

Form C

COVER SHEET  
NEW DEGREE PROGRAM PROPOSAL

Program Information

Program Name: **Bachelor of Applied Science in Dental Hygiene**

Institution Name: **Clark College**

Degree: **BAS in Dental Hygiene** Level: **Bachelor** Type: **Applied Science** CIP Code: **51.060**  
(e.g. B.S. Chemistry) (e.g. Bachelor) (e.g. Science)

Contact Information (Academic Department Representative)

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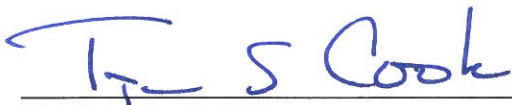
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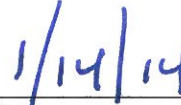
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Chief Academic Officer



Date

Proposal criteria

Please respond to all 10 areas listed in proposal criteria Form D

## Introduction

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Clark College proposes to deliver a Bachelor of Applied Science degree in Dental Hygiene (BASDH) and is prepared to enroll junior level students beginning Fall quarter, 2015. Awarding the BASDH addresses the long standing issue of aligning the 4-year credit course load with a 4-year degree. Currently, students graduate with an AA, AAS, or both an AA and an AAS after four or more years rigorous of study. The BAS option allows Clark to renumber six of the seven quarter Dental Hygiene courses offering them at the 300 and 400 levels, while the 66-67 general education credits along with the first quarter of Dental Hygiene credits can be taken at the 100 and 200 levels. Along with renumbering the courses, the program faculty have increased the rigor of the upper level course curriculum to ensure outcomes worthy of a baccalaureate degree are met. The curriculum has an increased depth and breadth of research and education through both the junior and senior years of study. Because undergraduate students develop academic writing and research skills over time, in each quarter students will gain more understanding about how to use appropriate and relevant content to develop and explore ideas in writing and in research. Furthermore, they will apply what they have learned in order to conduct and present a research study. In addition to an increase in research, the program has also incorporated a more robust focus on teaching and learning strategies. The addition of an educational methodologies course will encompass instruction in basic educational theory and application, teaching strategies, and assessment of student learning in order to develop and execute a lesson plan utilizing current approaches to student learning. Graduates of the BASDH program will have completed a total of 180 to 181 credits; thereby, earning a bachelor of applied science degree.

Although the upper division curriculum offers a more rigorous focus on research as well as educational methodologies, the program director is currently working with student services to create a means for previous Clark College Dental Hygiene graduates to obtain their BAS. By creating an online competency-based completion program with a focus on research, educational methodologies, and completion of upper division program outcomes, the college is endeavoring to honor course work completed at the 100-200 level that is equivalent to the 300-400 level. Current and newly accepted students are aware that they are beginning the program during a stage of transition, and that we will do everything in our power to honor their credits as upper division after completing the increased rigor of the baccalaureate level outcomes.

The BAS degree in Dental Hygiene is designed to help meet current and future employment needs within the college's service district of Clark, Skamania, and Western Klickitat counties. The BASDH will expedite the students' time from classroom to work and save students money they can use towards a master's degree or to begin earning a respectable living wage. The BASDH will open up occupational choices that are not available to graduates with an associate's level degree. BASDH graduates are qualified for jobs in public health, education, research, sales, and other dental health related fields that require a baccalaureate degree. Students will also graduate prepared to further their education by earning a Master's Degree in Dental Hygiene or related field.

The Clark College Dental Hygiene program has established strong community partnerships with the dental society and other community members in order to provide the best services to the counties we serve. The program recently received a generous donation allowing the program to integrate state of the art dental technology equivalent to BAS degree requirements. By graduating baccalaureate degree dental hygienists, Clark College Dental Hygiene graduates will be able to reach out to underserved populations in our counties whose needs for dental hygiene care are largely unmet.

The program proposal for a BAS degree in Dental Hygiene includes specific information addressing the eight criteria for new BAS degree program proposals and provides information and evidence regarding Clark College's capacity to implement and maintain a BAS degree program.

## **Criteria 1. Curriculum demonstrates baccalaureate level rigor.**

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*Describe curriculum including: (1) program learning outcomes; (2) program evaluation criteria and process; (3) course preparation needed by students transferring with a technical associate degree; (4) general education components; and (5) course work needed at junior and senior levels in the BAS.*

### **Criteria 1 (1) Program learning outcomes.**

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The Clark College Dental Hygiene program (CCDHP) has six program outcomes which are assessed annually by an e-portfolio, various assignments with rubrics identifying critical learning competencies, patient surveys, alumni surveys, and a soon-to-be implemented rigorous Capstone Course.

#### **The CCDHP Program Outcomes include:**

1. Integrate the roles of clinician, educator, advocate, manager, and researcher to prevent oral diseases and promote health.
2. Communicate effectively and professionally, using verbal, non-verbal, and written language with patients, colleagues, the public, diverse populations, and other healthcare providers.
3. Analyze professional behaviors and make appropriate decisions guided by ethical principles and core values.
4. Assess, diagnose, plan, implement, and evaluate the provision of optimal, evidence-based, and patient-centered dental hygiene care.
5. Successfully pass all licensing exams.
6. Demonstrate the skills necessary to stay current in the profession with a rigorous and robust emphasis on the study of current research.

As illustrated in **Figure 1**, the Dental Hygiene faculty regularly assess student learning to confirm all program outcomes have been met. Assessment activities are documented, data collected, and results are used to make program and course improvements. The CCDHP follows a yearly assessment cycle in order to ensure students are meeting program and course level outcomes.

### **Criteria 1 (2) Program evaluation criteria and process.**

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As discussed in Criteria 1(1), throughout each academic year the program goals and outcomes are assessed and reported. Assessment data is collected by the entire faculty. The assessments are discussed at the program's annual strategic planning meeting, where the faculty members determine program improvement plans based on analysis of the data. Additionally, the program is evaluated every 7 years by the Commission on Dental Accreditation (CODA). CODA, the external accreditation body for the Clark College Dental Hygiene Program (CCDHP), is a part of the American Dental Association (ADA). The CCDHP was established in 1968 and has remained an accredited Dental Hygiene program since its inception. Clark College has responded to all suggestions made by the commission including the institution of a state-of-the-art simulation lab. Furthermore, CODA has approved the proposed change to a BAS program following approval of a remodel that included over 3 million dollars in donations from the community. Included in the donor's wishes was that Clark College would become a baccalaureate program. By working with CODA throughout the process of remodeling, providing state-of-the-art equipment for learning, and becoming a baccalaureate program, CODA has approved all changes with no further reporting requirements due until the program's next accreditation visit in 2017. The accreditation standards address many areas such as institutional effectiveness, student admissions, curriculum management and content, faculty, facilities, and health and safety provisions (ADHA, 2012). Moreover, Clark College is accredited by the NWCCU, which recently presented the college with a commendation for its work in program-level assessment. Clark College notified NWCCU in January of 2013 of the proposed BAS. We have submitted the substantive change application to NWCCU and are preparing the substantive change proposal to be submitted upon the State Board's approval of the BAS.

### **Statement of General Policy**

Maintaining and improving the quality of Dental Hygiene education is a primary aim of the Commission on Dental Accreditation (CODA). In meeting its responsibilities as a specialized accrediting agency recognized by the dental profession and by the United States Department of Education, CODA:

1. Evaluates dental hygiene education programs on the basis of the extent to which program goals, institutional objectives, and approved accreditation standards are met;
2. Supports continuing evaluation of and improvements in dental hygiene education programs through institutional self-evaluation;
3. Encourages innovations in program design based on sound educational principles;
4. Provides consultation in initial and ongoing program development.

As a specialized accrediting agency, the Commission relies on an authorized institutional accrediting agency's evaluation of the institution's objectives, policies, administration, financial and educational resources, and its total educational effort. The Commission's evaluation is confined to those factors which are directly related to the quality of the Dental Hygiene program. In evaluating the curriculum in institutions that are accredited by a U.S. Department of Education-recognized regional or national accrediting agency, the Commission concentrates on those courses which have been developed specifically for the Dental Hygiene program and core courses developed for related disciplines. When an institution has been granted status or "candidate for accreditation" status by a regional or national accrediting agency, the Commission will accept that status as evidence that the general education and biomedical science courses included in the Dental Hygiene curriculum meet accepted standards provided such courses are of appropriate level and content for the discipline.

In addition to the Dental Hygiene specific program improvement process, Clark College also has a program improvement process, which is a five-year review process for all transfer and career programs. Data is gathered on a set of indicators. Faculty then have an opportunity to review their performance on the indicators as well as discuss the data with a designated screening committee. The program faculty and administrators devise a set of actions based on the data generated by the indicators with the intention to improve the program.

### **Criteria 1 (3) Course preparation needed by students transferring with a technical associate degree.**

General education courses are taken prior to acceptance into the Dental Hygiene program. Therefore, students will be transferring with required general education courses that are prerequisite to the Clark College BAS in Dental Hygiene program. All Dental Hygiene prerequisite courses will be identified on the Clark College website. Furthermore, advisors will be in place to direct students to the general education courses needed prior to acceptance into the program. The program plans to have one year (Year 0) following program approval to ensure students are aware of the additional general education courses required prior to applying. **(See Table 1).**

### **Criteria 1 (4) General education components.**

As stated under criteria 1 (3) general education components will serve as prerequisite courses for acceptance into the Clark College BAS in Dental Hygiene program. The general education courses will help prepare and support students for the rigors of the BASDH program and the workplace needs after degree completion. General education courses are taught by qualified faculty in their respective areas of instruction. **(See Table 4).** Additionally, general education course curricula and faculty are closely reviewed by the Commission on Dental Accreditation (CODA), which state in its Dental Hygiene Accreditation Standards:

*General education, social science and biomedical science courses included in associate degree dental hygiene curricula should parallel those offered in four-year colleges and universities. In baccalaureate degree curricula, attention is given to requirements for admission to graduate programs in establishing the balance between professional and nonprofessional credit allocations. (p. 15)*

Credit requirements for the BAS general education components are based on the Clark College catalog and include the following guidelines from the State Board for Community and Technical Colleges:

**Recommendation for Minimum General Education Requirements for Applied Baccalaureate Degrees (Passed by the Instruction Commission May 2011)**

1. Students must earn a cumulative grade point average of at least 2.00, as calculated by the degree awarding institution.
2. The general education courses will include courses earned at either/both the associate degree and/or applied bachelor's degree level, based on the total required 180 quarter hours of credit.
3. A minimum of 60 quarter hours of general education courses will be required, to include the following:
  - a. *Communication Skills*. Must include at least two communication courses to include a minimum of one English composition course. Remaining credits may be an additional composition course or designated writing-intensive courses or courses in basic speaking skills **(10 credits)**
  - b. *Quantitative/Symbolic Reasoning Skills*. Must be achieved through one of the following college-level courses: symbolic reasoning or a quantitative reasoning course in statistics or mathematics. **(5 credits)**
  - c. *Humanities*. **(10 credits)**
  - d. *Social Sciences*. **(10 credits)**
  - e. *Natural Sciences*. At least five credits in physical, biological and/or earth sciences. Shall include at least one laboratory course. **(10 credits)**
  - f. *Health and PE*: **(1 credit – program specific)**
  - g. Any remaining general education courses to achieve the required 60 credits may be distributed in a manner that best suits the curriculum needs of the baccalaureate program.

This would result in 66-67 credits taken as prerequisites plus 114 credits in the CCDHP, for a **total of 180–181 credits**.

**Criteria 1 (5) Course work needed at junior and senior levels in the BAS.**

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**Table 2** illustrates the proposed Clark College BAS in Dental Hygiene program, which will include 7 quarters of core Dental Hygiene curriculum. During the first quarter of the Dental Hygiene program, students will still be considered as second year college students and able to take 200-level courses. This will enable students to take advantage of additional financial aid and will also help keep the cost for tuition as low as possible. The course work at the BAS level includes the current CODA - approved curriculum with an added emphasis on research and education. Course outcomes during Junior *and* Senior years of DH courses include the more rigorous focus on research and educational theory and application. **Table 3** illustrates the curriculum crosswalk emphasizing the rigor for courses that are being renumbered from lower division to upper division numbers.

**Criteria 2. Qualified faculty.**

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*Provide a profile, including education credentials, of anticipated faculty (full-time, part-time, regular, continuing) that will support the program for each year (junior and senior). Include faculty needed to cover the technical course work, general education courses and electives. In addition, provide the total faculty FTE allocated to the program.*

*Faculty and administrators responsible for technical courses must meet certification requirements for professional and technical administrators and instructors in the Washington Administrative Code.*

The proposed BAS option requires 66-67 general education credits which can be taken at the 100 and 200 levels. Faculty teaching general education courses will teach these courses as part of their ongoing load; therefore, no additional faculty will be required. The Clark College Dental Hygiene program (CCDHP) includes 114 Dental Hygiene credits. Full-time Dental Hygiene faculty who teach in the current AA/AAS program and are planning to teach in the proposed BAS program are listed in **Table 5**; adjunct (part-time) faculty are listed in **Table 6**.

All instructors will have earned a Master of Science degree or be actively enrolled in a master's level program by Fall quarter 2015. The director has completed course work for the doctorate in higher education leadership and is currently working on the project study. **Tables 5 and 6** also include education credentials for the program faculty. Moreover, all full-time faculty

members have met certification requirements for professional and technical administrators and instructors in the Washington Administrative Code. Total Faculty FTE allocated to the CCDHP is 8.7. The Commission on Dental Accreditation (CODA) also specifies the following in its standards for accreditation:

*The faculty to student ratios must be sufficient to ensure the development of competence and ensure the health and safety of the public. The faculty to student ratios for preclinical, clinical and radiographic clinical and laboratory sessions must not exceed one to five. Laboratory sessions in the dental science courses must not exceed one to ten to ensure the development of clinical competence and maximum protection of the patient, faculty, and students. (p. 28)*

At present, the CCDHP meets the CODA requirements that state:

*All dental hygiene program faculty members must have current documented knowledge of the specific subjects they are teaching. All program faculty must have current documented background in educational methodology consistent with teaching assignments. Faculty who are dental hygienists must be graduates of dental hygiene programs accredited by the Commission on Dental Accreditation. (p. 29)*

### **General Education**

As stated in Criteria 1 (4), general education courses are taught by qualified faculty in their respective areas of instruction. Additionally, general education course curricula and faculty are closely reviewed by the Commission on Dental Accreditation. All general education courses are taken prior to students beginning the Dental Hygiene program.

### **Criteria 3. Selective admissions process, if used for the program, consistent with an open door institution.**

*Describe the selection and admission process. Explain efforts that will be used to assure that the program serves as diverse a population as possible.*

### **Application Process**

The Clark College Dental Hygiene program (CCDHP) is a seven-quarter clinical program with preliminary requirements that must be taken prior to program entry. This process is consistent with all dental hygiene programs in the State. (See **Table 1.**) Admission requirements to the program are listed below:

### **Proposed Preliminary Requirements for the Clark College BAS in Dental Hygiene Program**

To meet preliminary entrance requirements, candidates must:

- Complete the Clark College Application for Admission and Statement of Intent forms. Return to the Clark College Welcome Center with the non-refundable program application fees (amount subject to change). For the current fee amounts, please visit the Dental Hygiene website at [www.clark.edu/dentalhygiene](http://www.clark.edu/dentalhygiene).
- Application deadline for Clark College's Dental Hygiene program is **January 8th** of every year for the upcoming fall quarter. Students **must** have no more than 10 credits left of preliminary course work to complete following the end of winter quarter to qualify for selection into the fall class.
- Complete ENGL& 101 with a 2.60 or higher grade.
- Earn an applicable GPA of 2.60 or higher (in program prerequisite courses) and an applicable science GPA of 2.60 or higher. A 2.60 GPA is consistent with the Nursing program's application process at Clark College allowing applicants interested in health care another option if they are not accepted into the Dental Hygiene program.
- All science courses must be seven (7) years current upon program entry. This is a standard requirement throughout all health occupations' programs.
- Send all official college transcripts to the Credential Evaluations Office for complete transcript evaluation, and continue to send updated transcripts quarterly as courses are completed.
- Complete courses listed under Preliminary Required Courses with a 2.60 or above. (See **Table 1.**) (Students can have a maximum of 10 credits of preliminary required course work to complete after winter quarter to be eligible for selection into the following fall's Dental Hygiene class.)
- The most recent educational experience will be used to meet admission criteria.
- Final program admission is determined through a point system. (See **Figure 2.**)



### **Health Occupations Admissions**

The admissions process to the Clark College Bachelor of Applied Science degree in Dental Hygiene (BASDH) program is conducted through the Health Occupations Advising Department using a point-based system based on applicable GPA (prerequisites), applicable Science GPA, and the HESI A2 Admission Test (to assess reading and math skills). Clark anticipates an increase in the number of applicants, at least for the first few years, as Clark's BASDH will be the only BASDH program in the state at this time offered through the community college system. The proposed changes to the point calculation process are aimed to expand the number of qualified applicants.

The HESI A2 exam is given to prospective nursing students and recently has been employed in dental hygiene schools to evaluate dental hygiene candidates. The exam is designed to assess prospective students' academic readiness for higher education in a health care field. Prior to admission, the HESI A2 exam not only assesses an applicant's academic readiness, but it is also a predictor for success in the program. Although many nursing programs employ all 10 sub-tests in the HESI exam, our dental hygiene program assesses only two areas of knowledge: reading comprehension and basic math. The HESI A2 exam math questions evaluate a candidate's knowledge of basic mathematical concepts. The math skills tested typically have some correlation to health related scenarios. Students are expected to have a strong grasp of the following math skills: addition, subtraction, multiplication, division, fractions, proportions, ratios, and decimals.

Nursing schools depend on basic mathematic knowledge because many essential functions including calculation of medicine dosages are expected of a competent clinician. Similarly, dental hygiene practice also depends on basic mathematic knowledge in calculation of safe local anesthetic administration, application of dental restorative materials, as well as monitoring and assessing nitrous oxide and oxygen gas mixtures.

Success in the reading comprehension exam has also consistently demonstrated a high correlation with success in the dental hygiene program. Reading comprehension is necessary for reading and understanding research articles and basic healthcare terminology. The assessment is not a placement test, but provides the program's faculty with preliminary information regarding the ability to successfully pass all courses and the board exams. Currently, we offer a review/test preparation book for applicants to study from in order to prepare for the HESI A2 exam. We will also begin to offer a workshop for students prior to administration of the HESI A2 exam that will take the concepts from the review book and answer any questions students might have.

Nursing has only one board exam (NCLEX), while Dental Hygiene has seven board exams students must pass to become licensed in Washington. The tests are only given in English. Despite multiple attempts to speak to the board on behalf of our ESL students, we have yet to see any changes made to the administration of these exams (for example, asking for a translated version or even for ESL students to be given more time). This is not to say we will give up on this issue as we understand the importance of fostering a diverse student-professional population. On an annual basis faculty provide board reviews for all students preparing for the four written board exams: (a) national board exam, (b) the anesthesia written exam, (c) the process of care exam, and (d) the ethics and jurisprudence exam. In addition, the program's faculty and staff will continue to both provide and evaluate outreach to diverse student populations in order to continually ensure the program is providing for diversity.

To address this anticipated increase, a part-time classified employee will be hired to support Clark College BAS in Dental Hygiene program students to provide initial enrollment information and instructions during their prospect/applicant phase. The opportunity to meet with an admissions staff member to discuss enrollment requirements and processes will be provided to each applicant. In addition, student applications will be evaluated for completeness, accuracy, and payment. If issues are discovered, the staff representative will conduct outreach to ensure a smooth selection process for each applicant. Student files will then be prepared for the next phase of the application process.

### **Changes to ensure the program serves a diverse population.**

The director of the program has been working with the Intercultural Communication Institute, specifically Dr. Janet Bennett for over 10 years. Dr. Bennett is the executive director and co-founder of the Intercultural Communication Institute (ICI). The dental hygiene director and second-year lead instructor of the Clark College Dental Hygiene program have taken courses from Dr. Bennett and used the information to develop and incorporate intercultural education and communication skills' training to expand the cultural competency of our faculty, staff, and Dental Hygiene students.

Dental Hygiene faculty and advisors are engaged in continuing education to enhance the overall intercultural communication amongst ourselves, the students, and our community. Positive steps in process include the creation of an intercultural communication training and development seminar for faculty, staff, and students. Furthermore, we have initiated an intercultural communication committee made up of faculty, staff, and students. The purpose of this committee is to provide a safe setting for cultural development and input as we work to develop a more diverse student, faculty, and staff population. Additionally, for the students applying in 2014 for the class beginning in 2015, we are proposing changes be made to the application process.

As previously discussed, students are selected based on a point system. Something program advisors have found over the years is that many applicants, when earning points based on their cumulative GPA, have improved their courses after:

1. maturing,
2. learning English, and/or
3. recovering from a debilitating life situation.

Because the cumulative GPA takes into consideration the entire college experience of students, this has had a detrimental effect on some of our ESL and nontraditional students. To remedy this situation, we are going to only count the applicable GPA (these include the prerequisite courses to get into the program, and not every course a student has ever taken). Our thought is that this will allow students who may have not been selected due to their individual situations when first taking college courses a greater chance at being selected into the Clark College BAS in Dental Hygiene program. In addition to changes in the application process, faculty, students, and other representatives of dental hygienists from the community will continue to increase community outreach regarding the Dental Hygiene career option.

Additionally, the director is working with the HEOC advisors to put in place another aspect of the application process to serve a more diverse population of students. As part of the application process, students will be asked to answer the following essay questions: What is your knowledge and experience with serving a diverse community? What does serving a diverse community mean to you? Points to the application process will be implemented based on a rubric score for content.

### **Recruitment**

Currently, the Dental Hygiene faculty attend Career Days at various high schools in the Clark County area and will continue to do so. The faculty and students also work with the Vancouver Skill Center, which educates dental assistants. Clark College is working with the Dental Hygiene program to ensure the website has user-friendly links to prerequisites, frequently asked questions, and employment statistics specific to all populations. In addition to the recruitment by the Dental Hygiene faculty, Allied Health & Education Advisors participate in the following outreach/recruitment activities:

- Peace Health Education Fair
- Job Fairs
- Career Fairs
- College Fairs

### **Outreach: Allied Health Occupations Overview Presentations**

In an effort to reach the broadest and most diverse applicant pool, the Allied Health and Education Advisors conduct a series of presentations both on campus and in the community.

- **Clark College**  
On Clark's campus, presentations and information sessions are provided to classes and programs with a health occupations orientation such as the Integrated and Basic Education Skills Training (I-BEST) programs. I-BEST pairs English as a Second Language (ESL) and/or Adult Basic Education (ABE) instructors with career and technical education instructors in the classroom to concurrently provide students with literacy education and workforce skills. I-BEST challenges the traditional notion that students must first complete all levels of basic education before they can begin workforce training.



**Presentations are made in the following programs:**

- IBEST Nursing Assistant Certified (NAC) classes
- On-Ramp to IBEST Class conducts informational interviews with students (lower level English and reading students – predominantly English language learners)
- ESL & GED Health Exploration Class provides an introduction to health careers for non-native speakers of English to support a transition to Clark College Health Occupations Programs

• **Community**

In the community, the Allied Health and Education Advisors present at several venues where a more diverse pool of applicants are likely to be present. These venues include:

- **Clark County Skills Center**  
The Clark County Skills Center is a cooperative educational venture between eight Southwest Washington School Districts. The Skills Center has over 200 local high school students interested in medical careers including a program in Dental Assisting.
- **Professional Technical Day**  
Professional Technical Day is an event where over 200 high school junior/senior students from the greater Portland Metropolitan area learn about opportunities for professional technical education and future employment.
- **Gateways**  
Gateways is a program through the Gateway Students of Color Visit Program, where over 50 high school students from the greater Portland Metropolitan area tour Clark College to learn more about career and technical education opportunities.
- **Vancouver Housing Authority**  
The Vancouver Housing Authority provides opportunities to people who experience barriers to housing because of income, disability, or special needs. The Housing Authority serves at least 30 community members from the greater Clark County area.

**Criteria 4. Appropriate Student Services Plan**

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*Describe services that will be needed by the students admitted to the degree program and the college plan for providing those services. Include a description of financial aid services and academic advising for students admitted into the program.*

**Financial Aid**

Students admitted to the Clark College BAS in Dental Hygiene program will receive student budget adjustments to appropriately reflect their cost of attendance. Eligible students will be awarded State Need Grant funds based on established sector amounts as determined by the Washington Student Achievement Council. Federal Student Loans will be certified based on the student’s year in school. Subsidized loan limits will be extended (to 6 years) and reported to the Department of Education as required. Maximum time to degree completion as defined by the Clark College Satisfactory Academic Progress Policy will be adjusted to reflect program length. Financial Aid consumer information will be updated, and staff will research and post scholarship opportunities that pertain to those enrolled in the Clark College BAS in Dental Hygiene program. Financial Aid advisors have agreed to speak to our students during the orientation that occurs in May prior to beginning the program in the fall.

**Advising Services**

To ensure the communication of accurate program information to all Clark students, advising is required for all new degree and certificate students to Clark and at certain checkpoints during degree or certificate progress. The advising system at Clark College is an educational process that assists students as they pursue educational, career, and life goals. It is expected that students will build relationships with advisors during their time at Clark College and, over the course of their degree or certificate, will attain the objectives to graduate with their declared degree. After acceptance into the BAS program, the director and faculty will be responsible for advising Dental Hygiene students. Advising for students is available days, evenings, and on weekends. The program also has student advisors for the junior and senior classes who meet with the director a minimum of one time per quarter—or more—if needed or requested. The purpose of this advisory group is to address any and all concerns for each respective class.

The Advising Department at Clark College has three divisions:

1. College Preparation and Transfer  
Advisors work with students enrolled in pre-college-level courses and/or intending to transfer to a four-year university.
2. Professional/Technical  
Advisors work with students enrolled in industrial or vocational degrees and certificates such as Business, Medical Office, Paralegal, Automotive, Welding, Diesel, Computer Technology, Data Networking, Power Utilities, Mechatronics, and Culinary Arts.
3. Health Occupations and Education  
Advisors work with students enrolled in Health Occupations (Nursing, Dental Hygiene, Medical Radiography, Pharmacy Technician, Phlebotomy, and Emergency Medical Technician), Elementary or Secondary Education, or pre-professional health programs (pre-medicine, pre-pharmacy).

Each division is staffed by advisors trained in their program areas. To accommodate the needs of Clark College BAS in Dental Hygiene program students, the following services will be either added or strengthened:

- Help students to understand and work through preliminary requirements
- Map out educational plans to degree completion
- Provide unofficial transcript evaluations
- Assist students through the application and selection processes
- Explain the point systems and competitiveness of the program
- Refer students to campus and community resources
- Recommend success strategies to retain students experiencing academic difficulty

### **Career Services**

Career Services provides the resources and strategies for making positive career choices including choosing a college major and developing career plans, creating job search materials, finding internships and full-time jobs, and making successful career transitions. Resources include a computer lab, an extensive library of books and videos, and one-on-one appointments with career and employment specialists. Services are free and open to students, former students, and the general public. The Career Services department has agreed to work with our BAS students on developing a resume, interview skills, and career transition. The Career Services department is available during normal working hours and upon request, they will extend hours of service to meet the program's needs.

### **Academic Early Warning**

Clark College is committed to student academic success, and early alert systems have been documented to increase student success and retention. One of the best practices for student retention efforts is informing students early if they are exhibiting behaviors that put their academic performance at risk. Clark College's Academic Early Warning assists faculty in helping students reach their educational goals, helps foster individual student connections with faculty, and encourages students to take early advantage of campus resources. The Dental Hygiene department faculty utilize AEW whenever a student is at academic risk and in need of additional support. This service is available throughout each quarter.

### **Counseling**

The Counseling and Health Center supports student success by providing a range of professional counseling and medical referral services that are both affordable and conveniently available on campus. Counselors assist students with career exploration, academic issues, and personal/mental health needs. A nurse practitioner is also available for fee-based medical services. The Counseling and Health Center is located in the same building as the Dental Hygiene department and has constantly provided services for the faculty and students to utilize when necessary.

### **Academic Support Center**

The Tutoring and Writing Center offers tutoring services free of charge to all registered Clark College students. Tutors recommended by faculty provide help in many subject areas. Students are encouraged to visit the Tutoring Center early in the quarter to request help. Tutoring is also available at Columbia Tech Center and online at [www.eTutoring.org](http://www.eTutoring.org).

### **Library**

Clark College libraries provide resources to support the educational mission of Clark College. On the main campus, Cannell Library provides students, faculty, and staff with books, movies, and CDs including a wide range of in-print and online resources. Cannell Library also has group study rooms and computer labs. Students attending classes at Columbia Tech Center can visit the Information Commons. Library faculty offer a variety of instruction sessions and workshops.

Through Summit, a shared catalog that combines the holdings of academic libraries in Washington, Oregon, and Idaho, students also have access to books, DVDs, videotapes, government documents, and more. Direct online borrowing and an efficient courier service allow students to obtain books quickly and easily. The college library has dedicated a librarian to the Dental Hygiene program. This librarian will work with the Dental Hygiene students throughout the entire program in order to meet the additional rigor of the BAS program particularly in research methodologies and writing skills.

### **Computer Services**

Students enrolled in credit classes may use the open computer lab facilities at Clark College. In order to facilitate appropriate student access to computers and computer software, the college provides classrooms, labs, course work, and library access where students can learn about and use these tools. Computer labs are open to Dental Hygiene students day, evening, and weekend hours. There are also tutors available at these sites to provide students with technological assistance.

### **Disability Support Services**

Clark College and Disability Support Services' (DSS) staff assist those with disabilities in pursuing their educational goals. DSS staff members are committed to ensuring that Clark College, its services, programs, and activities are accessible to individuals with disabilities. Clark College and the Dental Hygiene faculty and staff recognize that traditional methods, programs, and services may need to be altered to assure full accessibility to qualified persons with disabilities. DSS is the primary focus of efforts by Clark College to assure nondiscrimination on the basis of disability. Through DSS, qualified persons with disabilities can address their concerns regarding attitudinal or procedural barriers encountered, as well as any need for academic adjustments and/or auxiliary aids to ensure equal access. DSS also serves as a resource to the campus community in striving to make Clark College both an accessible and hospitable place for persons with disabilities to enjoy full and equal participation. The Dental Hygiene program faculty and staff refer students to DSS whenever additional support is needed.

### **Registration and Records**

The Registration and Records Offices offer online and in-person registration services. Additionally, staff members assist students with enrollment verification and official transcript requests. New and transfer students meet with advisors who help students register for classes after completing an application for admission and submitting it to the Admissions Office. Following acceptance, the director of the Dental Hygiene program helps streamline the registration process by having all students enroll at the same time ensuring that they correctly register for all classes, labs, and clinical courses.

### **Diversity and Equity**

The function of the Office of Diversity and Equity is to support the accomplishment of the goals set out in the Clark College Diversity Plan. In addition, the Office of Diversity and Equity is equally committed to serving historically disadvantaged communities as they navigate Clark--as well as the entire Clark community.

A Diversity Center has been established at Clark College. Its primary function is to be a welcoming and safe place for the entire Clark community—students, faculty, staff, and community members to learn about and engage with issues of diversity, inclusion, power, privilege, inequity, and social justice. In addition, the Diversity Center serves as a resource on related issues, provides training and educational programs, hosts speakers and performers, and offers opportunities to connect with those who have felt disconnected in the past. The Diversity Center also provides training on various diverse populations. These trainings are available to the entire campus community, and attendance by the Dental Hygiene faculty, staff, and students is encouraged.

### Veteran's Services

Clark College Veterans Affairs (VA) office serves as a liaison between Clark College and the US Department of Veterans Affairs. The academic programs of study at Clark College are approved by the Washington State's Higher Education Coordinating Board's State Approving Agency (HECB/SAA) for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10, US Code. Students can visit the VA office and receive assistance with admissions and program information, benefit applications and procedures, tutorial assistance, financial aid, and individual counseling. The Dental Hygiene program works closely with Veteran's Services to help provide restorative and oral health services to members of the community. This partnership has afforded Dental Hygiene students with additional educational opportunities that enhance their overall learning and understanding of working with various populations.

### **Criteria 5. Commitment to build and sustain a high quality program.**

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*Provide a financial plan for the first five years of program operation. This plan should include (1) types of funds to be used to support the program; (2) projected program expenses; (3) appropriate facilities to be used; (4) equipment, technology, and instructional resources needed for the program.*

*Document the college's ability to sustain the program over time.*

Due to the existing infrastructure of the Dental Hygiene Program at Clark College, along with the 3 million dollar renovation and upgrade of the entire clinical facility, the college is able to keep additional funding needs to a minimum.

### **Criteria (5) (1) Types of funds to be used to support the program.**

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Existing Funds to support the program are as follows:

- **Tuition Revenue & Local Funds**

Instructional funds support faculty and staff salaries as well as instructional material and repair of equipment. Instructional funds also cover the cost of licensure and accreditation fees. Funds are transferred into this account from the instructional unit to be used for capital and non-capital equipment expenditures.

Dentist funds pay for the program's supervising dentists for hygiene clinics, extramural sites, and restorative clinics. These funds are also used to pay insurance and licensing for selected dentists.

Additional tuition revenue that results from the upper division tuition rate will be utilized to cover the additional expenditures that result from this curriculum change. As the upper division program will replace the existing lower division program, the number of FTES is not expected to change.

- **Resale Funds**

Fees collected from the hygiene and restorative patient treatment clinics are deposited into the resale funds account. Resale funds are used to purchase supplies and materials that support the daily functions of the clinic. These funds are also used for the salary of one part-time classified staff who supports the clerical portion of clinical operations. Resale funds also cover rental fees and maintenance costs related to the clinical operations. As needed, we will use these funds to pay for non-capital equipment.

- **Student Fees**

Students are charged a dedicated fee for both clinical and restorative lab sections. The fees collected are used to purchase supplies and materials that support lab instruction. No additional program, lab, or other fees will be implemented as a result of this change.

- **Foundation Funds**

The Clark College Foundation is a strong advocate of the Dental Hygiene program and continues to work with the Dental Hygiene faculty, administration, and staff to raise dollars to support the needs of the program.

***Criteria (5) (2) Projected Program Expenses.***

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**Table 7** represents the projected expenditures from Year 0 to Year 6. As discussed above, expenditures are funded by Instructional, Resale, Student Fees, and Foundation funds. A software maintenance fee of \$4,598 will be implemented in Year 1 (2015-16) and \$14,405 in Year 2 (2016-17) as a part of the clinic remodel/upgrade to a paperless management system with digital radiography. The plan for funding the software maintenance fee includes the use of endowment funds from the remodel's donation dollars as well as resale funds.

Additional expenditures associated with the proposed curriculum change, those above and beyond the existing program's costs, are included in **Table 7**. **Additional costs are small as funding for this program is already in place. Only 4-8% of expenses listed in Table 7 are new as a result of implementing the BASDH program.**

Program startup costs in the amount of \$27,917 are included in Year 0. Startup costs include \$7,917 for enhancing library support for items such as books, databases, and subscriptions, as well as \$20,000 for additional staffing in Student Services (Financial aid and Advising). In Years 1 through 6, additional program expenses will be incurred by Student Affairs:

- Advising Services: Part-time (.5 FTE) classified employee \$15,000
- Health Occupations: Part-time classified employee \$15,000
- Career Services: Part-time classified employee \$15,000

Faculty salaries and benefits will remain unchanged with the exception of needed part-time coverage for program coordination release time. Current faculty contract salary rates will apply. Additional common costs, such as goods & services, professional development, travel, equipment, technology staff support, and library staff support, are not expected in Years 1 through 6 given the nature of the curriculum change. However, additional ongoing costs for library collections, databases, and subscriptions are expected to increase on average by 7% per year thereafter.

**Table 7** also includes tuition revenue information. The revenue projection assumes an average attrition rate of 4% for Years 1 through 6. The college will review expenditures and revenues on an annual basis to ensure adequate support for program needs.

***Criteria (5) (3) Appropriate facilities to be used.***

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Criteria (5) (4) states the upgrade to the Dental Hygiene program's facilities made possible by generous donations. Classroom and office space will be unchanged as the college has dedicated two classrooms to the Dental Hygiene program, and faculty and staff have offices already in place. By working with the Commission on Dental Accreditation (CODA) throughout the process of remodeling, providing state-of-the-art equipment for learning, and becoming a baccalaureate program, CODA has approved all changes with no further reporting requirements due until the program's next accreditation visit in 2017.

#### ***Criteria (5) (4) Equipment, technology, and instructional resources needed for the program.***

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Foundation and college funds have provided our program with over 3 million dollars to add a state-of-the-art simulation lab, radiology lab, and Dental Hygiene clinic. The simulation lab consists of 15 fully functioning simulation units that faculty and students use for instrumentation and restorative labs and practice times. The upgrade to our radiology lab included new tubeheads that can be used for film or digital-based technology and a digital panoramic machine. The upgrade also included new chairs, digital sensors, and computers for each operator. The remodel of the Dental Hygiene clinic has allowed us to double our square footage, increase the operator chairs from 24 to 30, and install casework and privacy walls between each treatment area. Each operator station is comprised of a new patient dental chair, ergonomic operator stools, upgraded handpieces, suction, nitrous oxide unit, and computer technology to operate a paperless management system. The paperless management system is called axiUm and allows the program to manage all aspects of clinical, financial, and student operations. Additionally, axiUm is able to track assessments of all natures needed for student learning. AxiUm assessment tools also enable the program to track and report data required by the NWCCU as well as the Commission on Dental Accreditation (CODA).

#### **Criteria 6. Program specific accreditation.**

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*Indicate whether the institution will seek specialized program accreditation. If so, describe plans for accreditation and identify appropriate accrediting body.*

Dental hygiene programs must comply with standards determined by the Commission on Dental Accreditation (CODA; 2012). The Clark College Dental Hygiene program (CCDHP) is an accredited program through CODA and has maintained its accreditation since its inception. A copy of the standards can be found at <http://www.ada.org/sections/educationAndCareers/pdfs/dh.pdf>

The CCDHP is evaluated every 7 years by CODA. CODA, the external accreditation body for the CCDHP, is a part of the American Dental Association (ADA). The CCDHP was established in 1968 and has remained an accredited Dental Hygiene program since its inception including the last accreditation visit in 2010. Clark College has responded to all suggestions made by the commission including the institution of a state-of-the art simulation lab. Furthermore, CODA has approved the proposed change to a BAS program following approval of a remodel that included over 3 million dollars in donations from the community.

To ensure that all accreditation standards have been met, Clark College notified NWCCU in January of 2013 of the proposed BAS. We have submitted the substantive change application to NWCCU and are preparing the substantive change proposal to be submitted upon the State Board's approval of the BAS.

#### **Criteria 7. Pathway options beyond baccalaureate degree.**

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*Describe opportunities and articulation agreements for the place-bound BAS graduates to continue their education onto a graduate (Master's) degree program.*

There are many students in Southwest Washington who, for a variety of reasons, are unable to leave the local area to obtain a baccalaureate degree. These students, regardless of reason, deserve the same opportunity as those who are able to relocate to attend school. When authorized to offer a baccalaureate degree, the Dental Hygiene program offered at Clark College will allow place-bound students in the region to obtain their Bachelor's degree in Dental Hygiene.

Place-bound students completing their baccalaureate degree can articulate to master's degree programs in Dental Hygiene provided their choice for the math requirement includes statistics. Students who choose college-level math will be required to take statistics prior to acceptance into most master's degree programs. This requirement will be addressed by advisors and will be published on the program's website. Depending on the school, some MS programs offer statistics within the curriculum, and others allow students to take statistics concurrently with MSDH courses. Statistics will not be a required prerequisite course but will be highly recommended due to the additional educational opportunities.



Clark College is working with the deans and directors regarding the development of articulation agreements with the universities listed below. In addition, students are prepared to enter master's degree programs in education, public health, and other related fields depending on the interest of the student.

#### **University of Washington Master's Degree in Dental Hygiene**

The University of Washington Master's Program for dental hygienists focuses on advanced study in oral biology and its relation to basic medical and clinical sciences. The program prepares one to contribute to the understanding of basic biologic processes as well as behavioral, biomedical, and clinical aspects of oral health. Its primary aim is to advance the academic education of dental hygienists who seek careers at colleges or universities.

The U of W Dental Hygiene Master's Program in Oral Biology has stated a definite interest in developing an articulation agreement with Clark's BAS program to enable students to transfer to the U of W master's program. **(See Addendum 1.)**

The MSDH from U of W is available for dental hygienists with an associate degree in Dental Hygiene from an accredited program plus a bachelor's degree. This pathway emphasizes training in basic and applied dental science as well as a research experience. This program requires a capstone project but not a thesis.

#### **Forsyth School of Dental Hygiene – Master of Science (MS) in Dental Hygiene Program Overview**

If you are a dental hygienist with a bachelor's degree and have ever considered working outside of clinical practice, the Master of Science in Dental Hygiene might be for you. Forsyth's 36-credit hour online master's degree program can be earned part-time and culminates in a thesis.

The program, specifically designed for practicing dental hygienists, uses computer-assisted distance learning and minimal on-campus class meetings. They have 2–3 required visits to campus over the duration of the program for orientation and thesis research and presentation. Students will learn required dates well in advance since the faculty and staff are sensitive to students' scheduling challenges.

Using the latest in online technology, some classes will occasionally include live web conferences in the evening. A schedule for these sessions is published at the beginning of the semester so that students can plan accordingly.

#### **Idaho State University Master of Science Degree in Dental Hygiene**

**The Master of Science in Dental Hygiene** is an online program designed for licensed dental hygienists with baccalaureate degrees and requires minimal on-campus visitations. The program allows students to earn a graduate degree while maintaining their current residence, career, and life style. Graduates are prepared for leadership roles in Dental Hygiene including education, research and rural and community health.

#### **University of California, San Francisco**

The Masters of Science Program in Dental Hygiene begins each year in the Summer quarter. Candidates need to satisfy the following minimum requirements:

- Graduation from a basic preparation Dental Hygiene program
- Completion of a baccalaureate degree in any discipline
- California residents must have a minimum overall and science college GPA of 2.7
- Non-California residents must have a minimum overall and science college GPA of 3.0
- Personal interview

## **Criteria 8. External expert evaluation of program.**

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*The institution will select two external experts to review the program. External experts should come from a university level institution, i.e. departmental professor, academic dean or department head. The expert should be a practitioner/instructor from within the content area of the proposal.*

*In a separate document, provide copies of external evaluators' reports or letters. Summarize the institution's responses and subsequent modifications to the proposal based upon evaluator's recommendations. Attach a short bio of the evaluators.*

Dr. Linda Boyd and Dr. Joann Gurenlian, two very respected doctors in the field of Dental Hygiene education, have agreed to be external expert evaluators. Their bios, recommendations, and responses are listed in **Addendum 2**.

**Figure 1: Overview of the Dental Hygiene Program's Assessment Model**

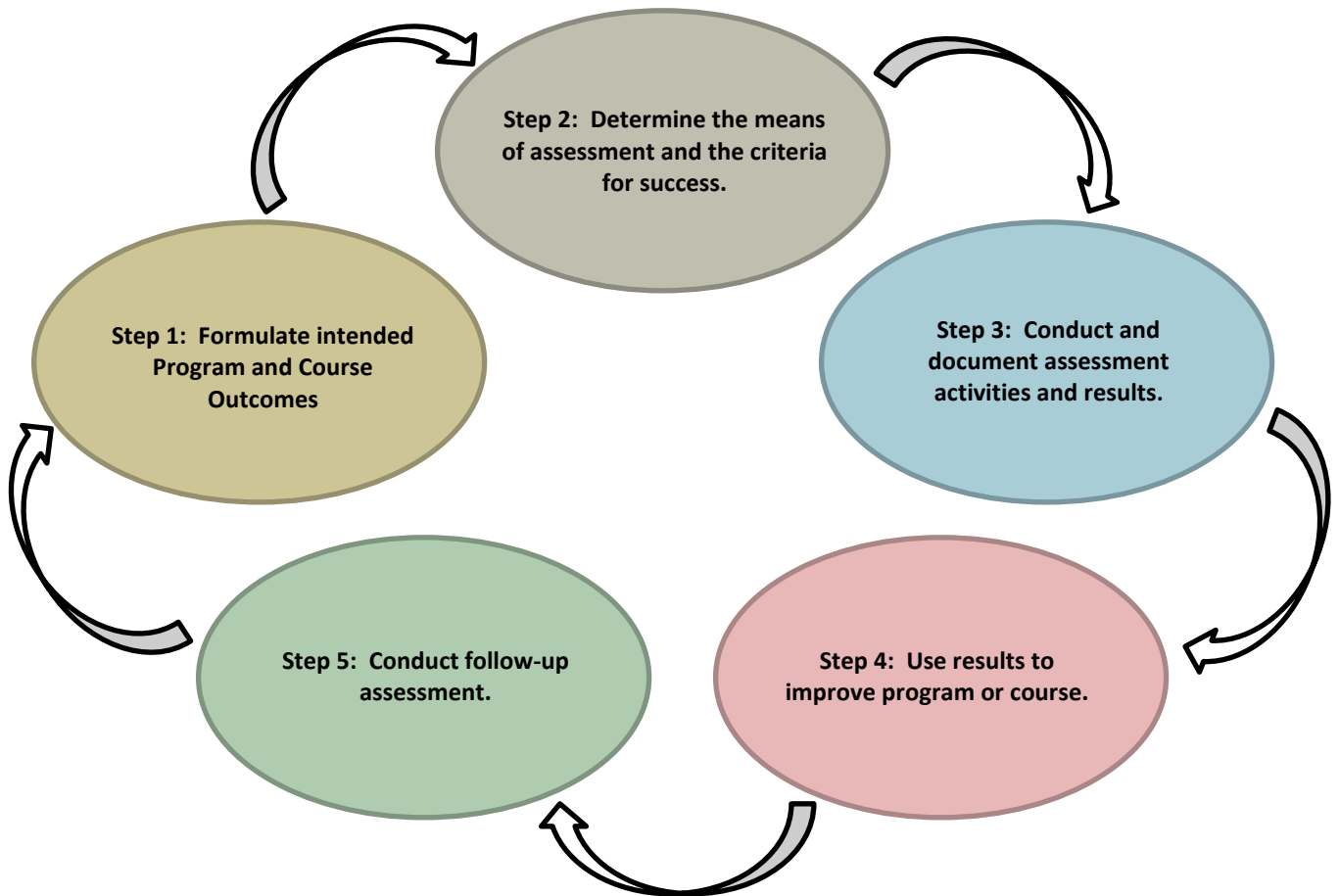


Figure 2: Final Program Admission Criteria

## DRAFT-Calculate Your Dental Hygiene Points

	<b>Point Categories</b> (See tables below)	Points Available	Your Points
<input type="checkbox"/>	Science GPA	20	
<input type="checkbox"/>	Applicable GPA	20	
<input type="checkbox"/>	HESI A2 Test—Reading	18	
<input type="checkbox"/>	HESI A2 Test—Math	6	
	<b>Total score</b>	<b>64</b>	

<b>HESI A2 Test Point Values</b>	
Reading Points	Math Points
80% - 83%.....6 pts	80% - 100%....6 pts
84% - 87%.....9 pts	
88% - 91%.....12 pts	
92% - 95%....15 pts	
96% - 100%...18 pts	

<b>Science GPA</b>			
Science Courses	Grade	Credit Hrs. x Pts. Per Grade	= Earned Grade Pts.
CHEM& 121		x	=
CHEM& 131		x	=
BIOL& 251		x	=
BIOL& 252		x	=
BIOL& 253		x	=
BIOL& 260		x	=
NUTR 103		x	=
<b>Total</b>			

Divide total from "Eamed Grade Pts." by total from "Credit Hrs." This is your science GPA.

<b>Points Per Grade</b>	
A ⇔ 4.0	C ⇔ 2.0
A- ⇔ 3.7	C- ⇔ 1.7
B+ ⇔ 3.3	D+ ⇔ 1.3
B ⇔ 3.0	D ⇔ 1.0
B- ⇔ 2.7	D- ⇔ .7
C+ ⇔ 2.3	F ⇔ 0

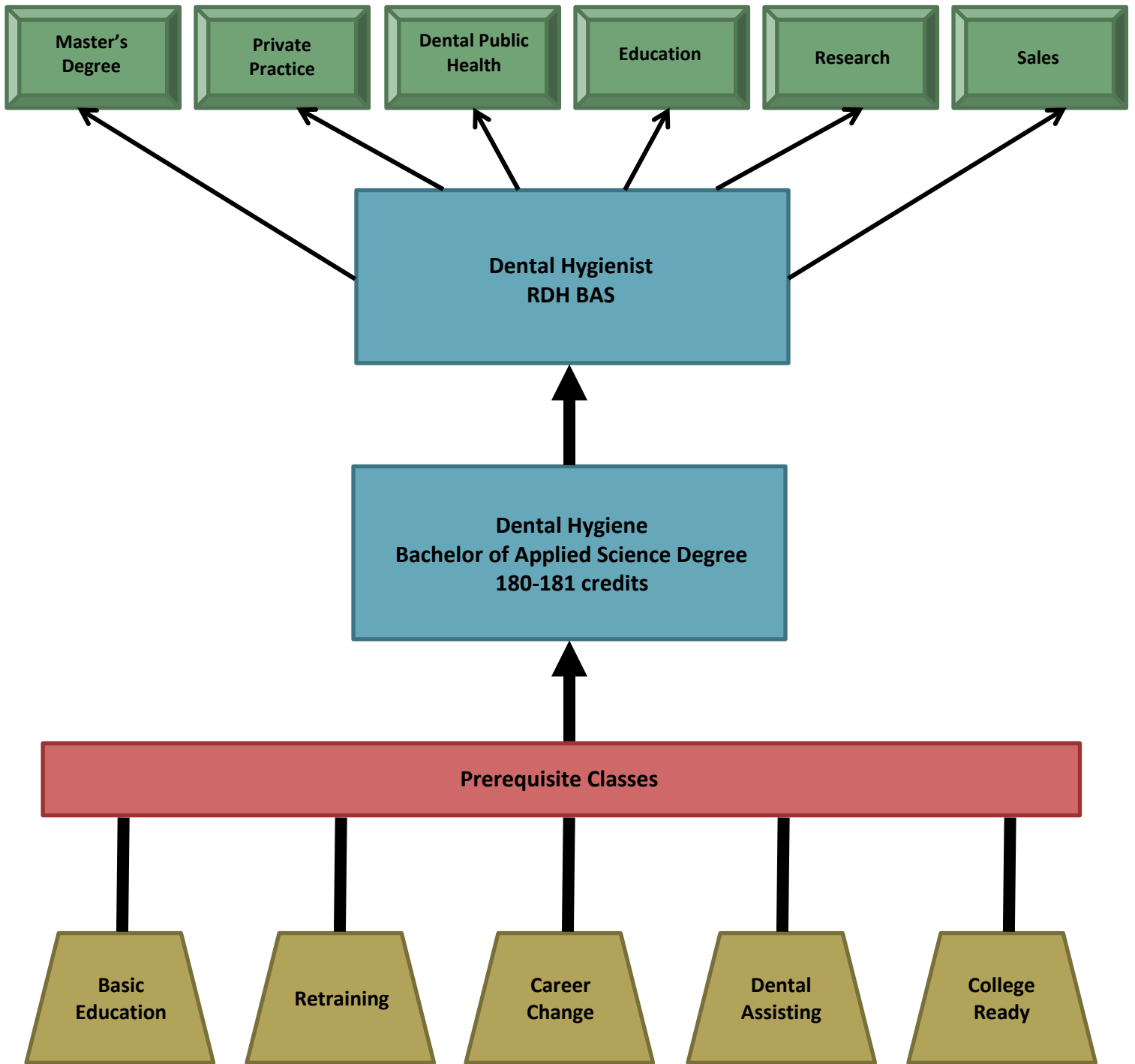
Science GPA	Points
2.60-2.79	8
2.80-2.99	10
3.00-3.19	12
3.20-3.39	14
3.40-3.59	16
3.60-3.79	18
3.80-4.00	20

Applicable GPA	Points
2.60-2.79	8
2.80-2.99	10
3.00-3.19	12
3.20-3.39	14
3.40-3.59	16
3.60-3.79	18
3.80-4.00	20

<b>Applicable GPA</b>			
Applicable Courses	Grade	Credit Hrs. x Pts. Per Grade	= Earned Grade Pts.
ENGL& 101		x	=
ENGL& 102 or ENGL 109		x	=
PSYC& 100		x	=
SOC& 101		x	=
MATH (5 crs.)		x	=
CMST& 210, 220, or 230		x	=
Humanities (5 crs.)		x	=
PE (if graded)		x	=
<b>Subtotal</b>		=	=
+ Science totals (from above)		+	+
<b>Final Total</b>			

Divide total from "Eamed Grade Pts." by total from "Credit Hrs." This is your applicable GPA.

**Figure 3: Pathway to BASDH and Beyond**



**Table 1: Prerequisite/General Education Courses for Clark College BAS in Dental Hygiene**

<b>Communication Skills</b>	ENGL&101 English Composition I <b>and</b>	5 credits
	ENGL&102 English Composition II <b>or</b>	5 credits
	ENGL&101 English Composition I <b>and</b>	5 credits
	ENGL&109 Writing About the Sciences <i>(Recommended)</i>	5 credits
	<b>Total Communication Skills:</b>	<b>10 credits</b>
<b>Quantitative/Symbolic Reasoning Skills</b>	College Level MATH <b>or</b>	5 credits
	MATH 203 Descriptive Statistics <b>and</b>	3 credits
	MATH 204 Inferential Statistics <i>(Recommended for students with intent to continue on for MS in DH)</i>	3 credits
	<b>Total Quantitative/Symbolic Reasoning Skills:</b>	<b>5-6 credits</b>
	<b>Humanities</b>	CMST&210 Interpersonal Communication <b>or</b>
CMST&220 Public Speaking <b>or</b>		5 credits
CMST&230 Small Group Communication <b>and</b>		5 credits
Electives		5 credits
<b>Total Humanities:</b>		<b>10 credits</b>
<b>Social Sciences</b>	PSYC&100 General Psychology <b>and</b>	5 credits
	SOC&101 General Sociology	5 credits
	<b>Total Social Sciences:</b>	<b>10 credits</b>
<b>Natural Sciences</b>	BIOL&251 Human A & P I	4 credits
	BIOL&252 Human A & P II	4 credits
	BIOL&253 Human A & P III	4 credits
	BIOL&260 Microbiology	5 credits
	CHEM&121 Intro to Chemistry: Pre-Health	5 credits
	CHEM&131 Intro to Organic/Biochem	5 credits
	NUTR 103 General Nutrition	3 credits
	<b>Total Natural Sciences:</b>	<b>30 credits</b>
<b>HPE</b>	PE	1 credit
	<b>Total HPE:</b>	<b>1 credit</b>
<b>Total Prerequisites Minimum:</b>		<b>66-67 Credits</b>



**Table 2: Curriculum for Clark College BAS in Dental Hygiene**

<b>1<sup>st</sup> Quarter – Fall</b>	DH 202 Dental Anatomy	<b>3 credits</b>
	DH 212 Clinical Dental Hygiene Techniques I	<b>6 credits</b>
	DH 242 Oral Medicine	<b>2 credits</b>
	DH 272 Periodontics I	<b>3 credits</b>
	DH 282 Pharmacology I	<b>1 credit</b>
	DH 292 Intro to Digital Management Systems	<b>1 credit</b>
	<b>Total credits – 1<sup>st</sup> Quarter:</b>	<b>16 credits</b>
<b>2<sup>nd</sup> Quarter – Winter</b>	DH 303 Head and Neck Anatomy	3 credits
	DH 313 Clinical Dental Hygiene Techniques II	5 credits
	DH 323 Oral Radiology I	3 credits
	DH 353 Ethics and the Profession	1 credit
	DH 373 Cariology	2 credits
	DH 383 Pharmacology II	1 credit
	<b>Total credits – 2<sup>nd</sup> Quarter:</b>	<b>15 credits</b>
<b>3<sup>rd</sup> Quarter – Spring</b>	DH 304 Educational Theory and Application	2 credits
	DH 314 Clinical Dental Hygiene Techniques III	5 credits
	DH 324 Oral Radiology II	1 credit
	DH 344 General and Oral Pathology	3 credits
	DH 364 Local Anesthesia & Pain Control	4 credits
	DH 384 Pharmacology III	1 credit
	<b>Total credits – 3<sup>rd</sup> Quarter:</b>	<b>16 credits</b>
<b>4<sup>th</sup> Quarter – Summer</b>	DH 301 Introduction to Dental Materials/Assisting	3 credits
	DH 321 Clinical Dental Hygiene Techniques IV	4 credits
	DH 331 Oral Radiology III	2 credits
	DH 431 Restorative Dentistry I	2 credits
	DH 451 Special Populations Needs I	1 credit
	DH 471 Nitrous Oxide Sedation	1 credit
	<b>Total credits – 4<sup>th</sup> Quarter:</b>	<b>13 credits</b>
<b>5<sup>th</sup> Quarter – Fall</b>	DH 402 Dental Public Health – Research Methods I	2 credits
	DH 412 Clinical Dental Hygiene Techniques V	9 credits
	DH 432 Restorative Dentistry II	5 credits
	DH 452 Special Needs Populations II	1 credit
	DH 472 Periodontics II	2 credits
	<b>Total credits – 5<sup>th</sup> Quarter:</b>	<b>19 credits</b>
<b>6<sup>th</sup> Quarter – Winter</b>	DH 403 Dental Public Health – Research Methods II	2 credits
	DH 413 Clinical Dental Hygiene Techniques VI	9 credits
	DH 433 Restorative Dentistry III	4 credits
	DH 453 Special Needs Populations III	1 credit
	DH 473 Periodontics III	2 credits
	<b>Total credits – 6<sup>th</sup> Quarter:</b>	<b>18 credits</b>
<b>7<sup>th</sup> Quarter – Spring</b>	DH 404 Dental Public Health – Research Methods III	1 credits
	DH 414 Clinical Dental Hygiene Techniques VII	10 credits
	DH 434 Restorative Dentistry IV	3 credits
	DH 484 Capstone (includes DH 253 & DH 263)	3 credits
	<b>Total credits – 7<sup>th</sup> Quarter:</b>	<b>17 credits</b>
<b>Total Dental Hygiene Courses:</b>		<b>114 credits</b>
<b>Including Prerequisites:</b>		<b>180-181 credits</b>

**Table 3: Curriculum Crosswalk**

Current AAS Dental Hygiene Degree		Proposed BAS Dental Hygiene Degree	
1 <sup>st</sup> Quarter - Fall		1 <sup>st</sup> Quarter - Fall	
Course	Cr	Course	Cr
DH 101 Dental Anatomy	3	DH 202 Dental Anatomy	3
DH 111 Clinical Dental Hygiene Techniques I	6	DH 212 Clinical Dental Hygiene Techniques I	6
After successful completion of the course, students will be able to: <ol style="list-style-type: none"> <li>1. Recognize, recall and define basic dental terminology.</li> <li>2. Describe roles and function of the dental hygienist.</li> <li>3. Demonstrate a comprehensive understanding of the concept of disease transmission and prevention.</li> <li>4. Explain the importance of oral aid usage.</li> <li>5. Demonstrate self-correction skills and formulate a plan for success while assessing skills and methods for oral self care.</li> <li>6. Explain and demonstrate the fundamental skills necessary for effective performance of the treatment techniques presented in this course.</li> </ol>		After successful completion of the course, students will be able to: <ol style="list-style-type: none"> <li>1. Recognize, recall and define basic dental terminology.</li> <li>2. Describe roles and function of the dental hygienist.</li> <li>3. Demonstrate a comprehensive understanding of the concept of disease transmission and prevention.</li> <li>4. Explain the importance of oral aid usage.</li> <li>5. Demonstrate self-correction skills and formulate a plan for success while assessing skills and methods for oral self care.</li> <li>6. Explain and demonstrate the fundamental skills necessary for effective performance of the treatment techniques presented in this course.</li> <li>7. Use APA formatting to accurately cite resources in-text and on the reference page.</li> </ol>	
DH 141 Oral Medicine	2	DH 242 Oral Medicine	2
DH 171 Periodontics I	3	DH 272 Periodontics I	3
DH 181 Pharmacology I	1	DH 282 Pharmacology I	1
		DH 292 Introduction to Digital Management Systems	1
		<i>An introduction to axiUm – the digital management system designed for dental patient records, student clinical assessments, and radiography. Students will learn to navigate the system, enter data pertaining to clinical patient treatment, and track clinical skills assessments.</i>	
		After successful completion of the course, students will be able to: <ol style="list-style-type: none"> <li>1. Navigate the axiUm digital management system.</li> <li>2. Enter all pertinent information into axiUm given a simulated dental patient.</li> </ol>	
<b>Total 1<sup>st</sup> Quarter Credits</b>	<b>15</b>	<b>Total 1<sup>st</sup> Quarter Credits</b>	<b>16</b>
2 <sup>nd</sup> Quarter - Winter		2 <sup>nd</sup> Quarter - Winter	
Course	Cr	Course	Cr
102 Head and Neck Anatomy	3	DH 303 Head and Neck Anatomy	3
112 Clinical Dental Hygiene Techniques II	5	DH 313 Clinical Dental Hygiene Techniques II	5
After successful completion of the course, students will be able to: <ol style="list-style-type: none"> <li>1. Explain and demonstrate clinical skills to effectively make, facilitate and implement responsible clinical decisions at the introductory level.</li> <li>2. Discern and manage ethical issues and problems in the practice of dental hygiene.</li> <li>3. Retrieve information from a variety of sources, including the library, experts, and computer technology.</li> <li>4. Demonstrate an awareness of patient welfare and perform actions appropriate with maintaining the physical and mental well being of the patient.</li> <li>5. Demonstrate safety protocol in clinic and while dealing with clinically related matters.</li> </ol>		After successful completion of the course, students will be able to: <ol style="list-style-type: none"> <li>1. Explain and demonstrate clinical skills to effectively make, facilitate and implement responsible clinical decisions at the introductory level.</li> <li>2. Discern and manage ethical issues and problems in the practice of dental hygiene.</li> <li>3. Retrieve information from a variety of sources, including the library, experts, and computer technology.</li> <li>4. Demonstrate an awareness of patient welfare and perform actions appropriate with maintaining the physical and mental well being of the patient.</li> <li>5. Using correct APA formatting, research a current topic and relate the information to the role of a dental hygienist.</li> <li>6. Demonstrate safety protocol in clinic and while dealing with clinically related matters.</li> </ol>	
DH 122 Oral Radiology I	3	DH 323 Oral Radiology I	3
DH 152 Ethics and the Profession	1	DH 353 Ethics and the Profession	1
DH 172 Cariology	2	DH 373 Cariology	2
DH 182 Pharmacology II	1	DH 383 Pharmacology II	1
<b>Total 2<sup>nd</sup> Quarter Credits</b>	<b>15</b>	<b>Total 2<sup>nd</sup> Quarter Credits</b>	<b>15</b>

Current AAS Dental Hygiene Degree		Proposed BAS Dental Hygiene Degree	
3 <sup>rd</sup> Quarter – Spring		3 <sup>rd</sup> Quarter - Spring	
Course	Cr	Course	Cr
DH 103 Oral Health Education	2	DH 304 Educational Theory and Application	2
DH 113 Clinical Dental Hygiene Techniques III	5	DH 314 Clinical Dental Hygiene Techniques III	5
After successful completion of the course, students will be able to: <ol style="list-style-type: none"> <li>Analyze and accurately record assessment data on the health status of the patient.</li> <li>Use critical decision making skills to formulate an evidence-based and patient centered comprehensive care plan.</li> <li>Evaluate the effectiveness of planned clinical and educational services and modify as necessary.</li> <li>Discuss and manage ethical issues and problems in the practice of dental hygiene.</li> <li>Apply life-long learning skills to classroom and clinical situations.</li> <li>Provide care designed to promote and maintain oral health.</li> <li>Provide planned educational services using appropriate interpersonal communication skills and educational strategies to promote optimal health.</li> <li>Demonstrate professionalism by personally practicing actions and characteristics consistent with being a professional.</li> </ol>		After successful completion of the course, students will be able to: <ol style="list-style-type: none"> <li>Analyze and accurately record assessment data on the health status of the patient.</li> <li>Use critical decision making skills to formulate an evidence-based and patient centered comprehensive care plan.</li> <li>Using academic writing skills, develop a literature review utilizing correct APA formatting.</li> <li>Evaluate the effectiveness of planned clinical and educational services and modify as necessary.</li> <li>Discuss and manage ethical issues and problems in the practice of dental hygiene.</li> <li>Apply life-long learning skills to classroom and clinical situations.</li> <li>Provide care designed to promote and maintain oral health.</li> <li>Provide planned educational services using appropriate interpersonal communication skills and educational strategies to promote optimal health.</li> <li>Demonstrate professionalism by personally practicing actions and characteristics consistent with being a professional.</li> </ol>	
DH 123 Oral Radiology II	1	DH 324 Oral Radiology II	1
DH 143 General and Oral Pathology	3	DH 344 General and Oral Pathology	3
After successful completion of the course, students will be able to: <ol style="list-style-type: none"> <li>Use correct descriptive terminology -- when communicating (written or oral) with dentists, clients, and other health professionals -- to describe pathological lesions when presented various cases, radiographs, slides.</li> <li>Formulate a correct differential diagnosis and definitive diagnosis (if possible with the information given) for different pathologic lesions, diseases, and conditions.</li> <li>Recognize, describe, and define normal lesions and variants of normal lesions.</li> <li>Use critical decision making skills to formulate a dental hygiene care plan based on a patient's pathological findings.</li> <li>Distinguish between normal lesions or conditions and pathologic, disease-related, lesions or conditions.</li> </ol>		After successful completion of the course, students will be able to: <ol style="list-style-type: none"> <li>Use correct descriptive terminology -- when communicating (written or oral) with dentists, clients, and other health professionals -- to describe pathological lesions when presented various cases, radiographs, slides.</li> <li>Formulate a correct differential diagnosis and definitive diagnosis (if possible with the information given) for different pathologic lesions, diseases, and conditions.</li> <li>Recognize, describe, and define normal lesions and variants of normal lesions.</li> <li>Conduct research using available resources to study different pathological entities.</li> <li>Use critical decision making skills to formulate a dental hygiene care plan based on a patient's pathological findings.</li> <li>Distinguish between normal lesions or conditions and pathologic, disease-related, lesions or conditions.</li> </ol>	
DH 163 Local Anesthesia & Pain Control	4	DH 364 Local Anesthesia & Pain Control	4
DH 183 Pharmacology III	1	DH 384 Pharmacology III	1
<b>Total 3<sup>rd</sup> Quarter Credits</b>	<b>16</b>	<b>Total 3<sup>rd</sup> Quarter Credits</b>	<b>16</b>
4 <sup>th</sup> Quarter – Summer		4 <sup>th</sup> Quarter - Summer	
Course	Cr	Course	Cr
DH 104 Introduction to Dental Materials	3	DH 301 Introduction to Dental Materials/Assisting	3
DH 114 Clinical Dental Hygiene Techniques IV	4	DH 321 Clinical Dental Hygiene Techniques IV	4
DH 124 Oral Radiology III	2	DH 331 Oral Radiology III	2
DH 134 Restorative Dentistry I	2	DH 431 Restorative Dentistry I	2
DH 154 Special Needs Populations I	1	DH 451 Special Needs Populations I	1
After successful completion of the course, students will be able to: <ol style="list-style-type: none"> <li>Demonstrate caring to patients with special needs.</li> <li>Determine dental hygiene concerns and care for patients with special needs.</li> <li>Identify patients with special needs who require more skillful application of dental hygiene knowledge and ability.</li> </ol>		After successful completion of the course, students will be able to: <ol style="list-style-type: none"> <li>Demonstrate caring to patients with special needs.</li> <li>Determine dental hygiene concerns and care for patients with special needs.</li> <li>Identify patients with special needs who require more skillful application of dental hygiene knowledge and ability.</li> <li>Identify and access resources to gather information regarding special needs.</li> </ol>	
DH 174 Nitrous Oxide Sedation	1	DH 471 Nitrous Oxide Sedation	1
<b>Total 4<sup>th</sup> Quarter Credits</b>	<b>13</b>	<b>Total 4<sup>th</sup> Quarter Credits</b>	<b>13</b>

Current AAS Dental Hygiene Degree		Proposed BAS Dental Hygiene Degree	
5 <sup>th</sup> Quarter – Fall		5 <sup>th</sup> Quarter - Fall	
Course	Cr	Course	Cr
DH 201 Dental Public Health I	2	DH 402 Dental Public Health – Research Methods I	2
After successful completion of the course, students will be able to: <ol style="list-style-type: none"> <li>1. Develop a broader understanding of the scope of the practice of public health and its contribution to community health.</li> <li>2. Utilize professional knowledge, judgment, and abilities to apply the principles of dental public health.</li> <li>3. Develop an oral health program plan through the application of the dental public health concepts.</li> <li>4. Identify and partner with health professionals and community agencies that deliver oral health services.</li> </ol>		After successful completion of the course, students will be able to: <ol style="list-style-type: none"> <li>1. Develop a broader understanding of the scope of the practice of public health and its contribution to community health.</li> <li>2. Utilize professional knowledge, judgment, and abilities to apply the principles of dental public health.</li> <li>3. Develop an oral health program plan through the application of the dental public health concepts.</li> <li>4. Using correct APA formatting, create a written document using report writing skills consistent with community dental health professionals.</li> <li>5. Identify and partner with health professionals and community agencies that deliver oral health services.</li> <li>6. Read and analyze published research.</li> <li>7. Formulate research questions.</li> <li>8. Distinguish between observation, interviews and surveys for collecting research data.</li> </ol>	
DH 211 Clinical Dental Hygiene Techniques V	9	DH 412 Clinical Dental Hygiene Techniques V	9
DH 231 Restorative Dentistry II	5	DH 432 Restorative Dentistry II	5
DH 251 Special Needs Populations II	1	DH 452 Special Needs Populations II	1
After successful completion of the course, students will be able to: <ol style="list-style-type: none"> <li>1. Determine dental hygiene concerns and care for special needs populations.</li> <li>2. Critically analyze professionally published reports and information regarding special needs groups, and develop a written report.</li> <li>3. Demonstrate the ability to use a variety of sources to access special needs information.</li> <li>4. Demonstrate the ability to communicate professional knowledge regarding a patient with special needs in a written report.</li> </ol>		After successful completion of the course, students will be able to: <ol style="list-style-type: none"> <li>1. Determine dental hygiene concerns and care for special needs populations.</li> <li>2. Critically analyze professionally published reports and information regarding special needs groups, and develop a written report, using APA guidelines.</li> <li>3. Demonstrate the ability to use a variety of sources to access special needs information.</li> <li>4. Demonstrate the ability to communicate professional knowledge regarding a patient with special needs in a written report.</li> </ol>	
DH 271 Periodontics II	2	DH 472 Periodontics II	2
<b>Total 5<sup>th</sup> Quarter Credits</b>	<b>19</b>	<b>Total 5<sup>th</sup> Quarter Credits</b>	<b>19</b>
6 <sup>th</sup> Quarter – Winter		6 <sup>th</sup> Quarter - Winter	
Course	Cr	Course	Cr
DH 202 Dental Public Health II	2	DH 403 Dental Public Health – Research Methods II	2
After successful completion of the course, students will be able to: <ol style="list-style-type: none"> <li>1. Develop a broader understanding of the scope of the practice of public health and its contribution to community health.</li> <li>2. Utilize professional knowledge, judgment, and abilities to apply the principles of dental public health.</li> <li>3. Develop an oral health program plan through the application of the dental public health concepts.</li> <li>4. Identify and partner with health professionals and community agencies that deliver oral health services.</li> </ol>		After successful completion of the course, students will be able to: <ol style="list-style-type: none"> <li>1. Develop a broader understanding of the scope of the practice of public health and its contribution to community health.</li> <li>2. Utilize professional knowledge, judgment, and abilities to apply the principles of dental public health.</li> <li>3. Develop an oral health program plan through the application of the dental public health concepts.</li> <li>4. Create a written document using report writing skills consistent with community dental health professionals.</li> <li>5. Identify and partner with health professionals and community agencies that deliver oral health services.</li> <li>6. Collect and analyze qualitative and quantitative data following APA guidelines.</li> </ol>	
DH 212 Clinical Dental Hygiene Techniques VI	9	DH 413 Clinical Dental Hygiene Techniques VI	9
DH 232 Restorative Dentistry III	4	DH 433 Restorative Dentistry III	4
DH 252 Special Needs Populations III	1	DH 453 Special Populations III	1
After successful completion of the course, students will be able to: <ol style="list-style-type: none"> <li>1. Analyze various professional publications on a special needs related topic and apply this information in a table clinic format.</li> <li>2. Identify population risk factors and determine strategies to provide optimal care to patients with a variety of special needs.</li> <li>3. Acquire, synthesize and communicate dental hygiene special needs topic in a table clinic format.</li> <li>4. Demonstrate the use of a variety of sources to access information for special needs populations.</li> </ol>		After successful completion of the course, students will be able to: <ol style="list-style-type: none"> <li>1. Analyze various professional publications on a special needs related topic and apply this information in a table clinic format.</li> <li>2. Identify population risk factors and determine strategies to provide optimal care to patients with a variety of special needs.</li> <li>3. Acquire, synthesize and communicate dental hygiene special needs topic in a table clinic format, using APA guidelines.</li> <li>4. Demonstrate the use of a variety of sources to access information for special needs populations.</li> </ol>	
DH 272 Periodontics III	2	DH 473 Periodontics III	2
<b>Total 6<sup>th</sup> Quarter Credits</b>	<b>18</b>	<b>Total 6<sup>th</sup> Quarter Credits</b>	<b>18</b>

Current AAS Dental Hygiene Degree		Proposed BAS Dental Hygiene Degree	
7 <sup>th</sup> Quarter – Spring		7 <sup>th</sup> Quarter - Spring	
Course	Cr	Course	Cr
DH 203 Dental Public Health III	1	DH 404 Dental Public Health – Research Methods III	1
After successful completion of the course, students will be able to: <ol style="list-style-type: none"> <li>1. Develop a broader understanding of the scope of the practice of public health and its contribution to community health.</li> <li>2. Utilize professional knowledge, judgment, and abilities to apply the principles of dental public health.</li> <li>3. Develop an oral health program plan through the application of the dental public health concepts.</li> <li>4. Identify and partner with health professionals and community agencies that deliver oral health services.</li> </ol>		After successful completion of the course, students will be able to: <ol style="list-style-type: none"> <li>1. Develop a broader understanding of the scope of the practice of public health and its contribution to community health.</li> <li>2. Utilize professional knowledge, judgment, and abilities to apply the principles of dental public health.</li> <li>3. Develop an oral health program plan through the application of the dental public health concepts.</li> <li>4. Create a written document using report writing skills consistent with community dental health professionals.</li> <li>5. Identify and partner with health professionals and community agencies that deliver oral health services.</li> <li>6. Analyze and display research data following APA guidelines.</li> <li>7. Communicate research results following APA guidelines.</li> </ol>	
DH 213 Clinical Dental Hygiene Techniques VII	10	DH 414 Clinical Dental Hygiene Techniques VII	10
DH 233 Restorative Dentistry IV	3	DH 434 Restorative Dentistry IV	3
DH 253 Special Needs Populations IV	1	DH 484 Capstone	3
		<i>The Capstone course is an opportunity for students to demonstrate that they have achieved the learning outcomes established by the Clark College Dental Hygiene program. The course is designed to assess ethical, cognitive, affective, and psychomotor learning and to do so in a learner-centered and learner-directed manner. Students will create a resume and cover letter as well as develop their interview skills. The Capstone course requires the application of all of your learning to an e-portfolio, which serves as an instrument of program assessment.</i>	
DH 263 Ethics and Practice Management	1	After successful completion of the course, students will be able to: <ol style="list-style-type: none"> <li>1. Analyze ethical and professional standards for dental hygienists in critical incidents.</li> <li>2. Identify and interpret the legal practice of dental hygiene within the State of Washington.</li> <li>3. Demonstrate knowledge of insurance codes used in the dental environment.</li> <li>4. Communicate in writing to other dental professionals in a resume and cover letter.</li> <li>5. Demonstrate knowledge of verbal communication skills for a job interview.</li> <li>6. Demonstrate how and when every program outcome has been met throughout your dental hygiene education.</li> </ol>	
<b>Total 7<sup>th</sup> Quarter Credits</b>	<b>16</b>	<b>Total 7<sup>th</sup> Quarter Credits</b>	<b>17</b>
<b>Total Dental Hygiene Credits:</b>	<b>112</b>	<b>Total Dental Hygiene Credits</b>	<b>114</b>
<b>Total Program Credits (including prerequisites)</b>	<b>164</b>	<b>Total Program Credits (including prerequisites)</b>	<b>180-181</b>

**Table 4: Full-Time General Education Faculty**

<b>Communication Skills (ENGL&amp;101, ENGL&amp;102, ENGL&amp;109)</b>
Mitzi Schrag PhD
Gerald Smith PhD
<b>Quantitative/Symbolic Reasoning Skills (College Level Math, MATH 203 and MATH 204)</b>
Marina Frost PhD
Kanchan Mather PhD
<b>Humanities (CMST&amp;210 , CMST&amp;220, CMST&amp;230)</b>
**David Kosloski
<b>Social Sciences (PSYC&amp;100, SOC&amp;101)</b>
Carlos J. Castro PhD
Miles Jackson MS
<b>Natural Sciences (BIOL&amp;251, BIOL&amp;252, BIOL&amp;253, BIOL&amp;260, CHEM&amp;121, CHEM&amp;131, NUTR 103)</b>
Karl Bailey PhD
William Cushwa PhD
Travis Kibota PhD
Richard Rausch PhD



**Table 5: Full-Time Dental Hygiene Faculty**

<b>*Honey Knight RDH BS Eastern Washington University</b>			<b>CTE Certificate #1180-5P-14</b>
DH 321	Clinical DH Techniques IV	4 cr	Junior Course
DH 412	Clinical DH Techniques V	9 cr	Senior Course
DH 413	Clinical DH Techniques VI	9 cr	Senior Course
DH 414	Clinical DH Techniques VII	10 cr	Senior Course
DH 472	Periodontics II	2 cr	Senior Course
DH 473	Periodontics III	2 cr	Senior Course
<b>*Mike Ludwig RDH BS Eastern Washington University</b>			<b>CTE Certificate #1222-P3-16</b>
DH 292	Introduction to Digital Management Systems	1 cr	1 <sup>st</sup> Qtr Course
DH 303	Head and Neck Anatomy	3 cr	Junior Course
DH 364	Local Anesthesia & Pain Control	4 cr	Junior Course
DH 431	Restorative Dentistry I	2 cr	Senior Course
DH 432	Restorative Dentistry II	5 cr	Senior Course
DH 433	Restorative Dentistry III	4 cr	Senior Course
DH 434	Restorative Dentistry IV	3 cr	Senior Course
DH 471	Nitrous Oxide Sedation	1 cr	Senior Course
<b>Karla Sylwester RDH BS Portland State University</b>			<b>CTE Certificate #1032-5P-15</b>
DH 202	Dental Anatomy	3 cr	1 <sup>st</sup> Qtr Course
DH 304	Educational Theory and Application	2 cr	Junior Course
DH 373	Cariology	2 cr	Junior Course
DH 301	Introduction to Dental Materials/Assisting	3 cr	Junior Course
DH 431	Restorative Dentistry I	2 cr	Senior Course
DH 432	Restorative Dentistry II	5 cr	Senior Course
DH 433	Restorative Dentistry III	4 cr	Senior Course
DH 434	Restorative Dentistry IV	3 cr	Senior Course
<b>Kristi Taylor RDH MEd Portland State University</b>			<b>CTE Certificate #1226-3P-15</b>
DH 212	Clinical DH Techniques I	6 cr	1 <sup>st</sup> Qtr Course
DH 272	Periodontics I	3 cr	1 <sup>st</sup> Qtr Course
DH 313	Clinical DH Techniques II	5 cr	Junior Course
DH 314	Clinical DH Techniques III	5 cr	Junior Course
DH 323	Oral Radiology I	3 cr	Junior Course
DH 324	Oral Radiology II	1 cr	Junior Course
DH 331	Oral Radiology III	2 cr	Junior Course
<b>**Brenda Walstead RDH MEd Portland State University</b>			<b>CTE Certificate #1188-5p-18</b>
DH 212	Clinical DH Techniques I	6 cr	1 <sup>st</sup> Qtr Course
DH 313	Clinical DH Techniques II	5 cr	Junior Course
DH 314	Clinical DH Techniques III	5 cr	Junior Course
DH 344	General and Oral Pathology	3 cr	Junior Course

\* Master's Degree in Education in progress

\*\* Doctoral Degree in Higher Education in progress

**Table 6: Adjunct Dental Hygiene Faculty**

<b><i>Clinical Lab (Work in clinic with students in simulation lab and with patients in clinic)</i></b>			
Glenna Afflerbach RDH BS Eastern Washington University			
Jean Gregory RDH BS University of Washington			
*Becky Herman RDH BS Concordia University			
Lori Howell RDH AA Clark College			
Amy Johnson RDH MEd Indiana University			
Emily Innocenti RDH BS Eastern Washington University			
Kris Nichols RDH AA Clark College (BS in progress)			
<b><i>Clinical Dentists (Work in clinic with students in simulation lab and with patients in clinic)</i></b>			
Kristine Aadland, Dentist		Richard Mielke, Dentist	
Mark Austin, Dentist		Robert Nevin, Dentist	
Theodore Caviness, Lead Dentist – Senior Year		Michael Oakes, Dentist	
Jennifer Erlich, Dentist		Kyle Ostenson, Dentist	
David Fitch, Dentist		Robert Rose, Dentist	
Lena Gordon, Dentist		Joe Sepe, Dentist	
Matthew Haehlin, Dentist		Richard Sipes, Dentist	
Steve Hopman, Dentist		John Sundell, Dentist	
David Keller, Dentist		David Swan, Dentist	
Lyle Kelstrom, Dentist		Charles Toney, Lead Dentist – Junior Year	
Kevin Low, Dentist		Chad Wade, Dentist	
Jill Markos, Dentist		Joshua Williams, Dentist	
Scott McClure, Dentist		Stephen Wu, Dentist	
<b><i>Ron Fields, RD, BS Eastern Washington University</i></b>			
DH 282	Pharmacology I	1 cr	1 <sup>st</sup> Qtr Course
DH 383	Pharmacology II	1 cr	Junior Course
DH 384	Pharmacology III	1 cr	Junior Course
<b><i>Kelly Pfeifer RDH MEd CTE Condordia University</i></b>			
DH 451	Special Needs Populations	1 cr	Senior Course
DH 452	Special Needs Populations II	1 cr	Senior Course
DH 453	Special Needs Populations III	3 cr	Senior Course
DH 484	Capstone (includes DH 253 and 263)	3 cr	Senior Course
<b><i>Amy Johnson RDH MEd Indiana University</i></b>			
DH 242	Oral Medicine	2 cr	1 <sup>st</sup> Qtr Course
DH 353	Ethics and the Profession	1 cr	Junior Course
<b><i>*Melody Scheer RDH BS Eastern Washington University</i></b>			
DH 402	Dental Public Health – Research Methods I	2 cr	Senior Course
DH 403	Dental Public Health – Research Methods II	2 cr	Senior Course
DH 404	Dental Public Health – Research Methods III	1 cr	Senior Course

\* Master’s Degree in Education in progress

\*\* Doctoral Degree in Higher Education in progress

**Table 7: Program Revenue and Expenditures\***

**BAS Dental Hygiene  
Upper Division Portion Only(1)**

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Upper Division FTES Annualized</b>	<b>0</b>	<b>17</b>	<b>53</b>	<b>53</b>	<b>53</b>	<b>53</b>	<b>53</b>
<b>Revenue</b>							
<b>Tuition &amp; Local Funds(2)</b>	27,917	305,412	827,903	828,521	829,183	829,892	830,663
<b>Resale Revenue</b>	0	13,720	42,140	42,140	42,140	42,140	42,140
<b>Student Fees</b>	0	16,688	51,256	51,256	51,256	51,256	51,256
<b>Total Revenue</b>	<u>27,917</u>	<u>335,820</u>	<u>921,299</u>	<u>921,917</u>	<u>922,579</u>	<u>923,288</u>	<u>924,059</u>
<b>Expenditures</b>							
<b>Salary &amp; Benefits</b>							
Director(3)	0	13,539	41,584	41,584	41,584	41,584	41,584
Faculty - Teaching	0	139,489	428,431	428,431	428,431	428,431	428,431
Consulting Dentists	0	14,840	45,580	45,580	45,580	45,580	45,580
Staff Support(4)	0	23,821	73,165	73,165	73,165	73,165	73,165
Student Services(5)	20,000	45,000	45,000	45,000	45,000	45,000	45,000
Benefits	0	60,075	184,517	184,517	184,517	184,517	184,517
<b>Goods &amp; Services</b>	0	18,814	57,785	57,785	57,785	57,785	57,785
<b>Software</b>	0	4,508	13,846	13,846	13,846	13,846	13,846
<b>Professional Development (including Travel)</b>	0	1,120	3,440	3,440	3,440	3,440	3,440
<b>Equipment</b>	0	6,160	18,920	18,920	18,920	18,920	18,920
<b>Library Collections/Databases/Subscriptions(6)</b>	7,917	8,454	9,030	9,648	10,310	11,019	11,790
<b>Total Expenditures</b>	<u>27,917</u>	<u>335,820</u>	<u>921,299</u>	<u>921,917</u>	<u>922,579</u>	<u>923,288</u>	<u>924,059</u>
<b>Balance</b>							
<b>Balance</b>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<b>Notes</b>							
(1) Figures include <i>upper</i> division portion of dental hygiene program only							
(2) Tuition revenue is based on 85% tuition take, 0% inflation, 4% attrition, and no building or S&A fees							
(3) Year 0 includes .5 FTE for director duties and Years 1-6 include .65 FTE for director duties							
(4) Year 1 includes .33 FTE staff for instruction and classroom support, .33 FTE staff for secretarial duties, and .1 FTE staff for program coordination support; Years 2-6 include .86 FTE staff for instruction and classroom support, .86 FTE staff for secretarial duties, and .33 FTE staff for program coordination support							
(5) Year 0 includes .33 FTE staff for financial aid setup and .33 FTE staff for advising; Years 1-6 include .5 FTE staff for advising, .5 FTE staff for health occupations admissions, and .5 FTE staff for career services							
(6) Includes program's prorated share of cost associated with collections, databases, and subscriptions							

\*Since funding is already in place for the existing dental hygiene program, additional costs are small; **only 4% in Year 0 and 8% in Years 1-6 of the total cost shown in Table 7 are new costs** incurred as a result of BAS implementation.

NRM 2/26/14

**Table 8: Dental Hygiene Course Descriptions and Course Outcomes**

<b>DH 202 Dental Anatomy</b>		<b>3 credits</b>
<i>Anatomy, embryology, and histology of the human dentition and surrounding oral structures as they apply to the practice of dental hygiene. Emphasis on tooth development and associated vocabulary, tooth identification and differentiation, and tooth numbering systems.</i>		
<b>After successful completion of the course, students will be able to:</b>		
1	Define, interpret, and apply basic dental nomenclature when communicating with lay persons, and fellow healthcare professionals.	
2	Demonstrate knowledge and understanding of basic tooth anatomy as it relates to periodontal and restorative dental hygiene care.	
3	Describe the composition and structure of enamel, dentin and pulpal tissues they relate to dental health and/or disease.	
4	Demonstrate knowledge of the embryology and histology of tooth development and eruption including a representative timeline for development.	
5	Given one or more pictures of a tooth or given a tooth model, identify the tooth by name and by using the FDI and Universal numbering systems.	
6	Describe the morphological and histological changes in dentin, enamel and pulp due to aging and the affects of these changes on dental treatment.	
7	Compare and contrast primary and secondary teeth including their eruption sequences, chemical composition, potential for decay, and dental hygiene instrumentation.	
8	State the principles of tooth formation and development in relation to the most common clinical abnormalities found in both children and adults including their dental hygiene treatment implications.	
<b>DH 212 Clinical Dental Hygiene Techniques I</b>		<b>6 credits</b>
<i>Basic theory and pre-clinical practice at the introductory level in patient assessment, care planning, management, and periodontal therapy, which includes prevention and control of oral disease, and proper safety and infection control procedures.</i>		
<b>After successful completion of the course, students will be able to:</b>		
1	Recognize, recall and define basic dental terminology.	
2	Describe roles and functions of the dental hygienist.	
3	Demonstrate a comprehensive understanding of the concept of disease transmission and prevention.	
4	Explain the importance of oral aid usage.	
5	Demonstrate self-correction skills and formulate a plan for success while assessing skills and methods for oral self care.	
6	Explain and demonstrate the fundamental skills necessary for effective performance of the treatment techniques presented in this course.	
7	Use APA formatting to accurately cite resources in-text and on the reference page.	
<b>DH 242 Oral Medicine</b>		<b>2 credits</b>
<i>Introduction to the evaluation of medical/dental histories in preparation for dental hygiene treatment. Includes the most commonly encountered oral and systemic diseases.</i>		
<b>After successful completion of the course, students will be able to:</b>		
1	Manage the client record as a legal document and maintain its accuracy and consistency.	
2	Identify the dental health needs of individuals and assist them in the development of appropriate and individualized self-care regimens.	
3	Encourage patients to assume responsibility for their health and promote adherence to self-care regimens.	
4	Articulate ethical principles relevant to dental hygiene and practice with personal and professional integrity.	
5	Maintain honesty in relationships with clients, colleagues and other professionals.	
6	Serve all clients and the community without discrimination.	
7	Ensure the privacy of the client during dental hygiene treatment and counseling and maintain the confidentiality of client records.	
8	Communicate professional knowledge verbally and in writing to clients, colleagues and other professionals.	
9	Perform a risk assessment of client data to formulate a dental hygiene care plan.	

**DH 272 Periodontics I** **3 credits**

*Introduction to histological and clinical characteristics of normal and diseased periodontium. Introduction to tooth accumulated materials and preventive oral aids.*

**After successful completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | Chart periodontal conditions, using the correct charting notations.  |
| 2 | Relate orally and in writing a basic understanding of the principles involved in the etiology and prevention of dental disease.  |
| 3 | Discuss and utilize basic knowledge of the anatomy of cells and tissues as related to the head and neck anatomy learned in class and reviewed from pre-requisite courses.    |
| 4 | Discuss and explain the histological and clinical characteristics of normal and diseased periodontium, as discussed in the course module, PowerPoints and class discussions. |
| 5 | Assess skills and methods for oral self care, demonstrate self-correction skills and formulate a plan for success.   |
| 6 | Identify the components of a periodontal assessment, their appearance in health and disease, and their significance.   |
| 7 | Interpret periodontal findings from a chart and discuss the ramifications.   |
| 8 | Demonstrate proper spelling and use of scientific terms encountered in this course as listed in textbooks, class handouts, PowerPoints, and class discussions.               |

**DH 282 Pharmacology I** **1 credit**

*Introduction to the classification, pharmacodynamics, dosages, and therapeutic effects of drugs most commonly encountered or prescribed by the dental office. Topics include drugs of abuse, autonomic nervous system, gastrointestinal, respiratory, vitamin, and minerals.*

**After successful completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | Determine FDA indication for side effects and doses for common drugs using case studies and text material.               |
| 2 | Determine contraindications and patient implications of drug therapy in forming a dental hygiene care plan.              |
| 3 | Correctly spell drug names of the most common drugs.   |
| 4 | Correctly record in the patient's treatment record the patient's medical conditions and medications used to manage them. |
| 5 | Understand the drugs that a patient may be taking and the conditions for which the drugs are used.                       |
| 6 | Prevent emergency situations by understanding the patient's medical condition and medications.                           |

**DH 292 Introduction to Digital Management Systems**

*An introduction to axiUm – the digital management system designed for dental patient records, student clinical assessments, and radiography. Students will learn to navigate the system, enter data pertaining to clinical patient treatment, and track clinical skills assessments.*

- |   |   |
|---|---|
| 1 | Navigate the axiUm digital management system.   |
| 2 | Given a simulated dental hygiene patient, enter all pertinent information into axiUm. |

**DH 301 Introduction to Dental Materials** **3 credits**

*Introduction to properties and manipulation of basic restorative materials including resin, bases, liners, varnishes, cements, and sealants. Introduction to four-handed chairside assisting, study model preparation and pit and fissure sealant application. Clinical practice through assisting in restorative situations.*

**After successful completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | Obtain diagnostic alginate impressions.  |
| 2 | Assist dentists and hygienists in a restorative clinical setting.                      |
| 3 | Correctly manipulate bases, liners, resins, varnishes, and cements.                    |
| 4 | Determine the need for pit and fissure sealant placement based on a risk assessment.   |
| 5 | Correctly place pit and fissure sealants.  |
| 6 | Compare the rationale for placement of various materials.                              |
| 7 | Pour, trim, and finish a study model.  |
| 8 | Define the terminology necessary for discussion of the properties of dental materials. |

<b>DH 303 Head and Neck Anatomy</b>	<b>3 credits</b>
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*Embryological, histological and anatomical development of the head and neck as it applies to the practice of dental hygiene.*

**After successful completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | Demonstrate the development of an anatomical vocabulary associated with structures of the head and neck.   |
| 2 | Given a specific abnormality of the head and neck, recognize and discuss the embryologic and anatomic explanation for the clinical findings.           |
| 3 | Document in a patient record all anatomical deviations from the norm using appropriate anatomical vocabulary.  |
| 4 | Distinguish normal anatomical structures of the head and neck from the abnormal or atypical, including the implications for dental care and treatment. |
| 5 | Identify and be able to describe the potential roles the dental hygienist might play using information gained in this class.                           |
| 6 | Describe the location of the anatomical structures of the head and neck discussed in class in relationship to one another.                             |

<b>DH 304 Educational Theory and Application</b>	<b>2 credits</b>
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*Development of skills essential to the dental health educator and dental health resource person. Concepts of teaching, learning and motivation for groups and individuals.*

**After successful completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | Identify dental health needs and risk factors of groups and individuals and assist them in development of appropriate self-care regimens.   |
| 2 | Identify factors and disorders that affect dietary intake and food selection and recognize risks and benefits of alternative food patterns. |
| 3 | Participate as an educator of groups and individuals in a variety of settings.  |
| 4 | Communicate professional knowledge to peers, instructors, patients verbally and in writing.   |
| 5 | Incorporate a wellness philosophy that promotes healthy lifestyles for him/herself and patients.  |

<b>DH 313 Clinical Dental Hygiene Techniques II</b>	<b>5 credits</b>
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*Clinical practice at the introductory level in patient assessment, care planning, management, and periodontal therapy, which includes preventative and control of oral disease, and proper safety and infection control procedures.*

**After successful completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | Explain and demonstrate clinical skills to effectively make, facilitate and implement responsible clinical decisions at the introductory level. |
| 2 | Discern and manage ethical issues and problems in the practice of dental hygiene.   |
| 3 | Retrieve information from a variety of sources, including the library, experts, and computer technology.  |
| 4 | Demonstrate an awareness of patient welfare and perform actions appropriate with maintaining the physical and mental well being of the patient. |
| 5 | Using correct APA formatting, research a current topic and relate the information to your role as a dental hygienist.                           |
| 6 | Demonstrate safety protocol in clinic and while dealing with clinically related matters.  |

<b>DH 314 Clinical Dental Hygiene Techniques II</b>	<b>5 credits</b>
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*Clinical practice at the introductory and development levels in patient assessment, care planning, management, and periodontal therapy, which includes prevention and control of oral disease, and proper safety and infection control procedures.*

**After successful completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | Analyze and accurately record assessment data on the health status of the patient.  |
| 2 | Use critical decision making skills to formulate an evidence-based and patient centered comprehensive care plan.                                |
| 3 | Using academic writing skills, develop a literature review utilizing correct APA formatting.  |
| 4 | Evaluate the effectiveness of planned clinical and educational services and modify as necessary.  |
| 5 | Discuss and manage ethical issues and problems in the practice of dental hygiene.   |
| 6 | Apply life-long learning skills to classroom and clinical situations.   |
| 7 | Provide care designed to promote and maintain oral health.  |
| 8 | Provide planned educational services using appropriate interpersonal communication skills and educational strategies to promote optimal health. |
| 9 | Demonstrate professionalism by personally practicing actions and characteristics consistent with being a professional.                          |

**DH 321 Clinical Dental Hygiene Techniques IV**

*Clinical practice at the introductory and development levels in patient assessment, care planning, management, and periodontal therapy, which includes prevention and control of oral disease, and proper safety and infection control procedures.*

**After successful completion of the course, students will be able to:**

- 1 Use critical decision making skills to formulate an evidence-based and patient-centered comprehensive care plan.
- 2 Demonstrate the ability to acquire, synthesize, and communicate information in a critical, scientific, and effective manner.
- 3 Demonstrate the highest ethical and professional standards in all aspects of patient care.
- 4 Accurately collect, record, and analyze patient assessment data.
- 5 Develop a commitment to personal assessment and achievement.
- 6 Demonstrate professionalism by personally practicing actions and characteristics consistent with being a professional.
- 7 Observe and be knowledgeable of all safety and infection control protocols in the clinic and when dealing with clinically related matters.

**DH 323 Oral Radiology I****3 credits**

*Radiographic theory, equipment, patient safety, and techniques for exposing, processing, and mounting dental radiographs.*

**After successful completion of the course, students will be able to:**

- 1 Discuss the effects of radiation on the human body.
- 2 Discuss film image formation and reasons for incorrect image formation.
- 3 Explain and demonstrate correct film mounting techniques.
- 4 Explain and demonstrate correct film processing and duplicating techniques.
- 5 Identify normal landmarks on radiographic film.
- 6 Describe and demonstrate correct radiographic film exposure techniques.
- 7 Describe and demonstrate correct radiographic film placement using the paralleling technique.
- 8 Explain the principles of shadow casting.
- 9 Discuss the physical principles involved in the production and clinical use of x-radiation.

**DH 324 Oral Radiology II****1 credit**

*Second in a series on radiographic theory application and radiographic image interpretation. Continued experience in exposing, processing and mounting, and critiquing dental radiographs.*

**After successful completion of the course, students will be able to:**

- 1 Expose radiographic film utilizing the bisecting technique on a manikin.
- 2 Recognize, assess and correct errors in film placement, exposure and processing.
- 3 Identify normal landmarks on radiographic film and differentiate from pathology.
- 4 Interpret panoramic film.
- 5 Develop the skills necessary to perform a pre-diagnostic examination of the bitewing and periapical radiographs included in a full-mouth survey.

**DH 331 Oral Radiology III****2 credits**

*Third in a series on radiographic theory application and image interpretation. Includes principles of radiation biology, quality assurance, radiation health and protection. Introduction of principles of contemporary panoramic radiographic techniques and comprehensive analysis of panoramic images.*

**After successful completion of the course, students will be able to:**

- 1 Explain and discuss the effects of radiation on the human body.
- 2 Recognize, assess, and correct errors in film placement, exposure, and processing.
- 3 Identify normal landmarks on radiographic film and differentiate from pathology.
- 4 Develop the skills necessary to perform a pre-diagnostic examination of panoramic radiographic survey.



**DH 344 General and Oral Pathology****3 credits**

*Fundamentals of oral pathology including the inflammatory processes, tumor development, metabolic pathways and developmental disturbances.*

**After successful completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | Use correct descriptive terminology -- when communicating (written or oral) with dentists, clients, and other health professionals -- to describe pathological lesions when presented various cases, radiographs, slides. |
| 2 | Formulate a correct differential diagnosis and definitive diagnosis (if possible with the information given) for different pathologic lesions, diseases, and conditions.  |
| 3 | Recognize, describe, and define normal lesions and variants of normal lesions.  |
| 4 | Conduct research using available resources to study different pathological entities.  |
| 5 | Use critical decision making skills to formulate a dental hygiene care plan based on a patient's pathological findings.   |
| 6 | Distinguish between normal lesions or conditions and pathologic, disease-related, lesions or conditions.  |

**DH 353 Ethics and the Profession****1 credit**

*Basic ethical principles, ethical problem solving methods, the Principles of Ethics of the American Dental Hygienist Association, and Washington State Laws applicable to the practice of dental hygiene. These elements will enable the student to apply professional attitudes and judgments when treating clinical patients.*

**After successful completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | Apply ethical principles and problem solving techniques relevant to dental hygiene practice.                              |
| 2 | Describe duties covered by the Washington State Dental Practice Act governing the practice of dental hygiene.             |
| 3 | Contrast the legal versus ethical responsibilities of the dental hygienist.   |
| 4 | Apply professional and ethical standards that guide professional behavior.  |
| 5 | Acquire, synthesize, and communicate information in a critical, scientific, and effective manner.                         |
| 6 | Develop life-long learning skills necessary to maintain competency and quality assurance in all dental hygiene endeavors. |

**DH 364 Local Anesthesia & Pain Control****4 credits**

*Integration of anatomy, physiology, pharmacology and the most commonly encountered emergency procedures as they apply to the administration of local anesthesia. Clinical practice in the administration of local anesthesia is a required component of the course. Weekly clinical lab practice focuses on the 8 most commonly administered injections.*

**After successful completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | Document the appropriate information related to local anesthetic administration in the patient's record.  |
| 2 | Determine the most appropriate local anesthetic agent and techniques to be used with each clinic patient, and be prepared to respond appropriately to emergency situations should they occur. |
| 3 | Safely and effectively administer the basic injections taught in this course with a minimum of patient discomfort.  |
| 4 | Formulate an appropriate plan for addressing the most common local and systemic emergency situations associated with local anesthetic administration.   |
| 5 | Use accepted infection control measures when preparing, administering and disposing of local anesthetic materials.  |
| 6 | Analyze patient data correctly to determine the most appropriate treatment plan with respect to local anesthetic administration.  |

**DH 373 Cariology****2 credits**

*Presentation of cause, progression, and prevention of dental caries with an emphasis on fluoride.*

**After successful completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | Demonstrate knowledge of caries preventive agents and OTC products and recommend the appropriate agents to fit individual client needs.  |
| 2 | Assess the risk factors contributing to dental caries.   |
| 3 | Demonstrate an awareness and understanding of the principles involved in the etiology and prevention of dental disease.                  |
| 4 | Determine appropriate fluoride recommendations.  |
| 5 | Demonstrate an understanding of fluoride and other plaque inhibiting agents (remineralization products) and their benefit to the client. |
| 6 | Evaluate the toxic nature of fluoride.   |

**DH 383 Pharmacology II** **1 credit**

*Continuation of the classification, pharmacodynamics, dosages and therapeutic effects for drugs most commonly encountered or prescribed by the dental office. Topics include antimicrobial, antifungal, and antiviral medications, opioid and non-opioid analgesics, and cardiovascular medications.*

**After successful completion of the course, students will be able to:**

- 1 Determine FDA indication for side effects and doses for common drugs using case students and text material.
- 2 Determine contraindications and patient implications of drug therapy in forming a dental hygiene care plan.
- 3 Correctly spell drug names of the most common drugs.
- 4 Correctly record in the patient's treatment record the patient's medical conditions and medications used to manage them.
- 5 Understand the drugs that a patient may be taking and the conditions for which the drugs are used.
- 6 Prevent emergency situations by understanding the patient's medical condition and medications.

**DH 384 Pharmacology III** **1 credit**

*Continuation of the classification, pharmacodynamics, dosages, and therapeutic effects for drugs most commonly encountered or prescribed by the dental office. Topics include endocrine, psychotherapeutic, sedative/hypnotic, anti-anxiety, anticonvulsants, ophthalmic, anti-neoplastic, immune function, anti-Parkinson, and Alzheimer's disease medications.*

**After successful completion of the course, students will be able to:**

- 1 Correctly spell drug names of the most common drugs.
- 2 Determine contraindications and patient implications of drug therapy in forming a dental hygiene care plan.
- 3 Determine FDA indication for side effects and doses for common drugs using case studies and text material.
- 4 Correctly record the patients' medical conditions and medications used to manage them in the patient's treatment record.
- 5 Understand the drugs that a patient may be taking and the conditions for which the drugs are used.
- 6 Prevent emergency situations by understanding the patient's medical condition and medications.

**DH 402 Dental Public Health – Research Methods I** **2 credits**

*A systematic approach to the prevention and control of dental disease and the promotion of oral health through organized community efforts. Practical application of public health techniques in the assessment of the community to establish what types of oral health programs are needed.*

**After successful completion of the course, students will be able to:**

- 1 Develop a broader understanding of the scope of the practice of public health and its contribution to community health.
- 2 Utilize professional knowledge, judgment, and abilities to apply the principles of dental public health.
- 3 Develop an oral health program plan through the application of the dental public health concepts.
- 4 Create a written document using report writing skills consistent with community dental health professionals utilizing correct APA guidelines.
- 5 Identify and partner with health professionals and community agencies that deliver oral health services.
- 6 Read and analyze published research.
- 7 Formulate research questions.
- 8 Distinguish between observation, interviews and surveys for collecting research data.

**DH 403 Dental Public Health – Research Methods II** **2 credits**

*Continuation of Dental Public Health I. Advanced application of public health concepts to plan, implement and evaluate oral health programs that prevent and control dental disease and promote oral health for a designated population.*

**After successful completion of the course, students will be able to:**

- 1 Develop a broader understanding of the scope of the practice of public health and its contribution to community health.
- 2 Utilize professional knowledge, judgment, and abilities to apply the principles of dental public health.
- 3 Develop an oral health program plan through the application of the dental public health concepts.
- 4 Create a written document using report writing skills consistent with community dental health professionals utilizing correct APA guidelines.
- 5 Identify and partner with health professionals and community agencies that deliver oral health services.
- 6 Collect and analyze qualitative and quantitative data following APA guidelines.

**DH 404 Dental Public Health – Research Methods III****1 credit***Continuation of Dental Public Health II. Implementation and evaluation of oral health programs at a variety of community settings.***After successful completion of the course, students will be able to:**

- 1 Develop a broader understanding of the scope of the practice of public health and its contribution to community health.
- 2 Utilize professional knowledge, judgment, and abilities to apply the principles of dental public health.
- 3 Develop an oral health program plan through the application of the dental public health concepts.
- 4 Create a written document using report writing skills consistent with community dental health professionals utilizing correct APA guidelines.
- 5 Identify and partner with health professionals and community agencies that deliver oral health services.
- 6 Analyze and display research data following APA guidelines.
- 7 Communicate research results following APA guidelines.

**DH 412 Clinical Dental Hygiene Techniques V****9 credits***Clinical practice at the development level in patient assessment, care planning, management, and periodontal therapy, which includes prevention and control of oral disease, and proper safety and infection control procedures.***After successful completion of the course, students will be able to:**

- 1 Use critical decision making skills to formulate an evidence-based and patient-centered comprehensive care plan.
- 2 Demonstrate the ability to acquire, synthesize, and communicate information in a critical, scientific, and effective manner.
- 3 Demonstrate the highest ethical and professional standards in all aspects of patient care.
- 4 Accurately collect, record, and analyze patient assessment data.
- 5 Develop a commitment to personal assessment and achievement.
- 6 Demonstrate professionalism by personally practicing actions and characteristics consistent with being a professional.
- 7 Observe and be knowledgeable of all safety and infection control protocols in the clinic and when dealing with clinically related matters.
- 8 Demonstrate consistent proficiency in the removal of supragingival and subgingival calculus using correct techniques with a minimum amount of tissue trauma.
- 9 Provide oral health care at extramural sites.
- 10 Manage the patient record as a legal document and ensure its accuracy, consistency, and privacy.
- 11 Control pain during treatment through the use of accepted clinical techniques.
- 12 Completes assigned proficiencies for each term.
- 13 Select, obtain, and interpret information using diagnostic tools.
- 14 Provide radiographs of diagnostic quality.
- 15 Determine the clinical outcome of dental hygiene interventions and determine an appropriate maintenance schedule.

**DH 413 Clinical Dental Hygiene Techniques VI****9 credits***Clinical practice at the development and competent levels in patient assessment, care planning, management, and periodontal therapy, which includes prevention and control of oral diseases, and proper safety and infection control procedures.***After successful completion of the course, students will be able to:**

- 1 Use critical decision making skills to formulate an evidence-based and patient-centered comprehensive care plan.
- 2 Demonstrate the ability to acquire, synthesize, and communicate information in a critical, scientific, and effective manner.
- 3 Demonstrate the highest ethical and professional standards in all aspects of patient care.
- 4 Accurately collect, record, and analyze patient assessment data.
- 5 Develop a commitment to personal assessment and achievement.
- 6 Demonstrate professionalism by personally practicing actions and characteristics consistent with being a professional.
- 7 Observe and be knowledgeable of all safety and infection control protocols in the clinic and when dealing with clinically related matters.
- 8 Demonstrate consistent proficiency in the removal of supragingival and subgingival calculus using correct techniques with a minimum amount of tissue trauma.
- 9 Provide oral health care at extramural sites.
- 10 Manage the patient record as a legal document and ensure its accuracy, consistency, and privacy.
- 11 Control pain during treatment through the use of accepted clinical techniques.
- 12 Complete assigned proficiencies for each term.
- 13 Select, obtain, and interpret information using diagnostic tools.
- 14 Provide radiographs of diagnostic quality.
- 15 Determine the clinical outcome of dental hygiene interventions and determine an appropriate maintenance schedule.

**DH 414 Clinical Dental Hygiene Techniques VII****10 credits**

*Clinical practice at the competent level in patient assessment, care planning, management, and periodontal therapy, which includes prevention and control of oral disease, and proper safety and infection control procedures.*

**After successful completion of the course, students will be able to:**

- 1 Use critical decision making skills to formulate an evidence-based and patient-centered comprehensive care plan.
- 2 Demonstrate the ability to acquire, synthesize, and communicate information in a critical, scientific, and effective manner.
- 3 Demonstrate the highest ethical and professional standards in all aspects of patient care.
- 4 Accurately collect, record, and analyze patient assessment data.
- 5 Develop a commitment to personal assessment and achievement.
- 6 Demonstrate professionalism by personally practicing actions and characteristics consistent with being a professional.
- 7 Observe and be knowledgeable of all safety and infection control protocols in the clinic and when dealing with clinically related matters.
- 8 Demonstrate consistent proficiency in the removal of supragingival and subgingival calculus using correct techniques with a minimum amount of tissue trauma.
- 9 Provide oral health care at extramural sites.
- 10 Manage the patient record as a legal document and ensure its accuracy, consistency, and privacy.
- 11 Control pain during treatment through the use of accepted clinical techniques.
- 12 Complete assigned proficiencies for each term.
- 13 Select, obtain, and interpret information using diagnostic tools.
- 14 Provide radiographs of diagnostic quality.
- 15 Determine the clinical outcome of dental hygiene interventions and determine an appropriate maintenance schedule.

**DH 431 Restorative Dentistry I****2 credits**

*Introduction to restorative techniques with emphasis on placement of amalgam and clinical experience with sealant application.*

**After successful completion of the course, students will be able to:**

- 1 Carve an amalgam restoration which restores the functional anatomy of a tooth on a dentoform.
- 2 Demonstrate on a patient effective sealant placement.
- 3 Place a matrix and wedge with correct adaptation, contour, and contact on a dentoform tooth.
- 4 Place a rubber dam on a dentoform using appropriate armamentarium to achieve effective isolation.
- 5 Demonstrate self-assessment and self-correction skills when carving amalgam restorations.

**DH 432 Restorative Dentistry II****5 credits**

*Laboratory practice in expanded duties as allowed by Washington State Law. Emphasis on placement of amalgam and composite restorations.*

**After successful completion of the course, students will be able to:**

- 1 Use proper handling techniques with hazards related to amalgam and mercury.
- 2 Accurately place, carve, finish and polish amalgam restorations.
- 3 Effectively integrate clinical diagnostic technique into patient care.
- 4 Accurately place, care and finish composite restorations.
- 5 Correctly use appropriate intermediary materials for all restorations.
- 6 Demonstrate self-assessment skills and formulate a plan for improvement.
- 7 Demonstrate compliance with Washington State law by preparing to provide restorative services.

**DH 433 Restorative Dentistry III****4 credits**

*Clinical and laboratory practice in expanded duties as allowed by Washington State law; restorative dentistry and associated procedures, dental analgesia, local anesthetic, current dental material evaluation and product selection for use in clinical practice.*

**After successful completion of the course, students will be able to:**

1	Accurately place and finish amalgam and composite restorations on clinical patients.
2	Confer with the dentist concerning the patient's oral health assessment, treatment plan, pain control methodologies, and patient management skills using appropriate and ethical professional language.
3	Communicate treatment needs and procedures to the patient using appropriate terminology and ethical professionalism at all times.
4	Use four-handed techniques, assist effectively in all clinical settings, and use materials appropriately.
5	Use appropriate handling techniques with hazardous materials and utilize all current infection control procedures.
6	Review and update a complete medical history and determine conditions pertinent to restorative treatment.
7	Conduct a nutritional risk assessment, establish goals, use education strategies and appropriate communication with the patient as an active participant.
8	Use appropriate pain control procedures and techniques.
9	Maintain accuracy and patient confidentiality at all times when managing patient records.
10	Determine the patient's satisfaction with the dental hygiene care received.
11	Assess the placement and finishing of restorations in the lab and formulate a plan for skill improvement.
12	Accurately place, carve and finish restorations.

**DH 434 Restorative Dentistry IV****3 credits**

*Further perfection of skills and mastery of clinical and laboratory practice in expanded duties as allowed by Washington State law. Completion of restorative capstone project, encompassing depth and breadth of knowledge acquired from supportive course work.*

**After successful completion of the course, students will be able to:**

1	Place, carve, and finish amalgam restorations on clinical patients. Restorations will be carved to functional occlusion with no open contacts, marginal ridge discrepancies, voids, or overhangs.
2	Plan treatment and formulate a care plan and educational strategies that addresses achievement of optimum oral health goals through collaboration with a caries active patient.
3	Confer with the dentist concerning the patient's health, oral health assessment, treatment plan, pain control methodologies, and patient management skills, and record appropriately.
4	Communicate treatment needs and procedures to the patient using appropriate terminology and ethical professionalism at all times.
5	Place and finish composite restorations on clinical patients. Restorations will be finished to functional occlusion with correct contacts, smooth lustrous finish and no voids or overhangs.
6	Use four-handed techniques, assist effectively in all clinical settings, and use materials appropriately.
7	Use appropriate handling techniques with hazardous materials and utilize all current infection control procedures.
8	Conduct a nutritional risk assessment and then establish goals using educational strategies and appropriate communication skills with the patient as an active participant.
9	Determine the patient's satisfaction with the dental hygiene care received.
10	Assess the placement and finishing of restorations in the lab and formulate a plan for skill improvement.
11	Communicate with the dentist throughout the procedure, using appropriate and ethical professional language at all time.
12	Promote the values of the profession to the patient.
13	Evaluate published reports using knowledge base and available resources.

**DH 451 Special Needs Populations I****1 credit**

*Issues regarding techniques and strategies for identifying, assessing, and treating patients with special needs and developing technological expertise to access special-needs information through various media.*

**After successful completion of the course, students will be able to:**

1	Demonstrate caring to patients with special needs.
2	Determine dental hygiene concerns and care for patients with special needs.
3	Identify patients with special needs who require more skillful application of dental hygiene knowledge and ability.
4	Identify and access resources to gather information regarding special needs populations.

**DH 452 Special Needs Populations II****1 credit**

*Researching academic, behavioral, and clinical techniques to determine the performance necessary in all phases of patient treatment for a population with special needs. In-depth independent research on a special needs population, as it relates to dental hygiene care.*

**After successful completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | Determine dental hygiene concerns and care for special needs populations.  |
| 2 | Critically analyze professionally published reports and information regarding special needs groups, and develop a written report using APA guidelines. |
| 3 | Demonstrate the ability to use a variety of sources to access special needs information.   |
| 4 | Demonstrate the ability to communicate professional knowledge regarding a patient with special needs in a written report.                              |

**DH 453 Special Needs Populations III****1 credit**

*Expansion of the research in academic, behavioral, and clinical techniques through the development and presentation of a table clinic in order to determine the performance necessary in all phases of patient treatment for a population with special needs.*

**After successful completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | Analyze various professional publications on a special needs related topic and apply this information in a table clinic format. |
| 2 | Identify population risk factors and determine strategies to provide optimal care to patients with a variety of special needs.  |
| 3 | Acquire, synthesize and communicate a dental hygiene special needs topic in a table clinic format, using APA guidelines.        |
| 4 | Demonstrate the use of a variety of sources to access information for special needs populations.                                |

**DH 471 Nitrous Oxide Sedation****1 credit**

*Exploration of nitrous oxide sedation as it applies to the practice of dentistry and dental hygiene. Emphasis on patient evaluation, pharmacodynamics, and administration methods and safety issues. Minimum of three clinical patient inductions and recoveries required. Meets multi state licensure requirements for the provisions of nitrous oxide and includes 10 hours of lecture, 3 clinical, and 1 hour written final for a total of 14 hours.*

**After successful completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | Administer effective nitrous oxide sedation to clients maximizing client comfort and anxiety reduction.  |
| 2 | Accurately record in the client's record the appropriate information related to nitrous oxide administration.  |
| 3 | Provide nitrous oxide sedation using accepted infection control and safety procedures for both the clinician and the client.   |
| 4 | Determine the percent of nitrous administered, given the liter flow of both nitrous oxide and oxygen.  |
| 5 | Identify the signs of oversedation and the methods used to prevent them.   |
| 6 | Accurately and thoroughly collect, analyze and interpret the patient's medical and dental history in order to determine the appropriateness of nitrous oxide sedation. |
| 7 | Routinely implement a self evaluation instrument during clinical and laboratory administration of nitrous oxide sedation.  |
| 8 | Complete State the Washington continuing education requirements for those administering Nitrous Oxide sedation.  |

**DH 472 Periodontics I****2 credits**

*Etiological factors in the periodontal disease process including host response, contributing and risk factors, classifications of periodontal diseases, and HIV and periodontitis. Current methods used to assess and evaluate periodontal disease in a patient.*

**After successful completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | Demonstrate the use of websites to access information.  |
| 2 | Relate changes in the anatomy of the periodontium to the progression of periodontal disease.  |
| 3 | Know and explain the classifications, etiology, oral manifestations and progression of the different gingival and periodontal diseases. |
| 4 | Understand the response of the host, with and without systemic and contributing factors, to gingival and periodontal diseases.          |
| 5 | Evaluate methods used to determine periodontal disease activity.  |
| 6 | Utilize radiographs as a diagnostic aid to evaluate periodontal disease activity.   |

**DH 473 Periodontics III****2 credits**

*Evidence-based periodontal disease treatment modalities including non-surgical and surgical procedures, modulation of the host response, antimicrobials, lasers, and reevaluation and maintenance procedures.*

**After successful completion of the course, students will be able to:**

1	Demonstrate the use of the Internet to access information.
2	Evaluate and describe the techniques for management of acute periodontal conditions including HIV gingivitis/periodontitis.
3	Analyze currently accepted antimicrobial treatment regimes.
4	Understand and discuss indications, contraindications, objectives, and methodology for the most commonly performed periodontal surgical procedures.
5	Analyze nonsurgical treatment modalities available for utilization on a periodontally active patient and determine which modalities to implement for patient care.
6	Demonstrate peer and self-assessment skills and the ability to formulate a plan for success.
7	Compare and evaluate treatment methods used to evaluate the effectiveness of various phases of periodontal therapy to prevent the recurrence of disease.

**DH 484 Capstone****3 credits**

*The Capstone course is an opportunity for students to demonstrate that they have achieved the learning outcomes established by the Clark College Dental Hygiene program. The course is designed to assess ethical, cognitive, affective, and psychomotor learning and to do so in a learner-centered and learner-directed manner. Students will create a resume and cover letter as well as develop their interview skills. The Capstone course requires the application of all of your learning to an e-portfolio, which serves as an instrument of program assessment.*

**After successful completion of the course, students will be able to:**

1	Analyze ethical and professional standards for dental hygienists in critical incidents.
2	Identify and interpret the legal practice of dental hygiene within the State of Washington.
3	Demonstrate knowledge of insurance codes used in the dental environment.
4	Communicate in writing to other dental professionals in a resume and cover letter.
5	Demonstrate knowledge of verbal communication skills for a job interview.
6	Demonstrate how and when every program outcome has been met throughout your dental hygiene education.



## Addendum 1: UW Articulation Agreement

**Walstead, Brenda**

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**From:** Marilyn Rothen <rothen@u.washington.edu>  
**Sent:** Wednesday, February 12, 2014 3:38 PM  
**To:** Walstead, Brenda  
**Cc:** Norma Wells  
**Subject:** Articulation Agreement

Hi Brenda,

Thank you for inquiring about an articulation agreement with consideration for Clark's BAS students to transfer to the UW's MS program.

The faculty for the UW Dental Hygiene Master's Program in Oral Biology met today and discussed this topic. We are very interested in the possibility of an articulation agreement with Clark College for this purpose. Norma Wells will work with our Dean's Office to find out what is involved and will be in touch with you.

Best regards, Marilyn

Marilynn Rothen, R.D.H., M.S.  
Clinical Assistant Professor  
Associate Director Master of Science in Dental Hygiene  
Graduate Program in Oral Biology

Clinic Manager  
Regional Clinical Dental Research Center  
University of Washington  
Box 357480  
Seattle, WA 98195

Phone: 206-685-8132  
FAX: 206-685-9654

Remember to  
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Cite ITHS - UL1TR000423. Ensure our funds continue to support your research.  
Visit <http://iths.org/cite>

The above email may contain patient identifiable or confidential information. Because email is not secure, please be aware of associated risk of email transmission. If you are communicating with a UW School of Dentistry Provider or Researcher via email, your acceptance of the risk and agreement to the conditions for email communications is implied (See <http://uwmedicine.washington.edu/global/compliance/pages/risks-of-using-email.aspx> which has been adopted by School of Dentistry)

## **Addendum 2: External Evaluators' Bios, Recommendations and Responses**

**The following recommendations were given to the Director of Dental Hygiene from Dr. Joann Gurenlian and Dr. Linda Boyd. Their bios are included first followed by their recommendations and the program's responses to the recommendations.**

### **Dr. Linda Boyd**

Dr. Linda Boyd received an AS in Dental Hygiene from Mt. Hood Community College, BS in Nutrition and Food Management from Oregon State University, MS in Nutrition Science and Policy from Tufts University, Dietetic Internship at New England Medical Center in Boston, Massachusetts, and EdD in Educational Leadership with a Specialization in Postsecondary Adult and Continuing Education at Portland State University in Portland, Oregon.

Prior to entering academia, Dr. Boyd worked in general and periodontal dental practices for 20 years in Oregon. She was an Assistant Professor and Director of Pre-doctoral Periodontics at Oregon Health and Sciences University; Chair, Department of Dental Hygiene at Georgia Perimeter College; and Professor and Director, Master of Science in Dental Hygiene program at Idaho State University. Currently, she is Dean of Forsyth School of Dental Hygiene at MCPHS University in Boston, Massachusetts where she oversees and teaches in both a baccalaureate and graduate dental hygiene programs.

Dr. Boyd is actively involved in leadership positions in a number of professional organizations including the American Dental Education Association (ADEA), American Dental Hygienists' Association (ADHA), and Academy of Nutrition and Dietetics. She has served as a curriculum consultant for the American Dental Association's Commission on Dental Accreditation since 2005.

Dr. Boyd has published chapters in more than six textbooks on various topics related to nutrition and oral health and is currently a contributing editor for two dental hygiene textbooks. Her doctoral research focused on the development of critical thinking in dental education. She has published in a number of peer-reviewed journals. She presents workshops and continuing education courses at national, state, and local professional meetings on nutrition and oral health topics along with educational topics for dental hygiene educators.

### **Dr. Gurenlian**

JoAnn R. Gurenlian, RDH, PhD, has a Bachelor's degree in Dental Hygiene from Fairleigh Dickinson University, a Master's degree in Dental Hygiene from Columbia University, and a Doctoral degree specializing in educational leadership from the University of Pennsylvania.

Dr. Gurenlian has been active in dental hygiene for over 35 years having served as a former chairperson of the Department of Dental Hygiene at Thomas Jefferson University, former President of the ADHA, and current President of the International Federation of Dental Hygienists. She is an entrepreneur offering consulting and continuing education services to health care professionals. She has experience as a clinician, educator, administrator, and researcher. Dr. Gurenlian is also currently serving as Professor and Graduate Dental Hygiene Program Director at Idaho State University. She maintains adjunct faculty status with the Department of Dental Hygiene of Burlington County College and of Montgomery County Community College.

Dr. Gurenlian served as author of the Dental Hygiene Diagnosis and Oral Medicine column for *Access*. She is the coauthor of the text *Preventing Medical Emergencies: Use of the Medical History*, has published over 160 papers, and conducted over 450 presentations. Dr. Gurenlian served as chair of the Advisory Committee on the Future of Dental Hygiene, and coauthored the report "Dental Hygiene: Focus on Advancing the Profession. Dr. Gurenlian served as Chair of the Pharmacy, Podiatry, Optometry, and Dental Professionals Workgroup (PPOD) of the National Diabetes Education Program. She is the recipient of numerous awards including the Alfred C. Fones Award, Irene Newman Award, ADHA/Warner Lambert Award for Excellence, and the ADHA Distinguished Service Award.

Dr. Gurenlian is an internationally recognized speaker who addresses topics related to the dental hygiene process of care, oral pathology, oral medicine, diabetes, women’s health, women’s cancers, and leadership and professional development.

**Recommendation:** One recommendation to consider is to create affiliation agreements with some of the current graduate dental hygiene education programs so that students can seamlessly move into a graduate program if desired.

**Response:** The Director of Dental Hygiene at Clark College has consulted with several universities in order to develop affiliation agreements. At this time, the director is working with the University of Washington, Idaho State University, and Forsyth School of Dental Hygiene. This was added to Section 6, Form D.

**Recommendation:** Another avenue reviewed relates to the program learning outcomes and assessment model. It is clear that these outcomes are relevant and appropriate to the profession, meet accreditation standard expectations, and offer the opportunity for planned assessment to make refinements as needed. The only recommendation to be considered in this area is that the profession is advocating that future dental hygiene students be educated to fulfill the six roles of the dental hygienist: educator, researcher, administrator/manager, advocate, clinician, and public health. The learning outcomes appear to be focused primarily on the clinician role, and should reflect a broader perspective as dental hygienists expand their scope of responsibilities as a health care provider.

**Response:** In response to the recommendation, the faculty added a program outcome indicating that students will learn and be assessed on each of the six roles of the dental hygienist. The program outcome states: [Upon graduation, students will be able to] integrate the roles of clinician, educator, advocate, manager, and researcher to prevent oral diseases and promote health. Previous to the recommendation, we embedded course outcomes throughout the curriculum that focused on teaching/learning the role of researcher. Beginning in the first quarter of the program, students will review the basics of research and using APA. Each quarter will expand on this knowledge, with a culminating research project at the end of their dental hygiene education. Additionally, following the recommendation, the dental hygiene faculty decided to modify the 2-credit course titled *Oral Health Education to Educational Theory and Application*. The course outcomes for Oral Health Education will be met in Clinical Techniques III, a didactic course during the third quarter of the junior year.

Educational Theory and Application will be introduced in Spring quarter with the following course outcomes:

DH	304	Educational Theory and Application
<i>Development of skills essential to the dental health educator and dental health resource person. Concepts of teaching, learning and motivation for groups and individuals.</i>		
<b>Course Outcomes</b>		
<ol style="list-style-type: none"> <li>1. Develop skills transferable to all five expanded roles for the dental hygienist (clinician, educator, advocate, manager, and researcher).</li> <li>2. Begin to develop a personal educational philosophy through the application of the concepts involved in assessment, planning, implementation, and evaluation of an instructional package.</li> <li>3. Participate as an educator of groups and individuals in a variety of settings.</li> <li>4. Communicate professional knowledge to peers, instructors, patients verbally and in writing.</li> </ol>		

**Recommendation:** While the proposal emphasizes that research will be promoted, the curriculum does not appear to have a research course per se. Perhaps the content is embedded within other course titles, but it is difficult to discern this overtly. Since graduates will need to be able to critically review the scientific literature and disseminate their own work, consideration should be given to making the emphasis on research more apparent. The course work that focuses on public health is unique to most dental hygiene programs. As can be seen within the six roles of the dental hygienist, public health is embedded within the other five roles. Thus, this emphasis is most appropriate and significant. The only area that appears to be missing is experience in other roles of the dental hygienist, particularly educator, advocate, administrator/manager, and researcher. Again, these roles may be included in some courses, but it is difficult to make that determination. Graduates of the future will require experience in these roles, as noted in the recent emphasis of the ADHA and the profession on transforming dental hygiene education.

**Response:** As stated previously, we are adding a course specifically dedicated to educational theory and application. The role of dental hygiene advocate is addressed in clinical didactic courses and the educational theory course. The role of administrator/manager will be addressed in the Education and Capstone course. The program faculty have carefully examined all of our courses to make sure that each role of the dental hygienist is taught and assessed. Moreover, we have added a program outcome that will be assessed each year to ensure students are learning what they need to learn to be a successful baccalaureate dental hygienist.

**Recommendation:** I think it will be important to encourage students who think they may enroll in a master's program to enroll in ENGL109 Writing about the Sciences and MATH 203 and 204 – Statistics.

**Response:** The director has discussed this recommendation with the dental hygiene advisors so that they are aware of the benefits of taking courses that are required for acceptance into a master's degree program. We have also highlighted them in the curriculum as "recommended".

**Recommendation:** It will be important for those faculty members currently enrolled in master's degree programs to complete their programs to be prepared for the transition of the program to a BAS.

**Response:** All faculty are aware of this recommendation and are working to complete their master's degrees.



**Bachelor of Applied Science in Dental Hygiene  
Clark College  
Review of the Proposed Program**

Linda D. Boyd, RDH, RD, EdD  
Dean & Professor,  
Forsyth School of Dental Hygiene  
MCPHS University  
Boston, Massachusetts

January 6, 2014

To Whom This May Concern:

I am pleased to provide a review of the proposed change to the Clark College Dental Hygiene Program from an AAS to a BASDH. I not only graduated from an associate degree dental hygiene program, but I have also been a Department Chair for an associate degree dental hygiene program. In addition, I now oversee a baccalaureate level dental hygiene program so I feel I have a broad view of both. As you may be aware, a number of organizations including the American Dental Education Association and American Dental Hygienists' Association have called for dental hygiene education to move to a bachelor's degree as entry level so this proposed change situates Clark College well for the future.

**Curriculum**

The program learning outcomes are consistent with advancing the profession of dental hygiene and baccalaureate level education. The existing program is accredited by the American Dental Association's Commission on Dental Accreditation (CODA) which requires rigorous ongoing program evaluation to demonstrate compliance with accreditation standards. I have been a CODA site visitor since 2005 so I have a good understanding of the in-depth evaluation of dental hygiene programs. Historically the CODA accreditation standards have included a core of general education requirements and the proposed program expands on this to broaden the liberal arts portion of students completing the BASDH program. I have also taught in graduate dental hygiene education since 2005, and I strongly believe the expanded requirements for communication and quantitative/reasoning skills will prepare students to continue their education. I think it will be important to encourage students who think they may enroll in a master's program to enroll in *ENGL109 Writing About the Sciences* and *MATH203 Descriptive Statistics* and/or *MATH204 Descriptive Statistics*. The upper division course work is primarily dental hygiene related which is consistent with other baccalaureate programs. Addition of DH480 Capstone will allow students to apply their knowledge at a higher level which is also typical of baccalaureate programs. My current program has a capstone course where students take leadership in carrying out a project and we have found it is an empowering opportunity for graduates to appreciate all they have to offer.

## **Qualified Faculty**

There appears to be a core of qualified faculty for the proposed BASDH program. However, it will be important for those faculty members currently enrolled in master's degree programs to complete their programs to be prepared for the transition of the program to a BAS.

## **Admissions**

Based on the proposed plan, students will have enough time to complete the added general education requirements before the new program is implemented in the fall of 2015. Additionally, the decision to only count the applicable GPA and not the cumulative GPA for points towards acceptance should increase the number of qualified students. There are many students who for some reason do not do well when first starting college. The fact that a rough beginning to college will not penalize some otherwise highly qualified students is a learner-centered change. Other than the additional general education requirements and points for GPA, there appears to be no change in the admissions criteria or process.

## **Student Services**

Student services appear to be adequate for the proposed degree change.

## **Commitment to a High Quality Program**

The funding obtained for updating of facilities and technology for the clinical facilities is nothing short of amazing considering the financial constraints experienced by higher educational institutions. Clark College's existing Associate Degree Dental Hygiene program has outstanding community and administrative support as evidenced by the generous donations toward remodeling the clinic and updating technology. Digital radiography and paperless management systems are consistent with industry standards; both are examples of an ongoing commitment to the college's dental hygiene program. The financial plan includes additional library support, which is consistent with a more intense focus on research. The existing program has well-documented financial support from the college and this change will require very few additional resources, yet benefit the graduates by expanding their job opportunities.

## **Pathway Options**

Currently those with an associate degree are confined to working in private practice and to move on it requires a bachelor's completion program which can often be upwards of an additional 61 credits. Changing the program to a baccalaureate degree opens up career options not available to dental hygienists with an associate degree such as education, public health, and further graduate education. New models of mid-level providers in dentistry are also emerging and one of these models is a master's degree level program. Clark College students with a BAS will be situated for any of these pathways to advance in the profession.

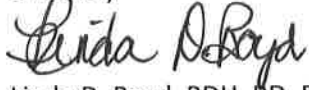
## **Program Specific Accreditation**

Clark College's Dental Hygiene Program is accredited without reporting requirements by the American Dental Association's Commission on Dental Accreditation.

In summary, Clark College is well-positioned to move the associate degree dental hygiene program to a BAS level program. The changes to the program are primarily in the general education requirements which will require a minimum of institutional resources.

If you have further questions, please do not hesitate to contact me.

Sincerely

A handwritten signature in black ink that reads "Linda D. Boyd". The signature is written in a cursive style with a large, prominent "L" and "B".

Linda D. Boyd, RDH, RD, EdD  
Dean & Professor  
Forsyth School of Dental Hygiene



# **Idaho State**

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## **UNIVERSITY**

**Department of Dental Hygiene  
Division of Graduate Studies**

*Division of Health Sciences • Office of Medical and Oral Health  
921 South 8th Avenue, Stop 8048 • Pocatello, Idaho 83209-8048*

January 3, 2014

Brenda Walstead  
Professor and Director of Dental Hygiene  
Clark College  
Health Sciences Building, Room 130  
1933 Fort Vancouver Way, Mail Stop HSC 128  
Vancouver, WA 98663

Dear Brenda,

Thank you for providing me an opportunity to review the Applied Baccalaureate Degree Program Program Proposal. I am pleased to learn of the interest in advancing dental hygiene education by Clark College. Your forward thinking is in line with the mission of the dental hygiene profession to transform dental hygiene education. As such, I am highlighting my review below.

The BASDH program has been created to fill a void in the districts of Clark, Skamania, and Western Klickitat counties in the state of Washington. Current and future employment needs and trends indicate that occupational choices exist that are not readily available to dental hygiene graduates who hold an associate degree. Students who obtain a BASDH will be more marketable for alternative dental hygiene careers in public health, education, research, etc. This flexibility and marketability is critical as the profession has been promoting the need to educate a health care provider versus a clinician with a limited role in a private practice setting. Further, with greater emphasis on public health in the curriculum, students will be able to seek roles that focus on prevention of oral disease and improved oral health outcomes. This focus is both timely and appropriate as both the profession and federal government entities have recognized the need to create models that prevent and improve oral health. The statistics for oral health care in the US and the state of Washington are rather dismal. There is significant work that must be accomplished to change the oral health of the country, and dental hygienists with associate degree education are not equipped to manage this challenge.

As noted in the program proposal, students with a BASDH will be prepared to pursue graduate education should they desire advanced employment opportunities. The field of dental hygiene education needs a new cadre of dental hygiene faculty as they are graying and retiring. Other roles in advanced education exist, and students will have an advantage of being more desirable to graduate programs if their baccalaureate degree is completed. One recommendation to consider is to create affiliation agreements with some of the current graduate dental hygiene education programs so that students can seamlessly move into a graduate program if desired.

Another avenue reviewed relates to the program learning outcomes and assessment model. It is clear that these outcomes are relevant and appropriate to the profession, meet accreditation standard expectations, and offer the opportunity for planned assessment to make refinements as needed. The only recommendation to be considered in this area is that the profession is advocating that future dental hygiene students be educated to fulfill the six roles of the dental hygienist: educator, researcher, administrator/manager, advocate, clinician, and public health. The learning outcomes appear to be focused primarily on the clinician role, and should reflect a broader perspective as dental hygienists expand their scope of responsibilities as a health care provider.

It is important to note that planning this program has included several key considerations. First, CODA has been involved and significant effort has been made to meet and exceed current accreditation standards. Since CODA has approved all changes with no further reporting requirement, the BASDH program is assured of support for the curricular changes. Second, significant funding has been provided to update the clinical facility. Acquiring these funds allows for a state-of-the-art facility that can teach students how to function in remote areas where teledentistry may be required. This change also supports emphasis on evidence-based decision making in practice settings. The college is to be commended for the efforts made in this area, as they will prove valuable in teaching students how to improve access to care using all available resources.

A review of the prerequisite/general education courses for the BASDH Program seem in line with other baccalaureate education requirements. Students will have an opportunity to be exposed to humanities, social and natural sciences, communication and reasoning skills, all of which are essential when considering the responsibility of a health care provider in today's health care system. These skills will be transferable to a variety of future employment settings for the graduates of the program.

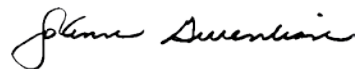
Examining the curriculum at the junior and senior levels demonstrates an emphasis on oral medicine, public health and special needs populations. These areas are critical for dental hygiene graduates as they consider alternative workforce models and career options in the profession. A capstone project that is designed to provide a rigorous and grounded experience for the students will be valuable to the graduates as they strive for a broader perspective of their roles and responsibilities in the profession. While the proposal emphasizes that research will be promoted, the curriculum does not appear to have a research course per se. Perhaps the content is embedded within other course titles, but it is difficult to discern this overtly. Since

graduates will need to be able to critically review the scientific literature and disseminate their own work, consideration should be given to making the emphasis on research more apparent. The course work that focuses on public health is unique to most dental hygiene programs. As can be seen within the six roles of the dental hygienist, public health is embedded within the other five roles. Thus, this emphasis is most appropriate and significant. The only area that appears to be missing is experience in other roles of the dental hygienist, particularly educator, advocate, administrator/manager, and researcher. Again, these roles may be included in some courses, but it is difficult to make that determination. Graduates of the future will require experience in these roles, as noted in the recent emphasis of the ADHA and the profession on transforming dental hygiene education.

The program proposal provided information on admissions, recruitment, student and career services and academic advising. Each of these facets of college services is essential to student support and successful completion of the program. What is noteworthy about this area is the change made to the requirement of a cumulative GPA. Recognizing that students do mature, learn English, and have challenging life situations, and making the decision to focus on the applicable GPA will help to support a more diverse student population, and will open the door for opportunities previously not available to students desiring this education. The college is to be commended for making this change and creating this community outreach.

Brenda, I am very excited about the changes you have proposed to add this dimension of advanced education for dental hygiene students at Clark College. The steps you are taking to offer the community a more enriched education experience are outstanding. I hope that my comments are useful to you and that you will feel free to contact me if you require additional information.

Sincerely,



JoAnn R. Gurenlian, RDH, PhD  
Professor and Graduate Program Director