including subject specific support (math, accounting, biology, chemistry, physics and statistics), academic reading and writing, learning strategies, and assistance with English language proficiency. Students also have access to peer tutoring, online resources located through the MyDC landing page (under "Learning Resources"), and SALS ONLINE academic resources, videos, and quizzes in DC Connect.

Please email [SALS](#), or visit the [SALS website](#), for information on accessing resources and services, scheduling an appointment, registering for workshops, or signing- up to request or be a peer tutor.

Course Name	Mod	Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/Alt Hrs
DOFA-SEM1							
ACADEMIC COMMUNICATION ESSENTIALS		COMM 1715			3	0	
Productivity Software for the Workplace		COMP 1109		FINC 1102	0	3	
Dental Office Management 1		DENT 1100		DENT 1101	0	3	
Dental Anatomy and Technology for Office Administrator		DENT 1101			3	0	
Managing Dental Office Finances		FINC 1102		COMP 1109	2	1	
Illnesses and Emotional Self-Regulation		HLTH 1105			3	0	
					11	7	
DOFA-SEM2							
Information Systems		COMP 1216	DENT 1101		0	4	
Dental Practice		DENT 1200	DENT 1101	DENT 1202	0	3	
Dental Office Management 2		DENT 1201	DENT 1100		3	0	
Dental Theory and Imaging		DENT 1202	DENT 1101	DENT 1200	4	0	
Professionalism and Client Relations		ETHC 1201			3	0	1
Field Placement Preparation	MOD1	FDPL 1201			3	0	
Field Placement 1	MOD2	DOFA 1200	SPEC 0000		1	0	2
Field Placement 2	MOD3	DOFA 1201	SPEC 0000		0	0	60
					14	7	63

Dental Office Administration

Program Description

The dental office administrator is a vital member of the dental office. The dental office administrator maintains collaborative relationships with patients/clients as well as all members of the oral health care team, while delivering the highest level of client-centered care. This position oversees daily workflow while providing administrative support. This program will equip students to be multi-skilled, ethically responsible dental administration professionals. Students learn the popular computer software used in dental offices to process client information. As well, students acquire knowledge and applications with dental terminology, procedures, finances, technology, policies, follow infection control techniques and gain effective interpersonal skills that are essential and relevant to the daily operations of a dental office.

Graduates may apply to write the Certified Dental Receptionist (CDR) exam through the Ontario Dental Assistants Association (ODAA) (<https://odaa.org/>) to obtain their designation as a Certified Dental Receptionist.

Program Learning Outcomes (Synopsis of the Vocational Learning Outcomes)

1. Assist in establishing dental office systems and software applications to ensure patient information is processed and securely stored.
2. Manage the administrative and financial operations of a dental office while complying with organizational policies and governing guidelines.
3. Utilize knowledge of dental procedures, technology, imaging, structures and conditions when supporting client centered care and maintaining client records.
4. Employ effective communication, leadership and conflict resolution strategies to interact with diverse clients and colleagues when supporting the requirements of the daily operations of a dental practice.
5. Support dental environment infection prevention and emergency protocols to maintain safe practice.
6. Maintain a positive image and office environment through reflective practice and adherence with professional and ethical standards.
7. Contribute to the promotion and operations of a dental practice by using technology and communication strategies.

Note: The learning outcomes have been numbered as a point of reference; numbering does not imply prioritization, sequencing, nor weighting of significance.

DOFA Program Information

Mission Statement

“Through a student-centred learning environment, create graduates who possess the knowledge, skill and ethical behaviours to process and present patient information, contribute to the functioning of the dental environment and collaborate with patients and members of the oral health team.”

Revised June 2018

Introduction

“Student Success” is the primary goal of the Dental Office Administration program at Durham College. As educators, we are dedicated to helping students achieve their own goals. This guide will:

- a. Explain the goals/objectives of the Dental Office Administration program.
- b. Set out the responsibilities of students and faculty in achieving these goals.
- c. Provide details of all our course offerings; and
- d. Outline the policies of the Dental Office Administration program.

Statements of Philosophy

Curriculum

The curriculum will be based on the interactions among learners and among learners and professors. As co-learners, professors and learners engage in trusting relationships that promote creativity and innovation. Teaching-learning is a dynamic process that occurs in formal and informal context. Feedback and input regarding all aspects of the program are valued and encouraged. Opportunities to share ideas among all participants in the learning process is seen as important for the growth of staff, faculty, learners and indeed the programs. Faculty are committed to yearly revision of Course Outlines to ensure an up-to-date curriculum.

Teaching

Faculty will strive to:

- Imbue professionalism, respect, and accountability.
- Model and endorse the required commitment to life-long learning that includes formal and informal study intended to maintain competence and high-quality service.
- Help learners build on their strengths by using shared experiences, talents and abilities.
- Model sound learning processes by supporting and encouraging learners and each other in the process of learning.
- Involve learners in the process of seeking knowledge.

Learning

- Learning is a life-long process of personal and professional growth, as well as the realization of one's human potential.
- Learning is an active, participatory, and continuous process.
- Learning builds on prior experiences, stimulates reflection on experience, fosters the formulation or reformation of the meaning of experience and contributes to self-esteem, self-knowledge and self-empowerment.
- Learners are adults viewed as individuals with unique backgrounds and specific needs.
- Learners bring valuable prior knowledge and past experiences to the learning situation.
- Learners need opportunity to participate in, and share responsibility for determining their learning.
- Learners are empowered when they participate in a liberated, creative, and collaborative learning process. In order for the learner to develop the ability to critically think, reflect and integrate new information, the learner must engage in active dialogue with their fellow classmates, faculty and oral health care providers.
- Teaching-learning is a dynamic process that occurs in formal and informal context.

Methodology of Delivery and Evaluation

To challenge and stimulate a learner's achievement, high standards and expectations are seen as essential. A variety of approaches in program delivery and evaluation are aimed at maximizing a learner's opportunity for success. Learning is enhanced when high value is given to various ways of gathering knowledge. Knowledge is derived from an understanding of self, others, practice, theory and research, all of which interconnect in the generation and application of knowledge with practice. Evaluation methods should; ensure quality, encourage critical thinking, be based on reflective practice, be frequent and ongoing. Evaluation should create meaning and be significant to the learning experience.

Dental Office Administration

The primary focus for Dental Office Administration program is job-focused curriculum that reflects the needs of the employers and students. This program will equip students to be a multi-skilled and ethically responsible dental receptionist and administrator. Dental Administration requires knowledge of theory, caring practice, reflection and collaboration with other team members, clients and dental related industries.

Program Goals

The goal of the Dental Office Administration program is to prepare a graduate who is able to practice competently within the dental profession. To accomplish this, the faculty of the program will:

1. Establish a climate for a positive learning experience.
2. Deliver a curriculum that reflects the current needs of the dental profession.
3. Encourage students to strive for excellence.
4. Encourage students to be involved in the learning experience and to value this process.
5. Role model excellence to inspire students to emulate these behaviours.
6. Emphasize the importance of attendance, commitment and perseverance as a means to achieve success.
7. Encourage personal, warm and supportive interactions with the teaching team and with fellow students.
8. Create unity and pride in the program and in the dental profession.
9. Encourage an appreciation for the value of peer and self-evaluation.
10. Recognize, reward and celebrate behaviours contributing to success.
11. Encourage honest and open communication.
12. Deliver excellent instruction and learning experiences.
13. Provide clearly defined information regarding rules, regulations, policies, procedures, curriculum and evaluation methods.
14. Encourage co-operative work and sharing of responsibilities in the learning experience.
15. Assess student progress continually, give feedback regularly and suggest remedial activities, if required.
16. Foster increasing independence in the learner.
17. Encourage a desire for lifelong learning.

Profile of the Durham College Dental Office Administration Graduate

The goal of this program is to prepare the graduate who will serve as a vital member of the oral health team in the dental health field as a Dental Office Administrator.

The graduate will possess the knowledge, skills, and abilities to work effectively within the dental team in providing optimum oral care to the public.

The graduate, entering the workplace as a Dental Office Administrator:

1. Is educated to be a multi-skilled professional, possessing a diverse knowledge base.
2. Will be able to apply detailed business office procedures and provide client support.
3. Will practice effective interpersonal communication skills and maintain collaborative relationships with all members of the oral health care team in the delivery of client centered care.
4. Is educated to uphold ethical and legal obligations, and technical competence.

Career Opportunities for Dental Office Administrators

This program offers the graduate the skills to work as a dental office administrator. A variety of dental practice settings exist in Canada today. Settings include private dental practice (general and specialty), community health (federal, provincial, regional, municipal government programs), educational and correctional institutions, the Armed Forces, hospitals, retail or insurance industries and other health-related settings.

Professional Associations

Ontario Dental Assistants Association (ODAA)

The ODAA is a member driven organization. It provides continuing education to the members, grants certification to new graduates, promotes professionalism and maintains unity for the members. Students may voluntarily join as student members at the beginning of the program free of charge. Student membership packages are available at the ODAA web site. The program will provide students with the information about this process during the course of the program. There is a fee of approximately \$200.00 for the certification exam and fee. Obtain current fees by contacting the ODAA.

Students who are successful in the Dental Office Administration program will be eligible to write the ODAA Dental Reception certification exam.

869 Dundas Street West
London, ON
N5W 2Z8

Phone: 1-519-679-2566
1-800-461-4348
Fax: 1-519-679-8494
Web: www.odaa.org

Canadian Dental Assistants Association (CDAA)

The CDAA is the national organization for dental assistants and receptionists that fosters opportunities for growth and is the voice for Canadian Dental Assistants.

440 Laurier Ave W,
Ottawa, ON
K1R 7X6

Phone: 1-613-521-5495
Web: cdaa.ca

Beliefs about the Teaching/Learning Process

The following are our beliefs about the teaching-learning process:

- A teacher is accountable to the student and the Dental Office Administration program to provide an environment conducive to learning.
- The environment for learning is vital in that it should be supportive and provide direction for learning. Respect for the individual and her/his learning needs will promote a positive environment where learning can take place.
- Learning is a dynamic and continuous process, which is manifested by growth and change in behaviour.
- Behavioural objectives, clearly stated and encompassing all learning domains (cognitive, psychomotor and affective) enhance the learning process.
- A student is accountable for active participation in the teaching-learning process. As a student progresses through the dental program, she/he should expect to assume increasing responsibility for learning.
- In keeping with our program philosophy and the professional requirement for life-long learning, the teachers foster increasing independence in the learner.
- Students' benefit from constructive feedback, which is provided both immediately and regularly in an atmosphere of trust. An emphasis on positive reinforcement for appropriate behaviour is essential to its success.
- Evaluation is an integral part of the teaching-learning process. Based on clearly stated objectives, it describes the student's progress and achievement of goals. Self-evaluation by the student is an essential element of evaluation. The teacher will provide both formative and summative evaluation.

- Formative evaluation provides feedback to learners about their progress in achieving the established objectives and occurs continuously throughout the learning experience. It serves a diagnostic purpose as it informs students of areas where further learning is necessary.
- Summative evaluation measures final outcomes or results and determines learner achievements as they relate to the learning objectives. It is concerned with how learners have changed.

Program Specific Academic Policies & Procedures

College Policies

Durham College is guided by policies and procedures that are designed to protect the rights and responsibilities of its students, staff and faculty, and meet institutional requirements, consistent with the Board of Governors' policy framework, legislative requirements and Ministry of Advanced Education and Skills Development (MAESD) directives. They are reflective of the college's mission, vision and values and are positioned to support accountability and equality in a respectful post-secondary environment.

The Dental Office Administration program has developed program policies based upon its philosophy and goals. It is the student's responsibility to read, understand, and comply with the policies outlined in this document.

The Faculty of Health Sciences reserves the right to alter its Policies and Procedures as needed. Students will be given written notification of any necessary changes. The following policies apply to all subjects unless students are advised otherwise. Additional policies specific to individual courses may be included in those Course Outlines.

The Learning Environment

In order to ensure a quality learning environment for all students, the following policies have been established. Any behaviour that disrupts the learning environment will be dealt with according to the Durham College Policies and Procedures.

Submission of Required Documents

One of the Essential Employability Outcomes mandated by the Ministry of Training, Colleges and Universities (MTCU) is that of “Personal Skills”. The defining skills in this category include “managing self” and “demonstration personal responsibility”.

One of the required learning

outcomes of this skill is that the student demonstrates the ability to “take responsibility for one’s own actions, decisions and consequences”.

To this end, students will be held fully responsible for submission of all required documentation by the deadline communicated to them for program admission and for specific subject material.

Attendance

Attendance has been closely linked to student success. Regular attendance is strongly encouraged.

It is the student’s responsibility to attend all classes, labs, evaluations, field placement, within the scheduled timeframe. In the event that the student cannot fulfill this obligation, it is the student’s responsibility to notify their faculty, as required. Failure to attend class/labs/clinics may result in gaps in knowledge, grade reduction and potential safety hazards in the following classes/labs/clinics. In addition, the faculty and/or placement employer may require reasons to substantiate the absence. The student is responsible for any missed materials and instruction as a result of the absence. In addition, it is the student’s responsibility to complete all assignments and to be aware of announcements made. Students must attend class prepared to participate. Ensuring that they arrive on time, stay to the end of class, have all required supplies and have access to computer connection. Students must review DC Connect related materials, announcements, e-mails, notes, readings, and other requirements prior to class and on a frequent basis.

Faculty recognize that there are often legitimate reasons for late arrivals. If you arrive late for on campus classes, please enter the classroom as quietly as possible and/or wait until there is a formal break in the class to minimize disruption to students who arrived on time. If you disturb the class upon your arrival, you will be asked to leave the class. To avoid disruption, students are expected to be punctual. **Students may not be allowed into the classroom or leave the classroom when lecture or activities are in process without prior notice to the professor in order to be courteous and respectful of the learning environment.**

If extenuating circumstances occur and you must be absent or late from class, please notify the appropriate professor by method the professor identifies **before**

8:00 a.m. on the day of absence. Failure to notify may result in loss of opportunity to:

- a) Submit assignments without penalty
- b) Write evaluations
- c) Obtain materials
- d) Complete practice sessions

There may be designated **mandatory** classes identified by professors prior to the given date. Mandatory classes could include guest speakers, specific in class activities or evaluations.

During classes in which a guest speaker is scheduled or when student peers are making a presentation, late arrival may not be permitted. (Special circumstances may be presented to the faculty in advance of the class for consideration).

Students can expect that one or more of the evaluation components or criteria for the practicum course (in clinic and lab) will involve timed elements. The timed element of the evaluation component or criteria CANNOT be waived or extended.

In keeping with the student's rights and responsibilities as well as professional guidelines and conduct, any student, faculty or staff deemed to be under the influence of any substance, will be removed from theory classes or clinic sessions immediately.

For any further guidance refer to the Course Specific Policies and Expectations of your Course Outline(s).

Communication

Students are expected to check both DC Connect and MyDC – students **daily for** both college-wide and program specific information. Each Durham College student has a DC Mail e-mail address which they should check daily. Communication between students and faculty via e-mail is limited to the DC Connect system. Durham College faculty and staff do not use or reply to personal e-mail addresses. Should a student have a login and/or performance issue with their DC Connect, it is their responsibility to report the issue(s) to the IT Help Desk by calling 905-721-3333, e-mail servicedesk@dc-uoit.ca or visiting the Computer Commons if on campus, room SW100.

It is the student's responsibility to keep the faculty informed about any circumstances which may be interfering with the student's success in that course. The faculty cannot provide support and assistance if s/he is not aware that a problem exists. Students can leave messages on the faculty's e-mail to make arrangements for the faculty and the student to meet and work together to resolve any issues or challenges.

If a student has a concern about an individual course, the first line of solution should be a discussion with the faculty. If the issue cannot be solved through collaboration, the student is advised to make an appointment with the Program Coordinator or Student Advisor.

Computer Usage during Scheduled Classes

Studies and feedback have identified that instant messaging, (Snap, Insta, Discord, Whatsapp, Facebook, etc.), checking personal e-mail, surfing, shopping, gaming, etc. distract other students and detract from learning. These activities and the personal use of computers are not allowed during in person class time unless otherwise indicated by the professor. Students involved in this behaviour during a teaching session will be required to leave the room. See Durham College Policies and Procedures and refer to the section on Information Technology Acceptable Use.

Electronic Communication Devices

When you are on campus and attending class, all electronic communication devices such as phones and smartwatches, must be placed on silent and stored away (if possible) unless your instructor specifically requests that you use them. If a device is activated frequently and causes unnecessary disruptions, you may be asked to leave the class. If caught using ear buds, smart watches, AI glasses or other assistive devices during a test the academic integrity process will take place. In clinical and lab settings, personal device use is strictly prohibited and devices must be stored away at all times. If you have an extenuating circumstance that requires the use of a personal device, you must consult with your professor in advance. Even with permission, inappropriate or disruptive use of the device may result in being asked to leave. Please refer to the specific policies for each clinic or lab for further details.

NOTE: At no time may a student record or post anything related to faculty, staff, clients, other students, class/practicum or placement on social media.

Music Devices/Earphones

Music devices/earphones are not permitted on campus in the classroom at any time unless identified as an accessibility device. When you arrive and the class begins, please remove all music devices/earphones and put them away. If you are found to be in contravention of this policy, you will be asked to leave the class.

Assignments

You will be notified during each course, regarding the plan for evaluation of student progress.

It is important that assignments be handed in to the appropriate professor in the designated format, in the correct location and on the date specified. All assignments are due on the specified due date. Late assignments will lose 10% per day (including weekends).

Assignments will not be marked, if submitted one week past the due date. This is not to imply that assignments may be up to 1 week late. If you are experiencing any difficulty with assignments, speak to your professor in advance of the due date.

It is the responsibility of the student to get all assignments in on time and to submit them directly to the professor of the course or on DC connect as indicated.

If the deadline will not be met, it will also be the student's responsibility to contact the instructor by 8:00 a.m. on the due date at the latest. If the student will be absent on the due date, he/she can negotiate with the instructor for an **earlier submission date**. The student must contact the instructor to arrange for this change.

It is the student's responsibility and best practice to **keep a back up copy** of each assignment that is submitted.

In all submissions in which you use generative AI, **it must be permitted in the course and on the assignment** and you must cite its use. Failing to cite the use of Generative AI is considered a breach of academic integrity and Academic Policy ACAD-101 Academic Integrity will be applied. However, it is important to understand that all large language models are known to make up incorrect facts, fake citations and inaccurate outputs, and image-generation models can occasionally create offensive products. You are responsible for any inaccurate, biased, offensive or other wise unethical content you submit regardless of whether it originally comes from you or a Generative AI source. If you are uncertain if you have used GenAI and/or cited appropriately, please speak with the library or your professor.

Test /Exam Expectations and Procedures

Test and exam writing is taken seriously and is conducted under structured circumstances. In an attempt to ensure academic integrity, the following procedures will be followed for all tests and exams.

Students who have been identified by the Access and Support Centre (ASC) as having identified with an exceptionality may write tests and exams commencing at the scheduled time in the Access and Support Centre (ASC) or alternative arrangement. When on campus and writing in the Access and Support Centre (ASC), it is the student's responsibility to make appropriate arrangements and communicate them to the faculty in advance and through the ASC.

To support student success, a student who is unsuccessful in one course, that would otherwise prevent them from progressing into the next semester, **may** write a 1.5-hour comprehensive supplemental assessment for that course. To be eligible for the supplemental, the student needs to have achieved a grade within

5% of the passing grade for that course. Regardless of the grade attained on the supplemental, if the student passes the supplemental, the overall final grade entered will be 50% for that course. Students who have been unsuccessful in more than one course in a semester, will not be eligible for this opportunity. At the end of term 2 and to be eligible to write a supplemental, the student would need to have passed all other subjects and be able to obtain a minimum overall 2.0 GPA to be granted this opportunity. **This opportunity will be available only once over the entire program.**

It is the students' responsibility to:

1. Check the test /schedule time carefully. Ensure awareness of the time and place that the test is being written. When on campus, students who arrive late on the day of a test will not be given any additional time to complete the test. **No late arrivals will be permitted after the first student to complete the test leaves the room.**
2. Write all tests during the scheduled times. Should this not be possible because of extenuating circumstances, the student must notify the faculty prior to the evaluation or at a minimum, by 8:00 a.m. on the date of the test. Email messages are acceptable forms of notification if you are unable to personally speak with the faculty. Failure to contact the appropriate faculty may result in a mark of "0" for the missed test. Students can expect that one or more of the evaluations for all practicum courses will include timed elements. The timed element of the practicum evaluation component or criteria cannot be waived or extended.

Missed Tests

If unforeseen circumstances arise and notice is provided to the instructor by 8:00 a.m. on the morning of the scheduled test, students **may** be eligible to write the missed test at another time. If granted, an alternative test time may be scheduled. If on campus, they are scheduled in the evening or on weekends depending on the test centre available times. A Student, who complies with the test policies, may be given the opportunity to write a modified version of the test. If further challenges arise, possible decisions will be made upon consideration of appropriate documentation within 2 business days and upon consultation with the Associate Dean.

Missed Clinics and Labs

Plan to attend **all** evaluations on the designated dates in clinic/lab classes. These evaluations take place during the designated class time and **cannot** be made up at a later date. If you must be absent, the student must notify the instructor by 8:00 a.m. or prior to the evaluation.

Evaluation Results

Students may be able to review graded assessments if requested while on campus. Grades can be reviewed on DC Connect.

Students can consult their appropriate professor for specific information on evaluation protocols. There are generally no rewrites or supplemental or alternative tests/assignments and further discussions with faculty could occur.

Evaluations shall be assigned a grade, and where appropriate, faculty may provide feedback to assist students in improving academic performance. See Missed Tests. Students may request an interview with a faculty member for further clarification of evaluation results.

Grades

Results of a student's individual evaluations will be posted on DC Connect.

Manuals

Dental Practice and the Field Placement manual provide an overview of procedures, protocols and documentation. These are distributed and appear on DC Connect. There is also a Charting Manual for the course Dental Anatomy and Technology for the Office Administrator.

Cardiopulmonary Resuscitation Certification (CPR Level C) and Standard First Aid

A current C.P.R. certificate, Basic Rescue Level C as well as Standard First Aid, must be completed and students are required to maintain certification throughout the program. It is important to note that Durham College Dental Office Administration program students must adhere to the Durham College Dental program policy of re-certifying CPR annually.

Current CPR & Standard First Aid, along with Updated EIF and TB and the 5 on-line field placement modules are due in term 1 prior to or by the communicated due date in term 1. **Due dates must be strictly adhered to.** Students will not begin **Field Placement** until all are verified as successfully completed.

Field Placement

Field placement is a valuable experience, which gives students practical, on-the-job experience to solidify the theoretical and practical lessons they have learned. Field Placement 1 (FP 1) occurs within semester 2 during weeks 8 – 14. It consists of shadowing a dental office administrator for 2 hours/week and well as faculty facilitated classes for 1 hour per week.

Field Placement 2 (FP2) consists of 60 hours in a general dental office setting immediately after semester 2. During Field Placement 2 the students will be expected to further enhance their knowledge and skills with applications in their designated role.

There is no financial obligation connected to field placement by the placement employer.

The Dental Office Administration Field Placements are explained within the program during the beginning of semester 2. Students must be successful in their Field Placement experiences to pass the program. Some points of interest are noted below.

Eligibility

To be eligible to attend FP1, Students must successfully complete all courses in semester one with a minimum GPA of 2.0. Students must also have successfully complete FDPL 1201 in the first seven weeks of Semester 2 and submitted all necessary documentation.

To be eligible to attend FP 2, students are required to have passed all subjects and achieved a minimum of 2.0 GPA. Prior to FP 2, students must have already submitted all necessary documentation.

Transportation

Students are responsible for their own transportation for their practicum/field placement requirements. Students are responsible for all costs associated with such transportation, which may or may not be proximal to transit lines.

Student Conduct

Students on placement in community settings need to be aware that they are guests in these environments. Students are expected to comply with all policies and procedures that have been set out by the program as well as field placement practice or organization with respect to work schedule, dress code, safety issues, confidentiality, privilege, and current Public Health directives. They should present themselves in a manner appropriate to a member of the professional team in the setting. This includes ensuring appropriate dress (based on the accepted standard in the practice and current RCDSO guidelines), introducing themselves to the staff, maintaining respectful interactions with them and clients at all times, and scheduling / adhering to appropriate arrival, departure, and break times.

It is the student's responsibility to have respect for his/her peers and conduct him/herself in a professional manner. Students are **not** to use personal electronic devices while on placement. Students should ensure that personal property, including cell phones, are secured while on placement.

Health Policies and Guidelines

Certain protective health measures such as entrance physical examinations, up to date immunization, CPR certification and/or special tests are expected of all students, the professor and staff prior to an experience in the agency.

Please refer to the Practicum Guide for further details and for submission instructions.

1. Entry Immunization Form

All required entry and pre-practicum documentation must be submitted to [Synergy Gateway](#) our 3rd party documentation collection and verification partner by the specified deadline for each semester / year in the program. Deadline dates will be communicated through e-mail. Exceptions to these dates are non-negotiable due to liability and safety regulations.

The Campus Health Centre can provide assistance in completion of these forms if necessary. Completion of the form may require more than one physician visit. The Campus Health Centre is located in the Campus Recreation & Wellness Centre (CRWC), G-1030. Hours of operation are 8:00 am - 6:30 pm. Monday to Thursday and 8:00 am to 4:00 pm on Friday. 905-721-3037 [Campus Health and Wellness Centre](#)

Immune status is required via blood titre levels and any record of past vaccinations must be supplied for the exemption status to be processed.

2. Tuberculosis Surveillance (TB skin testing)

All first year students and new entry students are required to provide proof of TB status as a part of the Entry Immunization Form. A two-step TB skin test is required. If a two-step TB skin test has been completed in the past, proof of this testing must be provided as well as a current yearly one step. If you are a known positive conversion, proof of a negative chest x ray which is less than 1 year old, must be submitted along with documentation of the positive test result. TB testing is mandatory.

3. Influenza Immunization (Flu vaccination)

For placements in long term care facilities, students may be required to have had vaccination for influenza. Please ensure you are immunized and keep a record for your placement agency. If a student has not had an influenza immunization and a flu outbreak occurs in the agency and/or on the unit the student is assigned to, the student may be required to stay away from the practicum area until the flu outbreak is over.

4. Illness

Durham College has a responsibility to the practicum agencies concerning infection and disease control. As a student, you are responsible for assessing your ability to attend practicum/field placement. When reporting off due to illness, comply with the established policy for each agency and

follow reporting protocols. If illness or injury occurs while in a practicum segment, contact your practicum/placement officer and designated risk manager for further direction.

Contact your healthcare professional or make a medical appointment through the Campus Health Centre or follow Durham College and Public health reporting and testing protocols for clearance to attend placement if you suspect you have:

- Contact with a communicable disease
- Gastrointestinal symptoms of diarrhea persisting for longer than 24 hours
- Respiratory symptoms such as a persistent fever of greater than 38 degrees and a new or worsening cough or shortness of breath

5. Management of Persons with Exposure to Blood or Body Fluids

Definition of “Exposure”: exposure encompasses situations such as a break in integrity of the skin due to needle stick injury, scratches, bites, lacerations and contact as a result of splashing with blood or other body fluids to which Routine Practices apply.

a) If an exposure occurs, immediately apply first aid measures.

1. Wash the area with soap and water
2. If eyes(s) splashed, rinse with tap water or saline with eye(s) open
3. If mouth is affected, spit out suspected fluid and rinse with water
4. If splashed and contact with skin occurs, wash area with soap and water, then assess the integrity of the skin contact

b) Reporting and post-exposure management.

Students should report exposures immediately after they occur, as certain interventions that may be appropriate, for example prophylaxis against Hepatitis B, must be initiated promptly to be effective.

The exposed student should:

1. Notify their immediate supervisor (i.e.: practicum professor)
2. Follow the policy of the agency in which the exposure occurred
3. If no policy exists, report to emergency department of local hospital to determine risk level, treatment, counselling and suggested follow-up
4. Complete the Durham College Accidental-Injury form. Relevant information includes the following:
 - Date, time, location (agency) of exposure
 - Job duty being performed by student/staff at the time of exposure
 - Details of exposure, including amount of fluid or material, type of fluid/material, severity of exposure, duration of contact
 - Description of source of exposure
5. Details about any referral for assessment/treatment
6. Follow – up counselling and ongoing evaluations by a physician can be arranged if the student does not have a physician

6. Travel Outside Canada

It is very important to follow official travel advisories by the Government of Canada and internal college policies. Please be aware that upon returning from travel outside of Canada, if unwell, you are advised to consult with your healthcare professional or make a medical appointment through the Campus Health Centre and follow Durham College and Public Health protocols.

Employment Opportunities

Employment is obtained in a wide variety of settings including:

- General and specialty dental practices
- Hospital, chronic care and correctional institution dental clinics
- Administration and receptionist in health-related offices

What you could be:

- Administrative assistant
- Administrative officer
- Dental administrator
- Dental office manager
- Dental receptionist

Courses

[Click Here for Course Outline Access Manual](#)

Semester 1

- [Academic Communication Essentials \(COMM 1715\)](#)
- [Productivity Software for The Workplace \(COMP 1109\)](#)
- [Dental Office Management 1 \(DENT 1100\)](#)
- [Dental Anatomy and Technology for Office Administrator \(DENT 1101\)](#)
- [Managing Dental Office Finances \(FINC 1102\)](#)
- [Illnesses and Emotional Self-Regulation \(HLTH 1105\)](#)

Semester 2

- [Information Systems \(COMP 1216\)](#)
- [Dental Practice \(DENT 1200\)](#)
- [Dental Office Management 2 \(DENT 1201\)](#)
- [Dental Theory and Imaging \(DENT 1202\)](#)
- [Field Placement 1 \(DOFA 1200\)](#)
- [Field Placement 2 \(DOFA 1201\)](#)
- [Professionalism and Client Relations \(ETHC 1201\)](#)
- [Field Placement Preparation \(FDPL 1201\)](#)