



Columbia Basin College

Applied Baccalaureate Dental Hygiene
Degree Program

Program Proposal

February 26, 2016

**COVER SHEET
NEW DEGREE PROGRAM PROPOSAL**

Program Information

Institution Name: Columbia Basin College

Degree: Bachelor of Applied Science Dental Hygiene CIP Code: 51.0602

Name(s) of the existing technical associate degree(s) that will serve as the foundation for this program:

Degree: AAS Dental Hygiene CIP Code: 51.0602 Year Began: 2001

Planned Implementation Date (i.e. Fall 2014): Fall 2017

Proposal Criteria: *Please respond to all eight (8) areas listed in proposal criteria.*

Page Limit: 30 pages

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Introduction to BASDH Program Proposal

Columbia Basin College (CBC) proposes to deliver a Bachelor of Applied Science degree in Dental Hygiene (BASDH) and is prepared to enroll junior level students beginning Fall 2017. The degree will replace the Associate of Applied Science Degree in Dental Hygiene. The current AAS program will be restructured and upper division courses added to create the BASDH program. The restructure will align the number of credits with the appropriate level of degree. CBC will build on its success of offering BAS degrees with the addition of the BASDH degree.

The American Dental Hygienists' Association has proposed the baccalaureate degree as entry-level education for the dental hygiene¹ profession. The Washington State Dental Hygienists' Association also supports the revision of AASDH degrees to BASDH degrees in the community college setting.

A plan to allow previous Dental Hygiene AAS graduates the opportunity to complete the Dental Hygiene BAS degree is being created. The AAS students will be required to complete additional general education courses including two upper division courses. They will also need to complete the new community health research courses now required in the BASDH degree.

The BAS degree in Dental Hygiene is designed to meet current and future employment needs within CBC's service district of Benton and Franklin Counties. Employment options in state Public Health, the US Public Health Service, dental product education consultancy, education, and research will be available to graduates as well as eligibility for graduate education.

This program proposal for a BAS degree in Dental Hygiene addresses the eight criteria for new BAS degree programs and provides information and evidence regarding CBC's capacity to implement and maintain the program.

Standard 1 Curriculum Demonstrates Baccalaureate Level Rigor

College Mission Statement

CBC upholds an environment of diversity, fairness, equity, and sustainability, providing opportunities for the people of Benton and Franklin counties to succeed in their pursuit of higher educational achievement, meaningful employment, and basic skills development, while promoting cultural enrichment and well-being for its community.²

In addition to providing access to associate degree education, CBC provides professional and technical students with bachelor degree programs designed to meet the economic and workforce development needs of Benton and Franklin counties. CBC's priority is to build on current Associate in Arts and Sciences (AA) and Associate in Applied Science (AAS) programs to enable local employees and graduates to return to CBC for baccalaureate degrees. CBC's

¹ American Dental Hygiene Association Policy Manual 2014 p. 23 Retrieved from http://www.adha.org/resources-docs/7614_Policy_Manual.pdf.

² Columbia Basin College (2012) Mission statement. <http://www.columbiabasin.edu/index.aspx?page=259>

mission serves as the foundation for the Health Science Division outcomes, the BASDH program outcomes, and the mission and philosophy of the Dental Hygiene program.

The mission of the Columbia Basin College Department of Dental Hygiene is to prepare graduates to provide competent, quality, therapeutic oral health care, as allowed by the state practice act, and to serve the community as integrated essential primary health care professionals working to expand access to oral health in both private and community health settings.

CBC Mission and Student Learning Outcomes

The CBC Mission and college-wide Student Learning Outcomes (SLOs) provide the foundation for the prerequisite course work and Dental Hygiene curriculum. Additionally, they serve as guidelines for the Dental Hygiene Program and course outcomes. CBC graduates will:

1. **Think Critically**
Understand, analyze, and evaluate the elements of one's environment and one's habits of thought. Conceptualize alternatives to both.
2. **Reason Quantitatively and Symbolically**
Develop a sense of number and pattern. Analyze, evaluate, and synthesize symbolic statement and quantitative arguments.
3. **Communicate Effectively**
Use spoken and written language to express opinions, discuss concepts, and persuade an audience. Synthesize ideas and supporting information to create effective messages.
4. **Apply Information Tools and Resources**
Accurately assess information needs. Select appropriate information tools and resources and use them effectively. Evaluate, manage, and use information effectively and responsibly.
5. **Develop Cultural Awareness**
Respect self and others. Explore and appreciate different cultures in an increasingly diverse, global community. Challenge culture-bound assumptions.
6. **Master Program Learning Outcomes**
Become familiar with a body of knowledge.

Domains of Dental Hygiene Education

Beginning 2015, the American Dental Hygienists' Association developed new Domains for Dental Hygiene education that include: Foundation Knowledge; Patient-Centered Care; Management in Health Care Systems; Interpersonal Communication and Inter-professional Collaboration; Critical Thinking; and Professionalism. These are designed to broaden the scope of dental hygiene education and assist graduates in acquiring the breadth and depth of knowledge necessary to advocate for improved oral health within a diverse community.

Domains are structured from the general to the specific and represent broad categories of professional activities in the practice of Dental Hygiene. Within each Domain are program learning outcomes (PLOs) that reflect the overarching theme of the Domain and outline the knowledge, skills, and abilities expected of a Dental Hygiene graduate.

ADHA Domains for Dental Hygiene Education:

A. Foundational Knowledge

Definition: Basic behavioral and clinical knowledge as it pertains to patient care.

PLO: Integrate the roles of clinician, educator, advocate, manager and researcher in the prevention of oral disease and the promotion of oral health and its impact on systemic health.

B. Patient-Centered Care

Definition: Skills in patient assessment, dental hygiene diagnoses and the dental hygiene process of care which foster oral and systemic health.

PLO: Assess, diagnose, plan, implement and evaluate patient needs and the efficacy of optimal oral health care for patients of varying ages, socioeconomic backgrounds, cultural differences and physical and mental abilities.

C. Management in Health Care Systems

Definition: The ability to work in and manage oral health care systems advocating within the overall health care system to raise awareness of oral health and its relationship to optimal systemic health.

PLO: Effectively communicate in a leadership capacity

Demonstrate the ability to interact effectively in many types of professional settings

D. Interpersonal Communication and Interpersonal Collaboration

Definition: Communication skills used to work effectively with patients and health care teams from diverse populations to foster healthy oral care behaviors.

PLO: Effectively communicate in a leadership capacity.

Integrate the roles of clinician, educator, advocate, manager and researcher in the pursuit of prevention of oral disease and the promotion of oral health and its impact on systemic health.

Demonstrate the ability to work effectively with people from diverse cultures in professional settings.

E. Critical Thinking

Definition: The process of actively and skillfully analyze, synthesize, and evaluate information to reach a conclusion as pertains to the practice of dental hygiene.

PLO: Develop research that is evidence based and relevant to community oral health needs.

Translate evidence into clinical practice.

F. Professionalism

Definition: Understand and demonstrate the values and ethics needed for compassionate, patient-centered, evidence-based care that meets the highest standards

PLO: Be guided in ethical decision making using the ethical principles and core values of the American Dental Hygienists' Association.

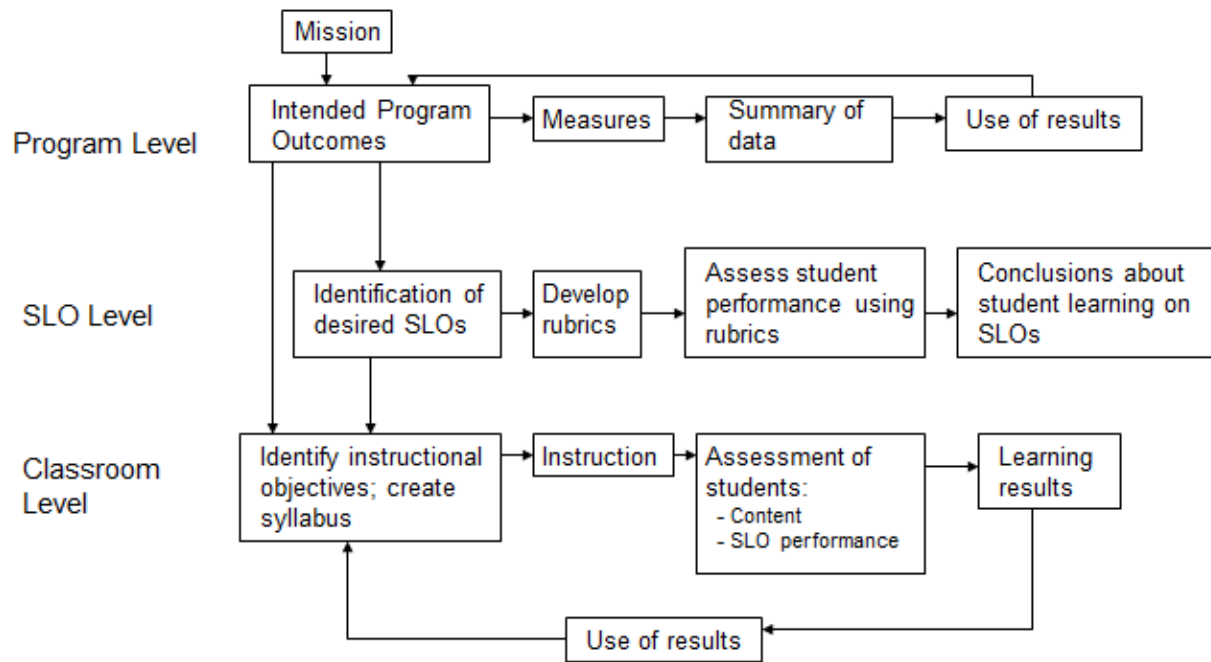
Aware of the legislative changes necessary to expand the access of preventive dental hygiene care to the residents of Washington State.

The knowledge and program outcomes are a reflection of the required skills and competencies necessary to graduate from the BASDH program. Additionally, successful graduates are prepared to take the National Dental Hygiene Board Exam and an additional five required of all Washington State Dental Hygienists.

Program Evaluation Criteria and Process

Illustrated in Figure 1, students in the CBC BASDH program will meet three levels of the CBC Assessment Model: classroom/course learning outcomes, college-wide Student Learning Outcomes (SLOs), and program level graduate outcomes.

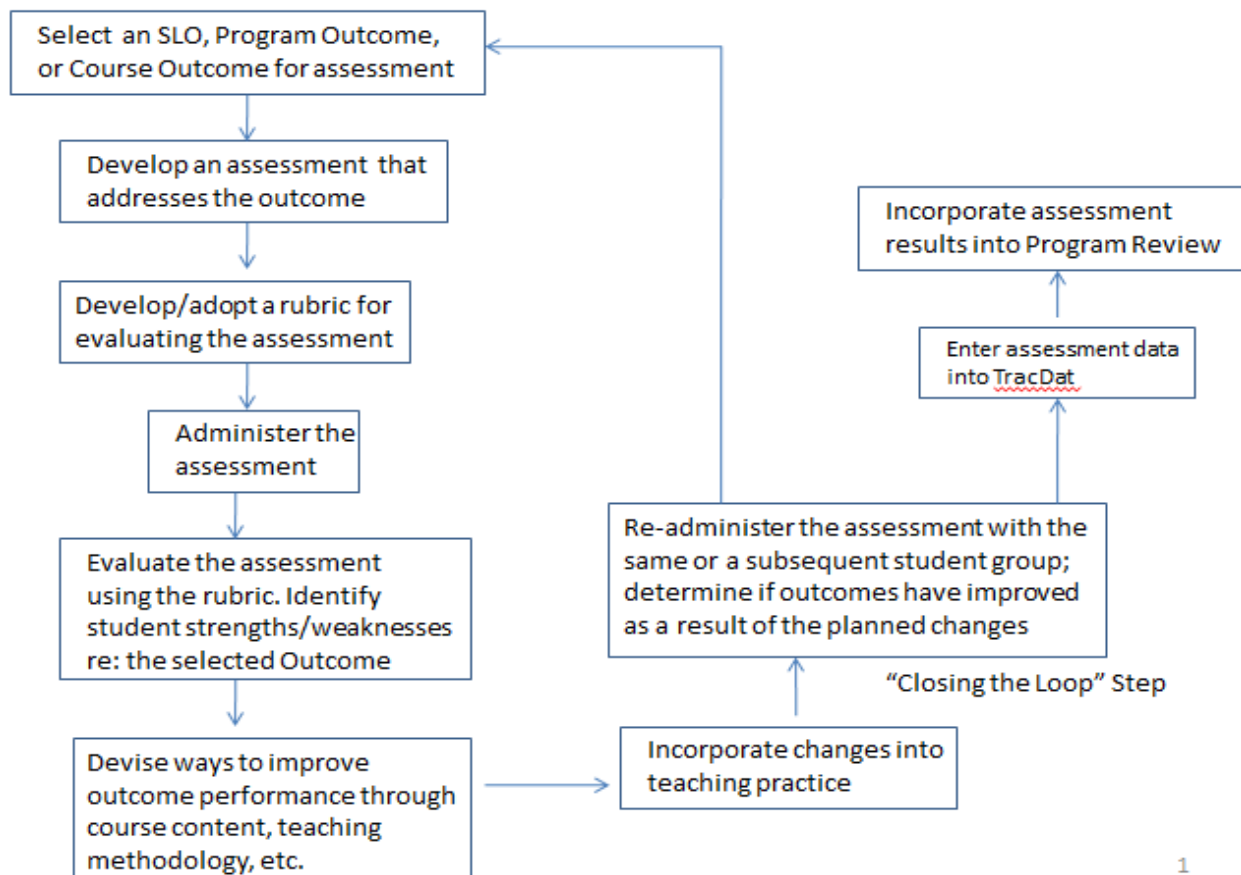
Figure 1: Overview of the CBC Assessment Model



Classroom / Course Level: At the course level, each BASDH course and general education course is reviewed and approved by the college Curriculum Committee. Student evaluations will be conducted on a regular basis. Each course is linked to the college-wide student learning outcomes and tracked through the use of a database (TracDat), for scheduled and ongoing course reviews.

As with other CBC degrees, each CBC SLO is mapped to its location in the BASDH curriculum. Once an SLO is mapped, it is then tracked and assessed (see Figure 2).

Figure 2: Tracking SLOs



Program Level: The assessment plan for the proposed BASDH program (see Table 1) is based on the comprehensive student achievement and program assessment processes used by all departments and programs at CBC. Program faculty will evaluate the effectiveness of the BASDH program by collecting, analyzing, and trending data on student satisfaction, retention and preparedness; faculty assessment of student preparedness; and effectiveness of courses to meet the stated program outcomes.

The Commission on Dental Accreditation also encourages the trending of department, program, faculty member and student data with requested yearly survey input. Program review includes the following:

- an ongoing systematic plan for continuous program quality improvement,
- retention and attrition statistics,
- analysis of full and part-time faculty ratios and other staffing indicators,
- student performance evaluations;
- evaluation of curriculum coherency, currency, and rigor; - quarterly
- employment placement data and market analysis,

- analysis of student demographics;
- program costs and revenues;
- articulation agreements and facility contracts, and;
- course delivery methods.

Table 1: Program Assessment Plan

Annual Student Evaluations	<ul style="list-style-type: none"> ▪ Completion of computer based summative evaluations of individual courses each year ▪ Instructor evaluations using computer based template for both didactic and clinical coursework
Exit Surveys	<ul style="list-style-type: none"> ▪ 1st year student completion survey ▪ 2nd year student exit survey ▪ Effectiveness of skills and knowledge progression ▪ Effectiveness of program and institutional support and resources ▪ Preparedness to take board exams ▪ Preparedness to enter workforce
Graduate/Alumni Surveys	<ul style="list-style-type: none"> ▪ Complete annually – seeking additional employment information, return to achieve additional schooling, career satisfaction
Employer Surveys	<ul style="list-style-type: none"> ▪ Effectiveness and preparedness of graduates to achieve clinical goals ▪ Effectiveness and preparedness of graduates to interface with patients and co-workers effectively
BASDH Program Advisory Committee (Meets two times per year.)	<ul style="list-style-type: none"> ▪ Surveyed annually ▪ Effectiveness of program in meeting community needs ▪ Participation of students/faculty in community service activities ▪ Consultation with members to evaluate emerging technology, relevant information in the development for community inter-professional relationships ▪ Evaluating relevance, rigor, cohesiveness of curriculum ▪ Guidance for changes needed after implementation of the BASDH curriculum
Quarterly Review of Syllabi and Course Content	<ul style="list-style-type: none"> ▪ Health Sciences Department – update and format review/evaluation ▪ Evaluate alignment with current research or changes
American Dental Association Annual Survey	<ul style="list-style-type: none"> ▪ Determining composition of former and current classes – diversity of student cohorts

	<ul style="list-style-type: none"> ▪ Adherence to core curriculum standards ▪ Effectiveness in meeting accreditation standards ▪ Statement of continuing financial support by the institution ▪ Evaluation of faculty group for appropriate degrees held and diversity
Quarterly Course Evaluation – End of Course Report	<ul style="list-style-type: none"> • Quarterly didactic faculty meeting • Reports submitted to evaluate course effectiveness/textbook/teaching methods • Evaluation methods examined for thoroughness, accuracy and meeting program department goals • Course comparison completed to evaluate layering of subject content • Determine if changes will be made
Quarterly Evaluation of weekly content – Course content layering and sequencing	<ul style="list-style-type: none"> • Topics and sequencing evaluated for greatest impact of foundational knowledge
Quarterly Evaluations	<ul style="list-style-type: none"> • Quarterly clinical faculty meeting • Quarterly didactic faculty meeting • Quarterly all faculty meeting • Calibration of clinical grading • Evaluation of effectiveness of teaching methods in clinical setting ▪ Effectiveness of quality control measures

Key stakeholders will engage in the review process and provide guidance for curriculum and program elements through the Dental Hygiene Program Advisory Committee. The current AASDH advisory committee will continue on as the BASDH advisory committee. Committee members represent public health, nutrition, diabetes education, collaborative dental hygiene practice, education, social work, counseling and dentistry. Their role is to advise the program and make recommendations for curriculum improvements and update faculty with new developments in the clinical environment and community needs in health care.

Experts from dental hygiene, health care, and higher education will be engaged throughout the process of curriculum development and implementation phases to ensure content and teaching/learning strategies meet the rigor required of a baccalaureate program. Curriculum maintenance and revision is an ongoing process by the director with input from the dental hygiene faculty.

Students applying to the BASDH program must complete a minimum of 70-73 credits of prerequisites. The prerequisite coursework provides students a strong foundation for the rigors of the dental hygiene curriculum. All prerequisites are completed by the spring quarter prior to

a student beginning the dental hygiene program the following fall. This process is consistent with the admissions procedures of dental hygiene programs across the state.

The General Education requirements are listed below. Full descriptions are included in Appendix I.

Table 2: General Education Requirements in the BASDH Program

General Education

Course	Number	Course Title	Credits
Natural Sciences			
NUTR&	101	Nutrition	5
Human Anatomy and Physiology (10-12 credits)			
BIOL&	241	Human A&P 1 w/ Lab	6
BIOL&	242	Human A&P 2 w/ Lab	6
Microbiology (5-6 credits)			
BIOL&	260	Microbiology w/ Lab	6
Chemistry (10 credits)			
CHEM&	121	Intro to Chemistry w/ Lab	5
CHEM&	122	Intro to Organic Chemistry w/ Lab	5
Communications (10 Credit Requirement)			
ENGL&	101	English Composition I	5
ENGL	315	Writing for Health Professionals	5
Quantitative/Symbolic Reasoning (5 Credit Requirement)			
MATH&	146	Introduction to Stats	5
Social Sciences (Select 10 credits from the following list of courses)			
PSYC&	100	General Psychology	5
PSYC	201	Social Psychology	5
SOC&	101	Introduction to Sociology	5
Humanities (10 Credit Requirement)			
ICS	310	American Diversity	5
PHIL	315	Professional Ethics in Health Care	5
Communication Studies (select 8 credits from the following list of courses)			
CMST	101	Speech Essentials	3
CMST	110	Communication Behavior	3
CMST&	210	Interpersonal Communication	5
CMST&	220	Public Speaking	5
CMST	260	Multicultural Communication	5

General Education Total Credits

78-81

The curriculum for the BASDH seven quarter program is listed in Table 3. Full course descriptions are included in Appendix II.

Table 3: BASDH Curriculum

Course Number	Course Name and Description	Credits
DHYG 310	Dental Anatomy	1
DHYG 311	Histology & Embryology.	2
DHYG 312	Oral Radiology I	1
DHYG 3121	Oral Radiology Lab I	1
DHYG 313	Clinical Dental Hygiene Techniques	2
DHYG 3131	Clinical Dental Hygiene Techniques I Lab:	3
DHYG 314	Dental Health Education	1
DHYG 315	Dental Materials	1
DHYG 3151	Dental Materials Lab	1
DHYG 316	Head & Neck Anatomy	2
DHYG 320	Medical Emergencies in Dentistry	2
DHYG 321	General Pathology	2
DHYG 322	Oral Radiology II	1
DHYG 3221	Oral Radiology II Lab	1
DHYG 323	Clinical Dental Hygiene Techniques II	2
DHYG 3231	Clinical Dental Hygiene Techniques II Lab	4
DHYG 325	Restorative Dentistry I	1
DHYG 3251	Restorative Dentistry I Lab	1
DHYG 326	Pain Control in Dentistry	2
DHYG 3261	Pain Control in Dentistry Lab	2
DHYG 327	Pharmacology	2
DHYG 331	Oral Pathology	2
DHYG 332	Periodontics I	2
DHYG 334	Clinical Dental Hygiene Techniques III	2
DHYG 3341	Clinical Dental Hygiene Techniques III Lab	4
DHYG 335	Restorative Dentistry II	1
DHYG 335.1	Restorative Dentistry II Lab	2
DHYG 336	Patient Management	2
DHYG 344	Clinical Dental Hygiene Techniques IV	1
DHYG 3441	Clinical Dental Hygiene Techniques IV Lab	5
DHYG 411	Nutrition in Dentistry	1
DHYG 412	Advanced Clinical Topics	1
DHYG 414	Clinical Dental Hygiene Techniques V	1
DHYG 4141	Clinical Dental Hygiene Techniques V Lab	6
DHYG 415	Ethics, Jurisprudence, Practice Management	2
DHYG 422	Periodontics II	2
DHYG 424	Clinical Dental Hygiene Techniques VI	1
DHYG 4241	Clinical Dental Hygiene Techniques VI Lab	7
DHYG 434	Clinical Dental Hygiene Techniques VII	1
DHYG 4341	Clinical Dental Hygiene Techniques VII Lab	9
DHYG 446	Restorative Dentistry III	1

DHYG 4461	Restorative Dentistry III Lab	2
DHYG 431	Community Oral Health – Research I	2
DHYG 441	Community Oral Health – Research II	2
DHYG 451	Community Oral Health – Research III/Capstone	2
DHYG 455	Educational Methodology	2
NRS 315	Healthcare Informatics	5
	Total	103

Building on the current AAS program, BAS graduates will complete a sequence of research based courses, including the following: research methods, research design and a capstone project (taught over quarters five, six and seven), educational methodology (quarter seven), informatics (quarter four). These additional courses add depth and rigor to the existing course of study. In order to prepare students for work venues outside of the traditional private dental practice, the ADHA (American Dental Hygienists’ Association) has stated six roles for dental hygienists: clinician, educator, change advocate, administrator/manager, researcher and working in public health settings. Students at CBC who graduate with the BASDH will be thoroughly prepared to take on these roles as well as prepared to pursue graduate school.

A means for previous place bound CBC graduates to obtain their BASDH is in development. The additional prerequisites required for admissions into the BASDH program must be completed. Courses added to the second year of the BASDH program may be delivered in a hybrid structure to allow evening attendance so graduates who work full-time can participate. The dental hygiene coursework completed during their prior program will be accepted as equivalent to the dental hygiene coursework required of the BASDH students. Requests to enroll as a degree completion student will be evaluated on a case-by-case basis.

CBC and Yakima Valley Community College (YVCC) dental hygiene program staff are working on a joint plan for degree completion. The intention is to have similar degree completion plans so dental hygiene graduates from either college could complete their degree at CBC or YVCC. The final plan will be shared with other dental hygiene BAS programs throughout the state.

Standard 2 Qualified Faculty

The prerequisite General Education and Major Support courses are taught at CBC by faculty members of the college and who hold Master’s or PhD degrees in their field of study. During CODA accreditation site visits, many of the faculty and the course curricula have been evaluated by visiting teams.

All full-time faculty are required to complete certification as Washington professional and technical college instructors.

Dental Hygiene faculty members all have Bachelor's degrees. The Director has a Master's Degree in Education and two faculty members on tenure track have Master's degrees in Dental Hygiene. As Dental Hygiene AAS programs make the shift to bachelor's programs, there is an understanding that educators with master's degrees are preferred and will receive priority consideration in the hiring process. At this time, there is a shortage of instructors with these credentials. CBC faculty who have chosen to remain at the College and who do not possess a master's degree are planning to enroll in appropriate master's level programs. One faculty member, Janet Ogden, has been an instructor in the program since it began in 2001. She is the lead instructor for first year clinical and pre-clinic courses. Ms. Ogden has announced her retirement for Summer 2018 which is just prior to the launch of the BASDH program.

Table 4: Faculty Profiles

Faculty Name	Credentials	Status	Course(s)
Kathy Conrad	B.S. Dental Hygiene University of Minnesota	Adjunct Instructor	DHYG414 & 414.1 DHYG424 & 424.1 DHYG421 DHYG434 & 434.1 DHYG421.1 DHYG412
Heidi Desmarais	M.S. Dental Hygiene Eastern Washington University B.A University of Washington A.A.S Dental Hygiene Shoreline Community College	FT Assistant Professor	DHYG313 & 313.1 DHYG2113 DHYG323.1 DHYG324.1 DHYG334.1 DHYG332 DHYG344.1
Janet Ogden	B.A Liberal Arts Antioch University A.A.S Dental Hygiene Clark College	FT Associate Professor	DHYG312 & 312.1 DHYG313 & 313.1 DHYG323 & 323.1 DHYG322 & 322.1 DHYG334 & 334.1 DHYG331 DHYG344, & 344.1 DHYG336
Robin Roderick	M.S. Dental Hygiene Eastern Washington University B.S. Dental Hygiene Eastern Washington University	FT Assistant Professor	DHYG310 DHYG414.1 DHYG446.1

Faculty Name	Credentials	Status	Course(s)
	A.A.S., Dental Hygiene Lake Washington Institute of Technology		DHYG424.1 DHYG415 DHYG315.1 DHYG326 &326.1 DHYG325 DHYG434.1 DHYG344.1 DHYG434.1 DHYG335.1 DHYG431 DHYG441 DHYG451 DHYG455
Kim Tucker, MN, RN, CNE	Doctoral Candidate, Nursing Education, University of Northern Colorado Masters in Nursing, Washington State University Bachelor of Science in Nursing, Washington State University	Director for Nursing Programs	DHYG 455

Table 5: General Education Faculty

Faculty Name	Credentials	Courses Qualified to Teach
Dave Arnold	Ph.D. , M.A., University of California Los Angeles B.A., Washington State University	ICS 305 American Diversity
Matt Kincaid	Ph.D., M.B.A., B.B.A., Gonzaga University	PHIL 315 Professional Ethics in Health Care
Theresa Thonney	Ph.D. University of Washington--English B.A. & M.A. Eastern Washington University	ENGL 315 Writing for Health Professionals

Support Staff

BASDH program support staff are listed in Table 6. The Program Director will provide administrative oversight for the BASDH Program.

Table 6: Support Staff for BASDH Program

Support Staff	Role	Credentials
Lynn Stedman	M.Ed., Higher Education University of Washington M.A. Clinical Counseling and Psychotherapy Antioch University B.S. Dental Hygiene University of Washington	Full- Time Director for Dental Hygiene
Mary Hoerner	M.N. Nursing Washington State University B.S. Nursing Washington State University	Dean of Health Sciences
Valerie Burnett	Program Coordinator (1 FTE)	Seven years in current role
To be hired	Program Assistant (.5 FTE)	
Paula Ochoa	Program Support Supervisor for Health Sciences	

Standard 3 Selective Admission Process

All students applying to the Dental Hygiene program go through a standard admission process. All applicants must complete a total of 73 prerequisite credits: 35 in General Education courses, and 38 in major support courses. Prerequisite courses may be completed at CBC or other institutions. For non-CBC applicants, a transcript evaluator reviews transcripts from the other colleges to determine comparability. Once the prerequisite requirements are complete and/or accepted by transcript evaluation, eligible students submit an application to the Dental Hygiene program. Students and applicants may be guided through this process by CBC counselors. The counseling department at CBC provides academic advising and planning for all CBC students. Counselors are available to students in person, by phone or email for planning admissions and prerequisite courses.

Applicants will be required to complete a program application that provides evidence of the following admission requirements:

- Completion of all prerequisite coursework with a minimum GPA of 2.6. If a prerequisite course has not been completed, the date of expected completion will be noted on the application.

- All science courses must be completed within the preceding seven years. There are no recency requirements for any other prerequisite courses. All prerequisites must be completed no later than spring quarter of the year in which students apply.

Applications are reviewed by the Program Director and the Program Coordinator to determine the total number of points for completed courses and GPA. The Dental Hygiene Points Calculation Document is included in Appendix III. This step accounts for 60% of the total score. Students are required to take the Health Education Systems Incorporated Admission Assessment (HESI A2). The score for the mathematics and reading portions of the HESI A2 accounts for 20% of the total score. During the Group Interview, students take a dexterity test which includes self-evaluation and a personal essay. Each of these exercises is worth 10% of the total. Additional points may be awarded to applicants for additional chemistry courses, status as a Veteran or active duty in the military, completed AA, AS, AAS or higher degree, volunteer work, and/or ability to speak, read, and write in a language other than English.

Based on these scores, candidates are listed in rank order, and the top 30 students are invited to a group interview held the last Friday in March. The two exercises completed during the group interview are graded by three different instructors using content rubrics. The grades are averaged and entered into the calculation of the final score. The instructors (graders) do not discuss the scores, and each grades independently. This process was designed to eliminate bias and support fairness.

Student scores from the group interview are factored into their total application score. By accepting students according to their academic ranking and completion of the group interview, the admissions process remains as objective as possible and reflects the non-discrimination policy of the college. The candidates are again listed in rank order, and the top 18 students are invited to enroll in the program. The remaining students are also ranked and considered alternates. If any of the top 18 students decline their position, the alternates are notified in order of their ranking and invited to enroll. A letter of intent and a \$100.00 deposit are required of those selected to hold their place in the program. The application fee is used to pay the professional membership dues for students to belong to the American Dental Hygienists' Association and the Washington State Dental Hygienists' Association. It also indicates intent to hold a spot in the program. The other community college programs were polled to determine if this is a policy in their programs and how the fee was used. CBC is consistent with both the amount and the disposition of the collected fee. The deposit fee is not waived or discounted for economically disadvantaged students. However, students are encouraged to apply for worker retraining funding and scholarships to pay for fees, books, and tuition. Accepted candidates are required to attend an orientation prior to the start of the program.

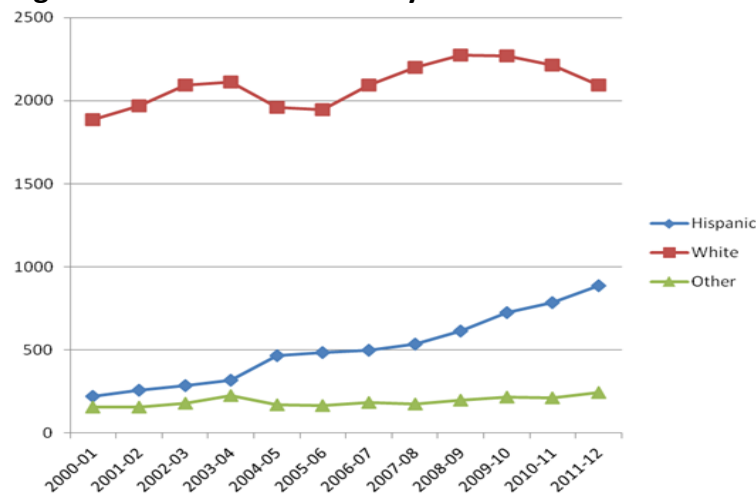
Upon program approval by the SBCTC and the NWCCU, there will be a focused effort to reach all potential candidates to advise them of the additional coursework that is needed to apply to the Dental Hygiene BAS program. The additional prerequisites include 4 courses (20 credits).

At this time, the Health Science Division tracks all students who declare interest in any health science program. Students can be advised via email regarding changes to the program requiring additional coursework. The online application will be updated to include information about the additional four courses of prerequisite work when the program is fully approved.

Program Support for Diversity

CBC is a designated Hispanic Serving Institution. Franklin County, one of the counties in CBC’s service district, is the first Washington State County where the percentage of Hispanic citizens exceeds the white Non-Hispanic population. Non-traditional students (older students and male students) are encouraged to apply. Because of the area’s large Hispanic population, the program typically has many Hispanic students who apply and are accepted into the program. Figure 3 illustrates CBC’s student ethnicity and reflects the changing community demographics impact on ethnicity of CBC’s students.

Figure 3: CBC Student Ethnicity 2000-2012



A key goal for the BASDH program is to continue to increase diversity in the dental hygiene student population. Activities to recruit diverse students include: participation in Multi-Cultural College Night; developing key relationships within the local community; BASDH-focused presentations with school districts that maintain large, diverse student populations; and hosting BASDH information events to inform students, parents and the community. Additionally, efforts will be made to qualify and register BASDH students into federally funded support programs that best fit their needs.

Standard 4 Appropriate Student Services Plan

The Program Director will be the primary point of contact for students enrolled in the BASDH program. **The Director serves as counselor and success coach.** BASDH students will have access to all student services, resources, and activities available at CBC. Examples of student services and resources are as follows:

Hawk Central: Hawk Central is a one-stop service area for prospective and current students. Student services provided include: resource information about the college and getting started, financial aid office, registration, and cashier. Students can visit Hawk Central during hours of operation, or they can contact specialists online for assistance. Specialists are available to help students navigate the college system, get help with problems and gain any additional information they need. CBC strives to efficiently provide excellent customer service while helping students succeed.

Counseling: Counselors provide academic, career, and personal counseling. The services are free, voluntary, and confidential for CBC students. Counselors are dedicated to supporting students in their pursuit of academic and personal growth.

Completion Coach Program: Completion coaches are available to assist students with preparing an academic plan to complete their degree. A completion coach will be assigned to the BASDH students to monitor their progress during the program. Through the program, the completion coach will intervene when a student is having trouble completing courses or getting low grades.

Academic Success Center: The Academic Success Center provides CBC students with free drop-in instructional support in subject areas for which there is high demand such as math and English. The Academic Success Center is equipped with computers and printers for student use, as well as whiteboards and group study areas. Students do not need an appointment for drop-in tutoring.

Transcript Evaluation: Full-time evaluators have extensive experience evaluating transcripts from accredited institutions. They will evaluate incoming students for compliance with admission requirements and student records for degree requirements before BASDH students are admitted to the program. CBC is committed to providing efficient time-to-degree for students, and makes every effort to accept prior learning when appropriate.

Online Services: CBC's website provides online access to campus services such as career information, online registration, financial aid support, student records, and eTutoring. Services are available 24/7 for students not able or interested in driving to campus for face-to-face services. To ensure all BAS students have tutoring available for upper division courses, CBC has partnered with The Connecticut Distance Learning Consortium to provide online tutoring assistance to students through eTutoring. This consortium serves two and four year institutions. All CBC students have free access to eTutoring's online professional tutoring services.

Financial Aid: The CBC Financial Aid Office assists students in applying for and accessing financial assistance, including grants, work-study, scholarships, and student loans. Some of the programs available to our students include: Federal Pell Grant, Federal Supplemental

Education Opportunity Grant, Washington State Need Grant, Federal and State Work Study and Federal Direct Student Loans.

Resource Center: The Resource Center at CBC provides support and referral services to current and prospective students of the Benton-Franklin county area. The Center addresses the needs of individuals with personal or educational barriers that may interfere with their pursuit of an education. Staff work with returning adult learners, individuals with disabilities, single parents, displaced homemakers, and beginning college students who need support early in the educational process. Services are provided in three major areas: Financial Assistance, Student Support, and Disability Services. Should a student report a learning disability, she/he is referred to the Resource Center for counseling and evaluation. If it is determined a student has a verifiable disability, the department will consult with the Resource Center to determine what accommodations may be made to assist the student to remain in the program and to be successful. A minimum standard must still be met in all academic, laboratory and clinical work.

Assistive Technology Center: The Assistive Technology Center provides adaptive technology services for CBC students with disabilities who qualify for accommodations through the Resource Center. Assistive Technology (AT) is any piece of hardware, software, or devices used to increase, maintain, or improve the functional capabilities of individuals with disabilities. In higher education, AT provides equal access to education by adapting to the learning needs of students requiring it.

In the spirit of Section 508 and the Americans with Disabilities Act (ADA), the Assistive Technology Center (ATC) at CBC is committed to provide equal access to education by using adaptive technology to support a broad range of disabilities, including but not limited to deaf and hard of hearing, visually impaired and blindness, and mobility impairments. The center will:

- Provide training/education for students with disabilities, faculty and staff in the use of adaptive technology. Services provided by the Assistive Technology Center may include:
- Provide alternative printed materials (e.g. electronic text, Braille, audio).
- Provide captioning services to caption visual and audio content for deaf and hard of hearing students.
- Inspire students to use technology and utilize learning strategies that will enhance learning to build towards employment/career opportunities.
- Create a collaborative relationship with academic faculties to ensure a supportive classroom environment for students with disabilities.
- Assist in compliance with both Sections 504 and 508 and the Americans with Disabilities Act policies.
- Work collaboratively with faculty to promote Universal Design for Learning (UDL).

Veteran's Education and Transition Services: The Veterans Education and Transition Services (V.E.T.S.) office opened Fall quarter 2013. The V.E.T.S. office is dedicated to supporting student veterans in their transition to CBC, through academic advising, education benefits certification, and mental health counseling. The office hosts a variety of services including math and English tutoring, a study area, and access to computers.

Library Services: The Health Science Center on the Richland campus houses the Columbia Basin Regional Medical Library (CBRML). Materials for the Regional Library are purchased using funds from Kadlec Medical Center, the Benton Franklin Health Care Alliance, and other organizations. As we prepare for our Bachelor of Science in Nursing degree, resources are currently in place, and being acquired. All resources may be used by the BASDH students. A full-time faculty librarian staffs the CBRML and provides library orientations on a regular basis as well as assistance for students needing help with research projects and other assignments. The librarian provides support to the Dental Hygiene Program by teaching classes on medical database searches, APA formatting, online resources, and other topics as requested. BASDH students will be required to consult with the librarian when preparing for their capstone project to receive guidance on their particular research projects. Students also have access to resources available at the main library on the Pasco campus. Students can also access on-line library databases. Remote assistance through email or telephone is available for students needing help when off campus. Lap top computers are available for student checkout from the main Library Circulation Desk.

Internet Access and Technology Support: All CBC students have access to the campus Wi-Fi network. Computer labs are available for student use on campus. STAIRS-IT is a student focused, student run, information technology helpdesk created to assist with basic computer/tablet operations, email setup and use, basic canvas operations, installation of software, and cleaning up viruses or malware. Assistance is available in person, by phone, or via email.

eTutoring, eChat, eWriting, eQuestion: This is a free tutoring service for students that provides one-on-one help in Math, Writing, Statistics, Life Sciences and Accounting. eQuestions can be left and an eTutor will respond within 24 – 48 hours. eChat is a real-time tutoring service. eWriting received draft versions of student papers. It evaluates and supplies students with suggestions for improvement for the papers.

eLearning: CBC utilizes *Canvas* for its online learning platform and *Panopto* for lecture capture. A campus eLearning director and team provide training and support for faculty and students.

Student Study Space: There are many study spaces throughout the campus. The dental hygiene pre-clinic lab is used by students to prepare for practical exams. And, private study rooms are available in the campus library which students may reserve.

Academic success: and obtaining a degree and transferable courses is a high priority for CBC. Students new to the college complete a program called SOAR (Student Orientation Advising and Registration) followed by FYI (For Your Information). FYI is a full week of orientation activities including the creation of a plan for students' academic load. While these two programs are optional for students with over 20 college credits, all students are encouraged to participate.

Crisis counseling: Because of the size of the DHYG program, students are asked to contact the department by phone or email if they are ill or not able to be in class, lab or clinic. If a student is having difficulty academically, the appropriate faculty member will counsel the student. If needed, remedial assistance can be assigned to bring a student's grades up to a minimal passing level. Students with personal issues or problems referred to the Counseling Department.

Standard 5 Commitment to Build and Sustain a High Quality Program

Columbia Basin College has been very successful developing and sustaining instructional programs that contribute to the growth of the region by leveraging non-traditional resources such as grants, contracts, and donations through the CBC Foundation. CBC has been able to develop and enhance six workforce programs since 2009. Examples include: Department of Energy funded Project Management grant to develop a two-year and four-year degree program which are running successfully. Multiple NRC funded programs that led to the development of three tracks of Nuclear Technology with the financial assistance of the local nuclear industry. CBC's Cybersecurity program was launched with the support of the Battelle Memorial Institute Foundation. CBC will build on the track record of success of launching new workforce programs by seeking out additional non-traditional resources to build and enhance the proposed Bachelor of Applied Science in Dental Hygiene program. Already in place is a partnership with Kadlec Medical Center which allows us use of their health information system. Kadlec's Information Support personnel manage the software which includes upgrades and technical support. The software and services are provided at no cost to the college. The medical center software will be used for the Healthcare Informatics course.

The BASDH program will be funded with state allocation dollars, tuition, and fees. Because the AASDH program is being restructured, all the previous AAS resources will be allocated to the BASDH program. The FY 2017 total revenue reflects having both AAS students completing the program and BAS students beginning. In FY 2018, all 36 dental hygiene students will be in the BAS program paying upper division tuition. The extra tuition revenue will cover the costs of additional personnel and increased salaries due to Master's degree attainment by the faculty. Facility upgrades are also being planned. Because of the quality of and demand for the dental

hygiene program, CBC always fills classes to the maximum of 18. These data account for the stable revenue stream.

Table 7: Projected Program Expenses

EXPENDITURES					
	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
DH DIRECTOR	\$ 76,735	\$ 78,270	\$ 79,835	\$ 81,432	\$ 83,060
F/T FACULTY	\$ 199,531	\$ 203,522	\$ 207,592	\$ 211,744	\$ 215,979
HOURLY/TEMP FACULTY	\$ 172,878	\$ 176,336	\$ 179,862	\$ 183,460	\$ 187,129
PROGRAM COORDINATOR	\$ 39,291	\$ 40,077	\$ 40,878	\$ 41,696	\$ 42,530
PROGRAM ASSISTANT	\$ 18,373	\$ 18,740	\$ 19,115	\$ 19,498	\$ 19,888
BENEFITS	\$ 148,679	\$ 151,653	\$ 154,686	\$ 157,779	\$ 160,935
GOODS & SERVICES	\$ 35,000	\$ 35,700	\$ 36,485	\$ 37,288	\$ 38,071
SOFTWARE	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
TRAVEL	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Total Expenditures	\$ 697,487	\$ 711,297	\$ 725,454	\$ 739,896	\$ 754,591

Table 8: Projected Program Revenue

REVENUE					
	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
SBCTC FTE Revenue	\$ 328,294	\$ 328,294	\$ 328,294	\$ 328,294	\$ 328,294
TUITION	\$ 291,849	\$ 332,132	\$ 338,775	\$ 345,551	\$ 352,462
570 PATIENT FEES	\$ 100,338	\$ 102,646	\$ 104,904	\$ 107,212	\$ 109,463
148 CLINICAL & STORES FEES	\$ 12,101	\$ 12,379	\$ 12,652	\$ 12,930	\$ 13,202
Total Revenue	\$ 732,583	\$ 775,452	\$ 784,625	\$ 793,987	\$ 803,421
Total Expenditures	\$ 697,487	\$ 711,297	\$ 725,454	\$ 739,896	\$ 754,591
	\$ 35,096	\$ 64,155	\$ 59,171	\$ 54,091	\$ 48,829

Program Facilities, Equipment, Technology, and Instructional Resources

The current dental hygiene facility consists of one large classroom designed to accommodate both classes at once (if desired) for joint lectures/learning; a 20 chair laboratory facility where restorative dentistry skills are taught (placement and finishing of amalgam and composite restorations); four radiology suites with one panoramic unit as well as a portable digital imaging x-ray unit.

The operatory clinic consists of 12 chairs with 6 new dental chairs – 3 of which are designed to accommodate patients who are obese or overweight. The remaining six chairs will be replaced over the next two to three years. New sterilization autoclaves ensure sterilization standards are met for all equipment. Plans are in place to expand the business area of the clinic, patient waiting room and storage area.

The program will utilize current classrooms for teaching in the BASDH program. CBC already uses the web-based learning platform *Canvas*, and a lecture capture system *Panopto* to enhance online/hybrid teaching and learning. These learning aids will also be used for the BASDH program. CBC personnel work closely with other dental hygiene degree program personnel within the state. In particular, CBC and Yakima Valley College dental hygiene program directors are discussing the possibility of a shared curriculum and/or shared course work. CBC is committed to supporting ongoing faculty development by sending faculty to national workshops and conferences as offered.

College Commitment to the BASDH Program

Columbia Basin College is fully committed to build and sustain a successful BASDH degree program. As demonstrated in the Statement of Need, the health care community in the South East Region is extremely supportive of the degree program. The college fully expects to achieve a predicted enrollment of 18 students in year one. CBC has had productive discussions with Kadlec Regional Medical Center and other members of the area's local medical community to collaboratively expand service and training opportunities in the Tri-Cities.

Standard 6 Program Specific Accreditation.

CBC has full accreditation through the Commission on Dental Accreditation (CODA) since its last site visit in 2010. Initial accreditation was given to CBC at the inception of its program in 2001, and full accreditation without reporting requirements in 2003. It has maintained full accreditation since that time. No substantive change in the dental hygiene coursework is planned.

Because of the changes in the number of courses required for prerequisites, and the addition of research courses to the second year of the dental hygiene program, CODA was advised of these changes in a written proposal submitted at their meeting in October, 2015. These changes were reviewed at their semi-annual meeting February 2016. CBC will begin the CODA self-study process in 2016 and there will be a CODA site visit in 2017. In preparation for this site visit, a self-study will be completed following the standards required by CODA. The self-study is a comprehensive program review and serves as an evaluation of the entire dental hygiene program.

Upon approval of the BASDH by the state board, CBC will submit a substantive change application and proposal to the NWCCU.

Standard 7 Pathway Options Beyond Baccalaureate Degree

Graduates from CBC’s BASDH program will be prepared to pursue a Master’s degree in Dental Hygiene and may also pursue other possible graduate pathways. Idaho State University and Pacific University were contacted in spring 2015 to inform them that CBC intended to restructure the AAS program to become a BASDH program. Through email correspondence, the dental hygiene directors of these two universities reported that graduates of the new CBC BASDH program would be qualified to apply to their Master’s programs in Dental Hygiene at Pacific University and Healthcare Administration at Idaho State University. (See Appendix IV) The Directors of the University of Washington’s program in Oral Biology and Eastern Washington University’s dental hygiene program both expressed a willingness to review the new BASDH curriculum and consider admission of graduates into their Master’s programs.

Standard 8 External Expert Evaluation of Program

Expert reviews were provided by two registered dental hygienists who work in dental hygiene education at two separate universities. Both evaluations with reviewer bios are located in Appendix IV.

The first evaluation is from Lisa Rowley, CDA, RDH, MS, Program Director, School of Dental Health Science, Pacific University. She recommended the program without changes. Her comments did not require a response from CBC.

The second evaluation is from JoAnn Gurenlian, RDH, PhD, Graduate Dental Hygiene Program Director, Professor, Idaho State University, Pocatello, Idaho. Notable comments and recommendations along with CBC’s responses are listed in Table 9. The evaluation in its entirety is located in Appendix IV.

Table 9	
Curriculum Alignment	<i>Does the curriculum align with the program’s Statement of Needs Document?</i>
	<p>Comment</p> <p>The curriculum does appear to align with the Statement of Needs Document particularly as it pertains to delivering a better system for meeting the oral health needs of the residents of the Benton and Franklin counties. The report addressed that students would have inter-collaborative experiences in a hospital setting and that there was interest in hiring graduates in assisted living facilities. The curriculum appears to support the education of students to be able to function in these settings.</p> <p>The curriculum alludes to preparation of graduates for the six roles of the dental hygienist as defined by the ADHA; however, the</p>

	<p>curriculum does not appear to address the roles of change advocate and administrator/manager. The curriculum does excel in addressing the roles of clinician, researcher and public health hygienist and provides exposure to the role of educator. An additional course focuses on health informatics, which is outstanding for preparing students to address this very important topic especially as it relates to mobile applications and the potential for telehealth. Overall, between the prerequisites and courses, students will have a worthwhile learning experience that will enable them to serve the community of the Benton and Franklin counties and the residents of the state of Washington, and expand their careers in public health, dental hygiene education, research, dental sales. They should be highly marketable.</p>
	<p>Response</p> <p>The design of the research projects include interacting with health care providers in the community, preschool educators, school superintendents and principals, and others who have the opportunity to advance oral health care. These projects are intended to develop leadership skills and expose students to the advocacy needed for the underserved members of our community. The student presentations of their research will be for a wide audience of community members who have a stake in reducing the cost of health care.</p>
Faculty	<p><i>Do program faculty members appear qualified to teach and continuously improve the curriculum?</i></p>
	<p>Comment</p> <p>All faculty appear to be qualified to teach in the program. Two faculty have a baccalaureate degree, two have a master's degree, and one is a doctoral candidate. All general education faculty have doctoral degrees. Faculty should be encouraged to continue to pursue their education towards advanced degrees especially those with baccalaureate degrees as it is customary to hold a degree higher than the students being taught. Faculty development should be ongoing with curriculum modification and highly encouraged and supported.</p>
	<p>Response</p> <p>The two faculty members who have bachelor's degrees will be retiring in the near future. When those positions are filled, candidates will be required to hold a master's degree.</p>
Resources	<p><i>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student</i></p>

	<p><i>and library services as well as facilities?</i></p> <p>Comment</p> <p>There appears to be multiple resources available to support student learning and to advance the program in terms of student and library services and facilities; however, a red flag in this report is the projected budget expenditures and revenue. It is difficult to conceive that a budget would remain exactly the same from fiscal year 2017 through 2021.</p>
	<p>Response</p> <p>The projected revenue budget is based on current FTE, tuition, and number of students in the program. The revenue table has been adjusted to reflect a 2% increase in tuition over five years. The projected expenditures are based on current costs and salaries. The expenditures table has been adjusted to reflect a 2% increase in salaries over five years. The 2% increase is an estimate for both revenue and costs. The estimates may not match actual changes over five years. However, based on past experience, we don't expect there to be any major changes to these amounts.</p>
<p>Membership and Advisory Committee</p>	<p><i>Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?</i></p> <p>Comment</p> <p>The report does not detail whether or not this program has received approval from the Advisory Committee. It simply states that the current AASDH advisory committee will continue on as the BASDH Advisory Committee. No Advisory Committee recommendations were included in this report.</p>
	<p>Response</p> <p>After the proposal was sent to evaluators, on January 26, 2016 the advisory committee met and reviewed both the BASDH Statement of Need and Program Proposal. Prior to the meeting in January, the Advisory Committee was provided information about the planned changes to move the AASDH degree to the BASDH and how it would change the prerequisites and the courses added to the BASDH. At the meeting, changes to the higher division courses were explained. The rigor of the program was discussed. The members of the committee demonstrated complete support of the changes to the curriculum. They gave suggestions for the research projects</p>

	<p>and will be part of our campaign to assist in the publicizing the new program when it is appropriate. The members are aware of the many student who receive two associate degrees instead of the more appropriate BASDH. They understand how the new program will assist students to get jobs and progress in their careers.</p>
<p>Overall assessment and recommendations</p>	<p><i>Please summarize your overall assessment of the program.</i></p>
	<p>Comment</p> <p>The report provides an opportunity to see potential in a new baccalaureate dental hygiene program at CBC. The Statement of Need document clearly reflects strong support for the program concept and development. The standards and learning outcomes are high for the program. The reviewer wonders why the program is being proposed as an applied program versus a baccalaureate program (BSDH).</p> <p>The curriculum is very good overall, but it is difficult to determine the extent to which there are opportunities for educational experiences that address leadership and the roles of administrator/manager and change advocate, characteristics that would increase employability of graduates and candidacy for graduate programs. Two faculty have baccalaureate degrees and should be encouraged to pursue advanced degrees. The budget remains flat over the span of 5 years, which represents a major concern. I would not recommend moving forward with this program unless these issues are fully addressed.</p>
	<p>Response</p> <p>Regarding the question why the program is being proposed as an applied program versus a baccalaureate program, the Washington State Administrative Code states community and technical colleges can only offer bachelor of applied science degrees.</p> <p>Each of the evaluators concerns were fully addressed in the previous sections.</p>

Appendix I: Proposed General Education Courses BASDH

BASDH Prerequisites -- General Education Courses required.

Course Number	Course Name and Description	Contact Hours	Credits
NUTR101	Nutrition: Principles of nutrition as they apply to macro-nutrients. Economic, cultural, and psychological influences are considered. The need for vitamins, minerals, and special nutritional requirements at different stages of the lifecycle and special topics of current concern are included.	55	5
Human Anatomy and Physiology (10 to 12 credits)			
BIOL&241, 241.1	Human Anatomy & Physiology and Lab: The structure and function of systems of the human body; integumentary, skeletal, muscular, and nervous systems. The use of human models and animals illustrate the systems.	66	6
BIOL&242, 242.1	Human Anatomy & Physiology and Lab: Continuation of BIOL&241; endocrine, digestive, respiratory, circulatory, lymphatic, urinary, and reproductive systems	66	6
Microbiology (5-6 credits)			
BIOL&260,260.1	Microbiology with Lab: Basic principles, concepts, and techniques in the study of bacteria, protists, fungi, and viruses. Concepts of immunity and the role of microorganisms in medicine.	66	6
Chemistry (10 credits)			
CHEM&121	Intro to Chemistry with Lab: Fundamentals of inorganic chemistry with special emphasis on the application of principles to the health sciences. Topics covered include: measurements, energy, atomic structure, chemical bonding, nomenclature, mole concept, stoichiometry, gas laws, liquid and solid states, solutions, equilibrium, acid/base chemistry, oxidation-reduction, and nuclear chemistry.	55	5
CHEM&122	Intro to Organic Chemistry w/ Lab: Fundamentals of organic chemistry with special emphasis on the application of principles to the health sciences.	55	5

	Topics covered include: saturated, unsaturated, aromatic hydrocarbons, alcohols, thiols, phenols, ethers, aldehydes, ketones, carboxylic acids, esters, amines, and amides. Each family of compounds are studied with respect to its structure, behavior, and function. Biochemical applications are integrated into this approach.		
ENGL&101	English Composition: Study and application of the principles of writing clear exposition with emphasis on organizing unified and coherent essays.	55	5
ENGL315	Writing for Health Professionals: This course provides writing instruction for students preparing for careers in the health sciences. Students develop skills needed to research health-related topics and communicate technical information in genres appropriate for diverse audiences, such as health professionals, patients, clients, and the public. Prerequisite: ENGL& 101	55	5
MATH&146	Introduction to Statistics: A course for the non-physical science major such as business, behavioral sciences, computer sciences, etc. A study of both descriptive and inferential statistics, including: measures of central tendency, probability sampling methods, hypothesis testing, estimation, linear regression, and correlation.	55	5
ICS310	American Diversity: This course begins by defining diversity and then proceeds to examine the Workforce 2000 study and subsequent data from the U.S. Census Bureau showing how the demographics of the U.S. workforce and the economy at-large are changing. This class provides a short history, cultural overview, and perspective about contemporary American diversity. Special attention is paid to Native Americans, Hispanic Americans, Asian Americans, and African Americans. Important topics include labor relations, race relations, and historic and modern patterns of migration and immigration. Each student develops a plan as to how a business/company should prepare for and respond to the changing workforce.	55	5

PHIL315	Professional Ethics in Health Care: This course examines the role of ethics and social responsibility in health care related fields. An emphasis is on contemporary trends in corporate responsibilities with respect to ethical, legal, economic, and regulatory conditions. The use of the case study approach is applied to a contemporary ethical issues.		
Social Science Choose 10 credits from the following list.			
PSYCH& 100	General Psychology: A scientific study of behavior and mental processes; an overview of different perspectives held by psychologists; introduction to major topics including research methods, learning theory, neuropsychology, memory, consciousness and motivation.	55	5
PSYC 201	Social Psychology: Interaction between the individual and the group with emphasis on how the group influences behavior of individuals. Topics include conformity, aggression, communication, attitudes, attribution processes, group dynamics, and the social construction of reality.	55	5
SOC&101	Introduction to Sociology: An introduction to the scientific study of Society. Emphasis on relationship of the individual to society, inequality, social institutions, and deviant behavior.	55	5
Communication Studies choose 8 credits from the following list:			
CMST101	Speech Essentials: This is a basic course in public speaking. The goal of this course is to introduce, practice and become comfortable speaking in front of people in the workplace and in the community. This course is recommended for students with no previous speech experience. Students are taught different forms of public speaking, learn to be more effective communicators, and learn how to organize their ideas for effective and efficient oral communication.	33	3
CMST110	Communication Behavior: An introduction to the basic elements that impact our communication with each other. The course is designed to illustrate the reasons for communication failures in	33	3

	two-party and small group situations. Among other areas, active listening, conflict communication, self-esteem, and assertiveness are covered.		
CMST&210	Interpersonal Communication: This course is recommended for students seeking to improve their communication with friends, family, and co-workers. It is designed to heighten the student's awareness of personality styles and communication behaviors, and their respective impact on interpersonal and group communication.	55	5
CMST&220	Public Speaking: The goal of this course is to introduce practice, and become comfortable speaking in front of people in the workplace and in the community. This course is recommended for students with no previous speech experience. Students are taught different forms of public speaking. Students learn to be more effective communicators and organize their ideas for effective and efficient oral communication.	55	5
CMST260	Multicultural Communication: Multicultural Communications teaches students culturally-sensitive methods of identifying basic problems involving communication failures across ethnic and racial settings. Students also learn to apply various multicultural approaches to behavior modification, racism, sexism, the valuing of cultural diversity, collaboration, and the move toward inherent pluralism.	55	5
Total Credits Required 78-81			

Appendix II Proposed BASDH Curriculum

Course Number	Course Name and Description	Contact Hours	Credits
DHYG 310 <i>Fall 1</i>	Dental Anatomy: An introduction to the anatomy of crown and root structures of the teeth. Builds on basic sciences and prepares for the study of additional dental sciences of Restorative I, II and III, as well as tooth identification of dentition in patients. Enrollment in the CBC DHYG program is required.	11	1
DHYG 311 <i>Fall 1</i>	Histology & Embryology: An introduction to the embryology and histology of the head and neck region. Builds on basic sciences and prepares for the additional study of dental sciences as they relate to the clinical practice of dental hygiene. Enrollment in the CBC DHYG program is required.	22	2
DHYG 312 <i>Fall 1</i>	Oral Radiology I: First in a two quarter series course of oral radiology. Focuses on radiation physics, biology, protection of the patient when radiographs are taken, recognition of anatomical landmark, evidence of pathology and abnormalities. Enrollment in the CBC DHYG program is required.	11	1
DHYG 3121 <i>Fall 1</i>	Oral Radiology Lab I: First in a two quarter series course of oral radiology labs. Application of patient protection, radiographic film placement and proper exposure and developing techniques. Identification of oral structures identifiable in exposed radiographs. Enrollment in the CBC DHYG program and concurrent enrollment in DHYG 112 is required.	22	1
DHYG 313 <i>Fall 1</i>	Clinical Dental Hygiene Techniques I: Introduction of the basic principles used in the practice of dental hygiene; Includes infection control standards (OSHA), universal precautions; patient assessment and treatment standards. Enrollment in the CBC DHYG program is required.	22	2
DHYG 3131 <i>Fall 1</i>	Clinical Dental Hygiene Techniques I Lab: The clinical practice of basic skills of infection control, patient assessment and treatment in the clinical setting; pre-clinical setting on dental typodont models progressing to student partners. Enrollment in the CBC DHYG program and concurrent enrollment in DHYG 113 is required.	66	3

DHYG 314 <i>Fall 1</i>	Dental Health Education: The principles and practices of prevention and control of dental disease is covered with emphasis on biofilm control, cariology, motivation of the patient and personal and patient oral hygiene education and techniques. Enrollment in the CBC DHYG program is required.	11	1
DHYG 315 <i>Winter 1</i>	Dental Materials: First course in the Restorative series; presents history, composition, chemical and physical properties and use of materials commonly used in the dental laboratory and dental operator. Enrollment in the CBC DHYG program is required.	11	1
DHYG 3151 <i>Winter 1</i>	Dental Materials Lab: First in the Restorative Lab series; provides laboratory experiences in coming dental laboratory procedures and prepares students for the practice of expanded functions as allowed by the state of Washington. Concurrent enrollment In DHYG 115 and the CBC DHYG program is required.	22	1
DHYG 316 <i>Fall 1</i>	Head & Neck Anatomy: The study of the head and neck regions, identification of nerves, bones of the skull and muscles associated with the head and neck region; oral anatomy and oral regions structure and function; dysfunction in swallowing and nasal pathways is covered; origins of sleep apnea and its resulting impact on systemic health is included. Enrollment in the CBC DHYG program is required.	22	2
DHYG 320 <i>Winter 1</i>	Medical Emergencies in Dentistry: Commonly encountered medical emergencies that occur in the dental setting that may involve systemic diseases are covered as well as the etiology, presentation of signs and symptoms, treatment advised and the effect of dental treatment on systemic illnesses and other medical conditions that are being treated. Emergency procedures required to treat medical emergencies in the dental setting. CPR, the use of an AED and First Aid and Safety Training to meet Health Sciences Division standards are included. Enrollment in the CBC DHYG program is required.	22	2
DHYG 321 <i>Fall 1</i>	General Pathology: The study of systemic diseases, their etiology, presentation of signs and symptoms, recommended treatment and the disease's impact on dental treatment, if rendered, are covered. Inflammatory process, immunology, healing and repair are included. Enrollment in the CBC DHYG program is required	22	2

DHYG 322 <i>Winter 1</i>	Oral Radiology II: The second in a series of the study of oral radiology; focuses on radiographic quality, techniques, film processing, mounting and interpretation of errors. The presence or absence of radiographic findings of pathology and cariogenic lesions are studied and identified. Enrollment in the CBC DHYG program is required.	11	1
DHYG 3221 <i>Winter 1</i>	Oral Radiology II Lab: The second in a series of oral radiology lab which includes practice of oral radiographic skill and technique on a dental manikin and student partner in a clinical setting. Application of knowledge from Lab I radiographic technique and evaluation of films diagnostic quality and effectiveness is the focus. Enrollment in the CBC DHYG program is required.	22	1
DHYG 323 <i>Winter 1</i>	Clinical Dental Hygiene Techniques II: Second in a series of clinical dental hygiene techniques; focus is on dental hygiene treatment planning, effective communication with patients, preventive dental patient education and skill development in clinical skills. Enrollment in the CBC DHYG program is required	22	2
DHYG 3231 <i>Winter 1</i>	Clinical Dental Hygiene Techniques II Lab: Second in a series of clinical practice of dental hygiene; skill development in patient assessment, instrumentation and treatment are introduced and practiced on a dental typodont, student partners and patients in a clinical setting. Enrollment in the CBC DHYG program is required.	88	4
DHYG 325 <i>Spring 1</i>	Restorative Dentistry I: Second in a series of courses in Restorative dentistry; focus on composition and physical properties of amalgam and its use as a dental restorative material; amalgam safety and handling is taught to protect student clinicians. Enrollment in the CBC DHYG program is required.	11	1
DHYG 3251 <i>Spring 1</i>	Restorative Dentistry I Lab: Second in a series of laboratory courses in Restorative dentistry. Laboratory experience in the safe placement and handling and manipulation of amalgam restorative materials to complete Class I restorations. Materials are used in typodonts to restore prepared typodont teeth to simulate original anatomy of the tooth. Enrollment in the CBC DHYG program is required.	22	1
DHYG 326	Pain Control in Dentistry: This course includes the pharmacology and physiology of both local anesthetic	22	2

<i>Spring 1</i>	agents and nitrous oxide sedation. Application of the knowledge of the nerves of the head, the physiology of nerve conduction and the transmission of pain impulse are studied as well as the transient blockage of nerve transmission with local anesthetics. Knowledge of prevention and management of dental emergencies is included as well as the decision making of the selection of the appropriate injection to be given and the type of local anesthetic to be used. The use of Nitrous Oxide delivery and its application as an analgesic is also included. Enrollment in the CBC DHYG program is required.		
DHYG 3261 <i>Spring 1</i>	<i>Pain Control in Dentistry Lab:</i> Effective techniques in the delivery of nerve block and infiltration injections in the oral cavity is covered as well as the safe and effective delivery of Nitrous Oxide sedation – all injections and the delivery of Nitrous Oxide are completed on student partners. These skills are part of the expanded duties allowed for dental hygienists in the state of Washington and are practiced in accordance with the Washington Regional Examining Board standards. Enrollment in the CBC DHYG program is required.	44	2
DHYG 327 <i>Winter 1</i>	<i>Pharmacology:</i> Focus of course is the study of pharmacology as it affects the clinical practice of dentistry; emphasis is on drugs commonly used to treat medical conditions and their impact on dental treatment; systemic and oral diseases are covered as well as the drugs of choice for these conditions; effects, administration, biotransformation and toxicology are studied as well as potential for emergency reactions, idiopathic reactions and emergency treatment protocols. Enrollment in the CBC DHYG program is required.	22	2
DHYG 331 <i>Spring 1</i>	<i>Oral Pathology:</i> The study of commonly encountered oral diseases including their etiology, presentation, recognition, treatment chosen, their impact on dental treatment and the need for referral for further evaluation. Extensive and correct documentation is stressed as well as collaboration with a dentist for definitive diagnosis. Enrollment in the CBC DHYG program is required	22	2
DHYG 332 <i>Summer 1</i>	<i>Periodontics I:</i> The first of a 2 quarter series on the health and disease states of the dental periodontal tissues; Components of the gingival and periodontal structures and the contributing factors that cause gingivitis and periodontitis; the oral-systemic link is covered and the	22	2

	systemic disease states such as cardiovascular disease, diabetes, pregnancy, etc., that are linked to the presence of periodontal pathogens		
DHYG 334 <i>Spring 1</i>	Clinical Dental Hygiene Techniques III: Third in a series of courses designed to teach dental hygiene techniques and the expanded development of clinical dental hygiene skills. Enrollment in the CBC DHYG program is required.	22	2
DHYG 3341 <i>Spring 1</i>	Clinical Dental Hygiene Techniques III Lab: Third in a series on clinical practice of dental hygiene; basic skills of dental hygiene practice including patient assessment, instrumentation and treatment expanding on procedures and techniques introduced in previous clinical courses. First introduction to work on patients and continued development of procedures and techniques introduced in in previous clinical courses. Enrollment in the CBC DHYG program is required.	88	4
DHYG 335 <i>Summer 1</i>	Restorative Dentistry II: Third in a series of restorative dentistry lecture on skill development including dental preparation design; isolation technique, application of dental materials, amalgam restorations and composite materials to replace Class I, II and III prepared restorations in typodont teeth. Enrollment in the CBC DHYG program is required.	11	1
DHYG 3351 <i>Summer1</i>	Restorative Dentistry II Lab: Third in a series of laboratory courses teaching preclinical principles of the placement and finishing of Class I, II and III prepared typodont teeth using amalgam and composite materials to duplicate the missing anatomy in prepared teeth; includes application of dental anatomy, dental materials and clinical skill development. Enrollment in CBC DHYG program is required.	44	2
DHYG 336 <i>Summer 1</i>	Patient Management: Lecture and student participation in study of characteristics of individual patients, motivation and interpersonal communication; Exposure to diverse cultures and their attitudes and approaches to medical and dental care is included as well as treatment modification of treatment planning for the young, geriatric, medically or mentally compromised patient and patients who exhibit special needs. Enrollment in the CBC DHYG program is required.	22	2
DHYG 344	Clinical Dental Hygiene Techniques IV: Fourth in a series of lectures providing expanded learning and application of	22	1

<i>Summer 1</i>	knowledge of oral findings and associated clinical application; progressive dental hygiene techniques for the periodontally involved patient including use of ultrasonic scaler, advanced instrumentation techniques for root surfaces and treatment the pregnant patient through menopause, the elderly patient, patients with dental prostheses and edentulous patients. Enrollment in the CBC DHYG program is required.		
DHYG 3441 <i>Summer 1</i>	Clinical Dental Hygiene Techniques IV Lab: Fourth in a series of dental hygiene technique lab courses; provides expanded learning experience of dental hygiene techniques through performing clinical dental hygiene care for a variety of patients, and the clinical application of learned skills; critical evaluation of dental hygiene treatment needs and the delivery of care on patients. Enrollment in the CBC DHYG program is required.	110	5
NRS 315 <i>Summer</i>	Healthcare Informatics/Information Technology: Provides an introduction to health information technology and to the science of informatics as applied to healthcare. Emphasis is placed on how healthcare facilities use information technology to select and utilize electronic information management systems to integrate data from patient health records. Topics of study include: use of computer networks, system protocols and policies, data and system architecture and congruency, communication and legal issues, basic security and safety, mobile applications, multi-system integration, stand-alone applications, data collection methods and integrity, legal document compliance, and consistent documentation to prevent errors. Enrollment in the CBC DHYG program is required.	55	5
DHYG 411 <i>Winter 2</i>	Nutrition in Dentistry: An initial recall and review of principles of nutrition with enhanced information on nutrition's relationship to oral health; emphasis is placed on assessment of a patient's nutritional knowledge and eating habits and the impact that these have on their oral health/disease. Enrollment in the CBC DHYG program is required	11	1
DHYG 412 <i>Spring 2</i>	Advanced Clinical Topics: Topics presented include use of lasers, advanced instrumentation techniques, endoscopy use in dentistry, digital radiography, use of ultraviolet light for the detection of oral lesions, etc. Alternative practice settings and additional educational pursuits and career	11	1

	tracking are included; expanded work venues, work in public health settings and the military are explored. Enrollment in the CBC DHYG program is required.		
DHYG 414 <i>Fall 2</i>	Clinical Dental Hygiene Techniques V: Fifth in a series of clinical dental hygiene technique courses; providing expanded learning experience of case presentations and study of clinical cases as well as advanced clinical techniques of Local Anesthesia (AMSA, Gow-Gates, The Wand, Interseptal anesthesia), etc. Enrollment in the CBC DHYG program is required	11	1
DHYG 4141 <i>Fall 2</i>	Clinical Dental Hygiene Techniques V Lab: Fifth in the series of dental hygiene practice lab; progressive clinical experience in patient assessment, dental hygiene treatment planning, and clinical work on patients; continued development of clinical skills and knowledge, including restorative care on patients is completed. Enrollment in the CBC DHYG program is required.	66	6
DHYG 415 <i>Winter 2</i>	Ethics, Jurisprudence, Practice Management: Study of the ethical framework of the ADHA Code of Ethics, the WA DHYG practice act; ethical problem solving and ethical decision making; history of the profession, jurisprudence and working within the legal boundaries of the law for the profession of dental hygiene; practice management styles, insurance coding, team participation and leadership. Enrollment in the CBC DHYG program is required	22	2
DHYG 422 <i>Fall 2</i>	Periodontics II: Second in a series of courses in the study of periodontology; background knowledge of advanced treatment of periodontal disease including assessment, diagnosis, treatment planning, evaluation of outcomes and further maintenance or retreatment needs included; use of intra oral digital photography on a selected periodontal patient for development of a case presentation; determination of referral for out of scope treatment needs; oral home care evaluation and patient compliance; exacerbating medical or systemic factors for disease progression. Enrollment in CBC DHYG program is required.	22	2
DHYG 424 <i>Winter 2</i>	Clinical Dental Hygiene Techniques VI: Sixth in a series of clinical dental hygiene technique courses; clinical experiences involving periodontally involved patients and assessment and evaluation of continued care needs and intervals for maintenance; Discussion and determination of restorative needs and care is included. Enrollment in the	11	1

	CBC DHYG program is required.		
DHYG 4241 <i>Winter 2</i>	Clinical Dental Hygiene Techniques VI Lab: Sixth in a series of clinical practice in dental hygiene providing comprehensive clinical experience in all phases of dental hygiene process of care for patient care; clinical work expands on the procedures and techniques introduced in prior clinical courses including placement of restorations on patients. Enrollment in the CBC DHYG program is required	77	7
DHYG 434 <i>Spring 2</i>	Clinical Dental Hygiene Techniques VII: Seventh in a series of clinical dental hygiene technique courses; expanded learning through discussion and exploration of clinical practice in a variety of settings; discussion and practice of accelerated scheduling of patients (Private Practice Days); work expectations in community based clinics, public health clinics, private dental practices, specialty practices, etc. Enrollment in the CBC DHYG program is required.	11	1
DHYG 4341 <i>Spring 2</i>	Clinical Dental Hygiene Techniques VII Lab: Seventh in a series of clinical practice in dental hygiene providing comprehensive dental hygiene services in a clinical setting; completing dental hygiene process of care and the implementation of patient care for a variety of patients; practice of implementing accelerated hygiene with the use of an assistant as well as working independently; placement of restorations on patients. Enrollment in the CBC DHYG program is required.	99	9
DHYG 446 <i>Fall 2</i>	Restorative Dentistry III: Fourth in a series of restorative dentistry skills as allowed to be practiced by dental hygienists in WA state; focus is on Class II Amalgam and Composite restorations and cusp build-up restorations as well as restoring anterior teeth. Enrollment in CBC DHYG program is required.	11	1
DHYG 4461 <i>Fall 2</i>	Restorative Dentistry III Lab: Fourth in a series of restorative labs with focus on the placement and finishing of Class II Amalgam and Composite restorations as well as cusp build-ups and restoring anterior teeth; Practice is continued on typodont teeth as well as completing restorations on patients in a clinical setting. Enrollment in the CBC DHYG program is required.	44	2
DHYG 431	Community Oral Health – Research I: The study of the Public Health system and its impact on the current delivery of oral health; Evidence-based research and its importance	22	2

Fall 2	<p>in the design and delivery of health care models; Components of research projects and the inclusion of Public Health concepts; Use of the APA format in the written documentation of reporting and research writing; reading and analyzing published research and the formulation of research questions and the collection of data.</p> <p>THIS COURSE REPLACES COMMUNITY ORAL HEALTH I</p>		
DHYG 441 Winter 2	<p>Community Oral Health – Research II: Use of Public Health concepts and their impact on Community health research; Design elements included in research; Selection of research topic and exploration of community partners to include in the pursuit of a research project; Development of a research project to be field tested, evaluated, and presented to stake holders during Spring Quarter.</p>	22	2
DHYG 451 Spring 2	<p>Community Oral Health III – Research Capstone: Implementation of an oral health program designed to identify, implement and improve the oral health education and understanding of a target group in the community; Written document using research data describing the program, its outcome, the results and/or redesign for improved outcomes, the stakeholders included in the design of the program and the professional presentation of the conclusions of the project.</p> <p>THESE COURSES REPLACE COMMUNITY ORAL HEALTH II AND REQUIRE A WRITTEN AND PUBLIC PRESENTATION OF RESEARCH RESULTS.</p>	22	2

DHYG 455 Spring 2	<i>Educational Methodology:</i> Understanding and implementing pre-assessment strategies to determine participants knowledge levels; the creation of an overview and objectives to provide learners with a context for learning; giving targeted feedback and performance evaluation to enhance continual learning goals; and selecting among direct instruction, inquiry-based learning and cooperative learning depending on the chosen outcomes.	22	2
		Subtotal-103	
Total Degree Credits Required- 181-184			

Appendix III: Dental Hygiene Points Calculation Document

COLUMBIA BASIN COLLEGE, DENTAL HYGIENE PROGRAM

Application Pre-Requisite Worksheet*

**To be used as an unofficial guide only - subject to change - final point determination will be made upon review of application*

GENERAL EDUCATION REQUIREMENTS:

Common Course Numbering	Date Enrolled Completed	2 pts. per course completed or currently enrolled in	GPA	1 pt. GPA 2.6-3.3	2 pts. GPA 3.4+	Total Points Earned
ENGL& 101						
MATH& 146						
NUTR& 101						
PSYC& 100						
SOC& 101						
CMST& 101, 110, 220, 260 (any ONE)						
Total Student Pts						
Total Possible Pts		12		6	12	24

SCIENCE REQUIREMENTS:

Common Course Numbering	Date Enrolled Completed	4 pts. per course completed or currently enrolled in	GPA	2 pt. GPA 2.6-3.3	4 pts. GPA 3.4+	Total Points Earned
CHEM& 121, or 140 or 161 with labs						
BIOL& 241 + 241L						
BIOL& 242 + 242L						
BIOL& 260 + 260L						
Total Student Pts						
Total Possible Pts		16		8	16	32

★ *Science courses must be completed within the past 7 years. GPA of 2.6+ required in all pre-requisites* ★

OTHER POINTS POSSIBLE:

For Additional Possible Points:	Points	Points Earned
Veteran – currently in Military service or Honorably Discharged	2	
Biliterate – can read, write and fluently speak another language in addition to English	2	
Volunteer Experience (100 hrs documented and verifiable within the most recent 2 years)	2	
Bachelor’s Degree (2 pts) or Associates Degree (1 pt)	1 or 2	
CHEM 122 with Lab -- Organic Chemistry (2.6+ GPA)	2	
PSYC 201 -- Social Psychology (2.6+ GPA)	2	

HESI A2 Score _____

Total Points Possible for Application = 68

★ *Official Transcripts are required for verification and must be sent to CBC’s Student Services*

Appendix IV: Master's Program Documentation

Hi Lynn,

That is correct. Students would be considered for the MSDH Program from the BASDH Program pending meeting eligibility with the Graduate Program at ISU as you duly noted.

JoAnn

On Tue, Apr 12, 2016 at 12:54 PM, Stedman, Lynn <LStedman@columbiabasin.edu> wrote:

JoAnn and Lisa:

We received a question back from our SBCTC board asking for a formal or informal statement from ISU and PU that your two programs would consider our BASDH adequate preparation for students who may seek a Master's degree in Dental Hygiene from your Universities. While I realize that each student would be considered on a case-by-case basis and that a GRE score and the application process must be considered for any candidates, would you verify that graduates from our program would be considered for your Master's program?

Lynn Stedman, Director/Associate Professor

Department of Dental Hygiene

Columbia Basin College

Lstedman@columbiabasin.edu

Hi Lynn-

Pacific University does not currently offer a Master of Dental Hygiene program.

We do offer Master of Healthcare Administration (MHA) and Master of Business Administration (MBA) programs. We have had dental hygienists with bachelor's degrees successfully complete both programs.

Graduates of your BASDH program are eligible to enroll in both of these programs as long as they meet other admission requirements.

Successful completion of your BASDH program will provide adequate preparation for your graduates to pursue master's degree education.

Lisa J. Rowley

Program Director

School of Dental Hygiene Studies

Pacific University

503-352-7252

On Apr 12, 2016, at 9:54 AM, Stedman, Lynn <LStedman@columbiabasin.edu> wrote:

JoAnn and Lisa:

We received a question back from our SBCTC board asking for a formal or informal statement from ISU and PU that your two programs would consider our BASDH adequate preparation for students who may seek a Master's degree in Dental Hygiene from your Universities. While I realize that each student would be considered on a case-by-case basis and that a GRE score and the application process must be considered for any candidates, would you verify that graduates from our program would be considered for your Master's program?

Lynn Stedman, Director/Associate Professor

Department of Dental Hygiene

Columbia Basin College

Lstedman@columbiabasin.edu

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Appendix V: Expert Evaluations

College Name:	Columbia Basin College	BAS Degree Title:	Applied Baccalaureate Dental Hygiene Degree Program
Reviewer Name/ Team Name:	JoAnn R. Gurenlian, RDH, MS, PhD	Institutional or Professional Affiliation:	Idaho State University
Professional License or Qualification, if any:	Professor and Graduate Program Director	Relationship to Program, if any:	External Reviewer
Please evaluate the following Specific Elements			
a) Concept and overview	<p>Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?</p> <p>Comment</p> <p>Columbia Basin College (CBC) is proposing a Bachelor of Applied Science Degree in Dental Hygiene (BASDH) program beginning in Fall 2017. The program has been restructured to meet the demands of upper division courses, Commission on Dental Accreditation (CODA) Standards, and reflect new domains for dental hygiene education proposed by the American Dental Hygienists' Association. In this regard, academic standards are of high quality. A separate report focused on Statement of Need details how graduates of this new program would be able to address the unmet needs for oral health care in the Benton and Franklin county areas. Surveys conducted among current students and alumni and members of the Benton-Franklin County Health Care Alliance revealed a high level of support for this program change. Further, data from the Community Health Needs Assessment for Benton and Franklin Counties 2012 data revealed significant oral health need, and hospital and assisted living employers described how dental hygienists with additional education could be used to provide advanced care to patients and residents in these settings. The oral health needs in the state of Washington is profound,</p>		

Applied Baccalaureate External Review Rubric

	<p>and in Benton and Franklin counties , the need assessment identified that a better system for delivering oral health care to residents must be identified. Dental hygienists with a baccalaureate degree may be able to address the oral health care needs in these counties, especially with the emphasis in the curriculum on community health, research and management in health care systems.</p>
<p>b) Degree Learning Outcomes</p>	<p>Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?</p> <p>Comment</p> <p>The degree learning outcomes of CBC and dental hygiene education demonstrate baccalaureate degree rigor. Critical thinking, reasoning, communication, cultural awareness, patient centered care, management in health care systems, inter-professional collaboration, professionalism, translating evidence into clinical practice, ethical decision making, and expanding access to preventive care to residents in the state of Washington represent learning outcomes at the baccalaureate level. These learning outcomes reflect significant learning and skills appropriate to an advanced program.</p>
<p>c) Curriculum Alignment</p>	<p>Does the curriculum align with the program's Statement of Needs Document?</p> <p>Comment</p> <p>The curriculum does appear to align with the Statement of Needs Document particularly as it pertains to delivering a better system for meeting the oral health needs of the residents of the Benton and Franklin counties. The report addressed that students would have inter-collaborative experiences in a hospital setting and that there was interest in hiring graduates in assisted living facilities. The curriculum appears to support the education of students to be able to function in these settings.</p> <p>The curriculum alludes to preparation of graduates for the six roles of the dental hygienist as defined by the ADHA; however, the curriculum does not appear to address the roles of change advocate and administrator/manager. The curriculum does excel in addressing the roles of clinician, researcher and public health hygienist and provides exposure to the role of educator. An additional course focuses on health informatics, which is outstanding for preparing students</p>

Applied Baccalaureate External Review Rubric

	<p>to address this very important topic especially as it relates to mobile applications and the potential for telehealth. Overall, between the prerequisites and courses, students will have a worthwhile learning experience that will enable them to serve the community of the Benton and Franklin counties and the residents of the state of Washington, and expand their careers in public health, dental hygiene education, research, dental sales. They should be highly marketable.</p>
<p>d) Academic Relevance and Rigor</p>	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p>Comment</p> <p>The core and elective courses demonstrate academic rigor and are highly relevant for the needs of the public and industry. Graduates of the program will find themselves in a position to expand career options especially because of the elective experiences. The community oral health courses with research experience, educational methodology course, and health care informatics courses combine to broaden student experiences so they will be able to further their clinical practice experience using telehealth if desired, or expand their careers in public health, dental industry and sales, dental hygiene education, both within the state of Washington or throughout the country. These graduates will be highly competitive for employment.</p>
<p>e) General Education Requirements</p>	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p>Comment</p> <p>The general education requirements are suitable and appropriate to a baccalaureate level program. The science-based and communication courses are necessary for a dental hygiene program. The statistics course is essential for preparation for the research experience. Exposing students to diversity and multicultural communication is paramount to working with patients from diverse backgrounds. Giving students experience in professional ethics in health care is impressive prior to beginning the dental hygiene program. Students must have the</p>

Applied Baccalaureate External Review Rubric

	academic maturity and depth to manage the dental hygiene curriculum, and these prerequisites will prepare them for the BASDH program at CBC.
f) Preparation for Graduate Program Acceptance	<p>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p> <p>Comment</p> <p>The BASDH program at CBC will prepare graduates for a graduate degree program. The research experience, in particular, will be helpful as they become exposed to regular reading and analyzing of scientific literature, scientific writing, and eventual preparation for thesis. Graduates of this program would be given serious consideration at the master's level.</p>
g) Faculty	<p>Do program faculty members appear qualified to teach and continuously improve the curriculum?</p> <p>Comment</p> <p>All faculty appear to be qualified to teach in the program. Two faculty have a baccalaureate degree, two have a master's degree, and one is a doctoral candidate. All general education faculty have doctoral degrees. Faculty should be encouraged to continue to pursue their education towards advanced degrees especially those with baccalaureate degrees as it is customary to hold a degree higher than the students being taught. Faculty development should be ongoing with curriculum modification and highly encouraged and supported.</p>
h) Resources	<p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p> <p>Comment</p> <p>There appears to be multiple resources available to support student learning and to advance the program in terms of student and library services and facilities; however, a red flag in this report is the projected budget expenditures and revenue. It is difficult to conceive that a budget would remain exactly the same from fiscal year 2017 through 2021.</p>

Applied Baccalaureate External Review Rubric

<p>i) Membership and Advisory Committee</p>	<p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?</p> <p>Comment</p> <p>The report does not detail whether or not this program has received approval from the Advisory Committee. It simply states that the current AASDH advisory committee will continue on as the BASDH Advisory Committee. No Advisory Committee recommendations were included in this report.</p>
<p>j) Overall assessment and recommendations</p>	<p>Please summarize your overall assessment of the program.</p> <p>Comment</p> <p>The report provides an opportunity to see potential in a new baccalaureate dental hygiene program at CBC. The Statement of Need document clearly reflects strong support for the program concept and development. The standards and learning outcomes are high for the program. The reviewer wonders why the program is being proposed as an applied program versus a baccalaureate program (BSDH).</p> <p>The curriculum is very good overall, but it is difficult to determine the extent to which there are opportunities for educational experiences that address leadership and the roles of administrator/manager and change advocate, characteristics that would increase employability of graduates and candidacy for graduate programs. Two faculty have baccalaureate degrees and should be encouraged to pursue advanced degrees. The budget remains flat over the span of 5 years, which represents a major concern. I would not recommend moving forward with this program unless these issues are fully addressed.</p> <p>Thank you for allowing me to review this program proposal and for taking this perspective into consideration.</p> <p>Sincerely,</p>

Applied Baccalaureate External Review Rubric

JoAnn R. Gurenlian, RDH, MS, PhD

Reviewer Bio

JoAnn R. Gurenlian, RDH, MS, 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 American Dental Hygienists' Association, 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 serving as Professor and Graduate Dental Hygiene Program Director at Idaho State University.

Dr. Gurenlian authors a column "Looking Ahead" for RDH Magazine, and 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 220 papers, and conducted over 550 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 Esther Wilkins Lifetime Achievement Award, 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.

Applied Baccalaureate External Review Rubric

Instructions for External Expert Reviewers:

1. External Expert Reviews provide critical feedback to colleges so that they may address potential concerns, issues or criticisms prior to final submission of a program proposal to the State Board of Community and Technical Colleges.
2. Reviewers should be independent, third-party persons or teams with subject/discipline expertise.
3. The goal of a review is to assess the credibility, design, relevance, rigor, and effectiveness of the proposed BAS program.
4. Reviewers should also validate the congruency and consistency of the program's curriculum with current research, academic thinking and industry standards.
5. This form is designed to assist External Expert Reviewers to complete assessments of baccalaureate degree program proposals. External Expert Reviewers are not restricted to the use of this rubric template. Reviewers may choose, instead, to provide a college with a written narrative. In whatever format they choose, reviewers should address the criteria outline in the rubric.

College Name:	Columbia Basin College (CBC)	BAS Degree Title:	Bachelor of Applied Science in Dental Hygiene (BASDH)
Reviewer Name/ Team Name:	Lisa J. Rowley, Director School of Dental Hygiene Studies Pacific University Hillsboro, OR	Institutional or Professional Affiliation:	Pacific University School of Dental Hygiene Studies Hillsboro, OR
Professional License or Qualification, if any:	Registered Dental Hygienist (RDH) Oregon Dental Hygiene License M.S. in Dental Hygiene	Relationship to Program, if any:	Professional Colleague

Applied Baccalaureate External Review Rubric

Please evaluate the following Specific Elements:	
a) Concept and overview	<p>Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?</p> <p>This proposal will allow the dental hygiene program at CBC to transition from an Associate of Applied Science in Dental Hygiene degree (AASDH) to a Bachelor of Applied Science in Dental Hygiene degree (BASDH). The BASDH degree more accurately reflects the level of educational preparation that is required to complete the dental hygiene program at CBC. Students who graduate from the dental hygiene program at CBC should be awarded a baccalaureate degree in order to appropriately recognize their academic achievement. The BASDH degree will allow graduates of this program to pursue additional employment opportunities for dental hygienists that usually require a baccalaureate degree which include teaching, public health, research, program management, and administration. The BASDH program will also prepare graduates to pursue graduate-level education.</p>
b) Degree Learning Outcomes	<p>Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?</p> <p>The degree learning outcomes for this BASDH program demonstrate appropriate baccalaureate degree rigor. The proposed BASDH curriculum will provide breadth, depth and academic rigor that is comparable to other baccalaureate degree programs. The 100/200 level dental hygiene courses from the current curriculum have been re-numbered to become 300/400 level courses. These 300/400 level dental hygiene courses mirror the same upper-level courses that are included in other baccalaureate degree dental hygiene programs.</p>

Applied Baccalaureate External Review Rubric

<p>c) Curriculum Alignment</p>	<p>Does the curriculum align with the program’s Statement of Needs Document?</p>
<p>d) Academic Relevance and Rigor</p>	<p>The proposed curriculum for the BASDH at CBC clearly aligns with the Statement of Need. The proposed BASDH curriculum reflects the mission of CBC; supports the statewide strategic plan; addresses student demand and community needs; builds upon an existing successful dental hygiene program; and uses current resources with minimal additional cost to the students and the college.</p>
	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p>
<p>e) General Education Requirements</p>	<p>The core and elective courses are aligned with employer needs and demands. The upper-level courses are relevant to the professional field of study and demonstrate standard academic rigor for a baccalaureate degree program. The addition of additional course content in public health and the capstone project will prepare graduates to design and implement community-based programs that could address the unmet dental needs for underserved patients in Benton and Franklin counties.</p>
	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p>
	<p>The general education requirements in this proposal are appropriate for a BASDH program. The general education requirements meet the general education and biomedical content required by the Commission on Dental Accreditation (CODA) standards, and reflect the typical general education requirements found in other baccalaureate degree programs.</p>

Applied Baccalaureate External Review Rubric

<p>f) Preparation for Graduate Program Acceptance</p>	<p>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p> <p>This BASDH program will prepare its graduates to pursue graduate-level education. Graduates of the BASDH program at CBC should be able to apply for and enroll in a variety of master’s degree programs without any loss of time or duplication of learning experiences because the BASDH program provides breadth, depth and academic rigor that is comparable to other baccalaureate degree programs.</p>
<p>g) Faculty</p>	<p>Do program faculty members appear qualified to teach and continuously improve the curriculum?</p> <p>The qualifications of the dental hygiene faculty are appropriate for a BASDH program. The Commission on Dental Accreditation (CODA) standards require that full-time faculty of a dental hygiene program possess a baccalaureate degree or higher. All dental hygiene faculty members at CBC who provide didactic instruction possess a bachelor’s or a master’s degree, and all adjunct faculty possess a bachelor’s degree. These faculty members are well qualified to teach and to continuously improve the curriculum.</p>
<p>h) Resources</p>	<p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p> <p>The BASDH students at CBC will have access to extensive student services that include instructional support, counseling, financial aid, tutoring, library, e-learning, technology support, and veteran’s services. The classroom, laboratory and clinical facilities are appropriate for this program. No additional resources are needed to transition this program from the AASDH degree to the BASDH degree.</p>

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<p>i) Membership and Advisory Committee</p>	<p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee’s recommendations?</p> <p>The Dental Hygiene Program Advisory Committee includes representatives from public health, nutrition, diabetes education, collaborative dental hygiene practice, education, social work, counseling and dentistry. The Advisory Committee supports the transition to a BASDH program and will continue to provide guidance in regard to curriculum development and current practice trends. The Advisory Committee will be surveyed annually to assess the effectiveness of the BASDH program in meeting community needs.</p>
<p>j) Overall assessment and recommendations</p>	<p>Please summarize your overall assessment of the program.</p> <p>This BASDH proposal will allow the dental hygiene program at CBC to successfully transition from an Associate of Applied Science in Dental Hygiene (AASDH) to a Bachelor of Applied Science in Dental Hygiene (BASDH). This transition will make baccalaureate level education accessible to prospective dental hygiene students in Benton & Franklin counties. The BASDH program will prepare graduates for additional employment opportunities that include teaching, public health, research, program management, and administration. The addition of additional course content in public health and the capstone project will prepare graduates to design and implement community-based programs that could address the unmet dental needs for underserved patients in Benton and Franklin counties. Graduates of this program will also be prepared to pursue graduate-level education. This proposal clearly meets the needs of the students, the college and the community.</p>

Applied Baccalaureate External Review Rubric

Reviewer Bio

I have worked in allied dental education for over 30 years in both faculty and administrative positions. I am the founding director for the School of Dental Hygiene Studies at Pacific University in Oregon. We offer a BS degree dental hygiene program that began in August 2006 and has graduated 8 classes as of this year. Prior to joining Pacific University, I worked with a community college in Pennsylvania for 17 years first as a dental hygiene faculty member and then as program director for a one-year dental assisting program and a two-year dental hygiene program. My educational background includes an AAS, BS and MS degree in dental hygiene, and a second MS degree in organizational management. I am actively involved in both the American Dental Hygienists' Association (ADHA) and the American Dental Education Association (ADEA).