

# BACHELOR OF APPLIED SCIENCE: DENTAL HYGIENE

*PROGRAM PROPOSAL: REVISED*

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NOVEMBER 2014/JANUARY 2015

PIERCE  
COLLEGE 

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*possibilities.* **realized.**

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# FORM C and D: COVER SHEET for NEW DEGREE PROGRAM PROPOSAL

## Program Information

Institution

Name: Pierce College Fort Steilacoom

Degree: Bachelor of Applied Science in 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: Associate in Dental Hygiene CIP Code: 51.0602 Year Began: 1976

Degree: \_\_\_\_\_ CIP Code: \_\_\_\_\_ Year Began: \_\_\_\_\_

Planned Implementation Date ( i.e. Fall 2014): Summer 2016

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

**Page Limit: 30 pages**

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\_\_\_\_\_  
Chief Academic Officer

\_\_\_\_\_  
Date

## INTRODUCTION

Pierce College Fort Steilacoom (PC) proposes to deliver a Bachelor of Applied Science in Dental Hygiene (BASDH) and is prepared to enroll students to this selective admission program beginning summer quarter 2016. The conversion of the 189.5 credit Associate's in Dental Hygiene (ADH) degree into a BASDH degree addresses the long standing issue of aligning the 4-year rigorous, academic and professional study course load of an ADH with a 4-year baccalaureate degree. It also provides a balanced credit load for optimum student learning.

Current and future employment needs within the college's expanded service district of Pierce, Thurston, Grays Harbor, Kitsap, Mason, Jefferson, Clallum and even, South King counties will benefit from dental hygienists with a BASDH degree. The BASDH expedites the students' time from classroom to work and saves students money they can use towards a master's degree or to begin earning a respectable living wage. Specifically, Pierce County shows a high demand for dental hygienists. Although the current entry-level minimum requirement is an Associate's degree, this is strictly for private, clinical practice employment ([PCDemand](#)) and does not reflect the changes occurring in dental hygiene practice and education nationwide as detailed further below ([ADEA BASDH](#)). Additionally, any position beyond private, clinical practice normally requires at least a bachelor's degree ([BSEmployment](#)).

AREA	GROWTH PER YEAR	AVERAGE SALARY
Washington State, All Counties	248	\$91,778.00
Pierce County	23	\$88,420.00
Nationwide ( <i>Data from 2012. <a href="#">BLS</a></i> )	64,200 (33% growth)	\$70,210.00

The BASDH opens up occupational choices that are not available to graduates with an associate's level degree. BASDH graduates are qualified for jobs in public health, education, research, sales and other dental health related fields that require a baccalaureate degree. Graduates with a BASDH from PC will be prepared to further their education by earning a Master's Degree in Dental Hygiene or related field (Illustration One: ADH vs. BASDH Credit Load and Illustration Two: Baccalaureate Dental Hygienist Roles, p. 6). By graduating baccalaureate degree dental hygienists, PC Dental Hygiene graduates will be able to reach out to underserved populations in our counties whose needs for dental hygiene care are largely unmet. The graduates will be primed to participate in the evolution and emergence of a new dental workforce.

Finally, it is important to note that the Commission on Dental Accreditation (CODA) does not differentiate between an associate's versus a bachelor's dental hygiene curriculum. Thus, the course content and rigor of the ADH curriculum already meets baccalaureate rigor. However to meet anticipated CODA standards and graduate program readiness, the following changes were addressed:

### ADH to a BASDH Curricular Changes

- Delineation of research and educational methods courses,
- Further cultivation of the inter-professional education and practice experiences,
- Addition of a dedicated senior seminar/capstone thesis culminating in an ePortfolio, and
- Aligning two of the general courses, prerequisites, with gender and cultural diversity and international studies requirements.

The program proposal for a BASDH includes specific information addressing the eight criteria for a new BAS degree program and provides information and evidence regarding PC's capacity to implement and maintain a BASDH program.

Illustration One: ADH versus BASDH Credit Load

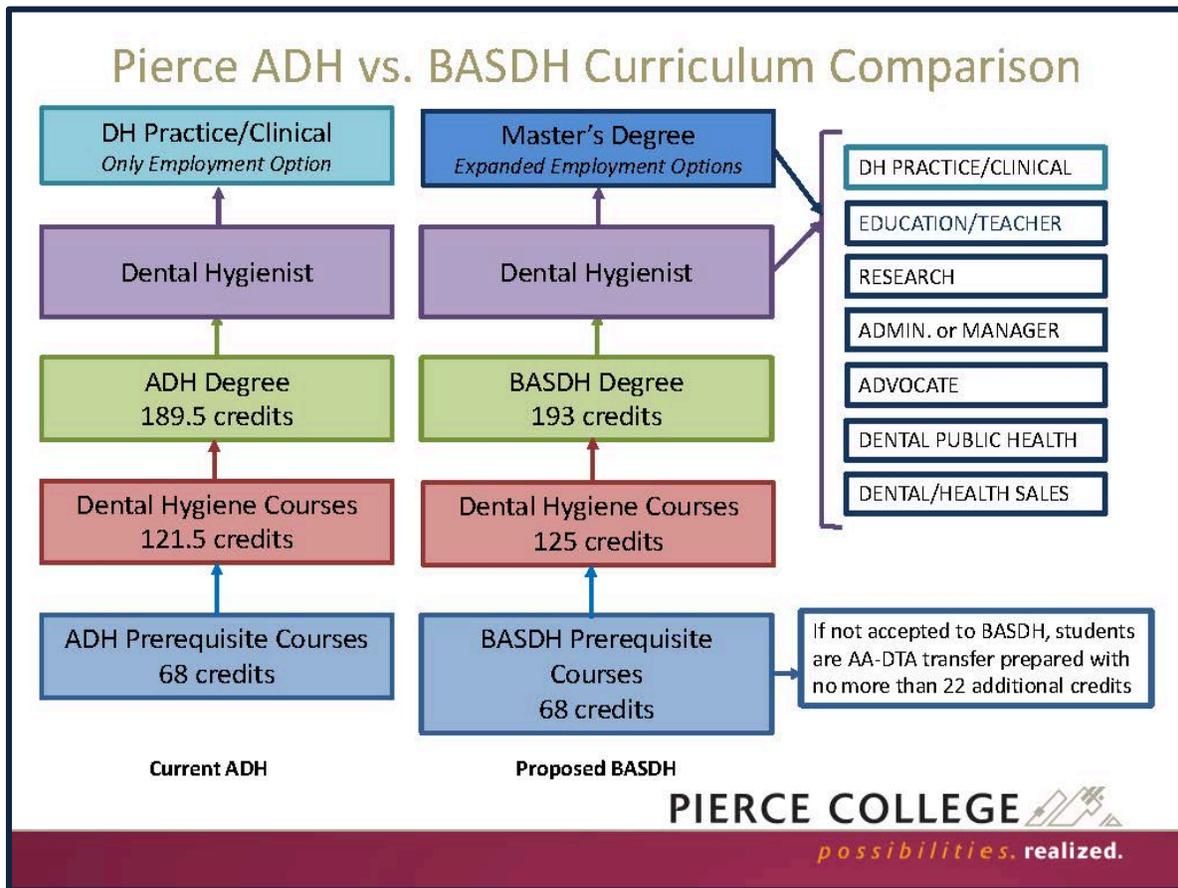


Illustration Two: Baccalaureate Dental Hygienist Roles



## CURRICULUM BACCALAUREATE LEVEL RIGOR

### Program Learning Outcomes

The Pierce College Dental Hygiene (PCDH) program’s Mission Statement embraces the three key components of a bachelor’s level education in dental hygiene: 1) competence for the practice of dental hygiene, 2) lifelong learning and preparation for continuation of academic and professional success and 3) the ability to serve the community in a variety of roles. The PCDH program has ten outcomes which include four, numbers 6-9, specifically related to the dental hygiene faculty commitment to excellence and the dental hygiene clinic’s quality management. The remaining six, numbers 1-5 and 10, goals (p. 8) are assessed throughout the curriculum using competency-based rubrics, various assignments and clinical experiences assessing critical learning, self-assessment, professionalism, inter and intra-professional education and collaboration, communication and peer assessment resulting in a cumulative e-Portfolio upon graduation. Assessment of program outcomes includes patient, graduate and alumni surveys. In addition, the PCDH program employs a regular assessment and curricular management strategy as shown in Illustration Three: PCDH Curriculum Management Process, p. 9.

In addition to the general program goals, a dental hygiene curriculum has specific Student Outcomes, or more commonly referred to in dental hygiene education as Domains. The Domains, or Student Outcomes, are further defined with detailed competencies (Addendum Table Three: BASDH Student Learning Outcomes/Domains and Competencies, p. 51). The ADH curriculum currently uses three Student Outcomes/Domains, **Professionalism, Health Promotion and Disease Prevention, and Patient/Client Care**. These Student Outcomes/Domains represent broad categories of professional activity and concern which occur in dental hygiene practice. By design, these categories are not related to specific courses within the curriculum because course structure does not reflect the scope of a practicing dental hygienist. The concept of Student Outcomes/Domains is intended to encourage a structure and process in the curriculum that is interdisciplinary, coordinated and applicable to practice.

The BASDH reflects expanded Student Outcomes/Domains verbiage (**Foundation Knowledge, Customized Patient Centered Care, Healthcare Systems, Communication and Collaboration, Professionalism and Critical Thinking and Research**) and adoption of the 2011 ADEA Competencies. The BASDH Student Outcomes/Domains and corresponding competencies were aligned by the Dental Hygiene Faculty during the In-service on September 19, 2014. The BASDH Student Outcomes/Domains

reflect the comprehensive program knowledge and skills necessary for graduation, gaining licensure, and subsequently, safely practicing dental hygiene as well as graduate degree preparedness.

The proposed eight quarter BASDH curriculum will highlight already existing rigor and content, and allow for an increased depth and breadth of study in all six roles of the dental hygienist: clinician, educator, change advocate, administrator/manager, researcher and public health. Additionally, the dedicated research courses will expand the student's scientific analysis, critical thinking and writing while the dedicated education courses will include educational methodologies, learning strategies, assessment, etc. for the entry-level dental hygiene educator. The curriculum will total 193 credits (including prerequisites) resulting in a rigorous BASDH. The changes will prepare the student for success in graduate school as confirmed by our content review experts, Jo Ann Gurenlian, RDH, Ph.D., Anne Gwozdek, RDH, BA, MA and Lisa Rowley, RDH, MS (ADDENDUM: Curriculum & Expert Curriculum Reviews, p. 37).

### Pierce College Dental Hygiene Program Goals

1. Students will successfully meet the essential competencies and student outcomes as outlined in the Pierce College Dental Hygiene Student Handbook titled **Competencies for Dental Hygiene** and the Pierce College Course Outcomes and syllabi objectives.
2. Graduates will be prepared academically and clinically to successfully pass any dental hygiene licensing examination given in the United States.
3. Graduates will provide quality, evidence-based, client-centered dental hygiene services.
4. Graduates will demonstrate professionalism in all aspects of their education and dental hygiene careers.
5. Graduates will successfully demonstrate the Five Pierce College Core Abilities.
6. Clients/consumers will receive quality dental hygiene services and be satisfied with the services rendered.
7. Faculty will regularly review curriculum and use evidence-based research as a basis for curricular changes and updates.
8. Faculty will commit to continual professional development to enhance dental hygiene academic quality and provide the best and technologically sound educational environment for successful student learning.
9. Affiliates and community organizations will have collegial and professional experiences when interacting with the dental hygiene program faculty, staff and students.
10. The curriculum will provide an academic basis which facilitates articulation with other educational programs and from which graduates may progress toward additional academic advancement

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### Program Evaluation Criteria and Process

Each fall, the dental hygiene faculty engages in an In-service. This meeting always includes curriculum, program goals and program outcomes review. Data from surveys, faculty, college and employer feedback, etc., are evaluated through collaborative discussion. The faculty team identify needs for revisions to the curriculum and/or program goals/outcomes and an action plan is created, if necessary.

### Illustration Three: PCDH Curriculum Management Process

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**CURRICULUM MANAGEMENT:**

Faculty engage in professional development and use of evidence-based research to update Course Outcomes and Lesson Objectives/Competencies.

**EVALUATE & COLLABORATE:**

During In-services and Quarterly meetings, engage in collaborative discussions identifying and prioritizing any changes and/or deficiencies in curriculum. Review student outcomes using Board Results, Course Pass/Fail Rates, Patient Outcomes, Employer Feedback, etc.

**ACTION PLAN CREATION:**

Program Director works with faculty to ensure program and curricular continuity. Action Plan created for change.

**COMPLIANCE:**

Prior to implementation, assure compliance of CODA Standards, PC and Program Missions, Program Goals & Dental Hygiene Educational Competencies.

**IMPLEMENTATION:**

Implement or if appropriate, pilot the course(s) while official Pierce College Course Management Process occurs. (Learning Council)

**ASSESSMENT & EVALUATION, REVISION or ADOPTION**

Assess and evaluate curricular change(s). Determination made to fully adopt, revise, further assess or discontinue

The PCDH program undergoes a separate, self-study evaluation every seven years through the Commission on Dental Accreditation (CODA). You can find a copy of the CODA Accreditation Standards for Dental Hygiene at the following link [CODA DH Standards](#) CODA, the external accreditation body for PCDH, is a part of the American Dental Association (ADA). The PCDH program, established in 1976, received accreditation status and has remained an accredited dental hygiene program with CODA since its inception. It has continually responded to any suggestions or recommendations made by CODA throughout its history. PCDH received full accreditation without reporting at its last site visit in 2010 with the next self-study and site visit evaluation to occur in 2017. The accreditation standards address many areas such as institutional effectiveness, student admissions, curriculum management and content, faculty, facilities and health and safety provisions (ADA, 2014).

## Accreditation

Pierce College is accredited by the Northwest Commission Accreditation of Colleges and Universities Northwest Accreditation Commission on Colleges and Universities (NWCCU) which recently presented the college with commendations for a system for continuous improvement, for curriculum review and assessment and for its collaborative and inclusive process of budget development and participation by its constituencies. Our timeline for NWCCU accreditation reviews:

October 2016: Year Seven Full Visit & Report	October 2017: Year One Report	October 2020: Year Three Visit and Report	October 2024: Year Seven Full Visit and Report
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The PC Accreditation Liaison Officer will submit the substantive change application and proposal to NWCCU, and the PCDH Director is preparing the substantive change application and proposal to CODA for submittal upon approval of the BASDH from the Washington State Board. Please note that the only reason a substantive change is required by CODA for the conversion to a BASDH from an ADH program is because the program length will extend by one quarter. The minor credit load difference would not, in and of itself, require a substantive change submission. The purpose for the lengthening of the program is to better balance quarterly credit load for student success. Please refer to the section titled, Specific Program Accreditation for full detail starting on p. 30 for the complete timeline for program reviews, site visits, etc.

## Degree Transfer to BASDH Program or Preparation for Transfer to Alternate Bachelor's Programs

Prior to acceptance into the Dental Hygiene program, specific, general education freshman and sophomore courses are completed. Students are accepted into the PCDH program with not only the required general education courses which meet the prerequisite criteria for acceptance into the Pierce College BASDH and the State's requirements for a BAS degree, but also meet the International Studies and Cultural and Gender Diversity course requirements as required by most traditional four-year institutions. The International Studies and Cultural and Gender Diversity courses were identified using Eastern Washington University's (EWU) online Transfer Guide from 2014 ([EWU Online Transfer Guide](#)), the only bachelor's conferring entry-level dental hygiene degree located at a four year institution in the state of WA. The specific prerequisite general courses also prepare the student for an Associate in Arts – Direct Transfer Agreement degree (AA-DTA) should an offer of acceptance into the PCDH program not occur. PCDH accepts only 20 students once each year into the dental hygiene program; number of entering students is limited by facility capacity. Therefore, not all students will receive an offer of acceptance for the BASDH program.

The BASDH degree will transfer to graduate programs and the AA-DTA degree transfers to an alternative baccalaureate program. Table One: Graduate Program Director Communications, below, shows correspondence from three ~~four~~ different graduate program directors.

### Table One: Graduate Program Director Communications

**In two personal communications, both dated May 7, 2014:**

**Anne Gwozdek**, Director, Dental Hygiene Graduate Program at the University of Michigan (a fully online graduate program), wrote, "I am thrilled to hear that Pierce College is moving forward with a BASDH program. During our conversation last month you provided me with an over view of your curriculum. It would definitely prepare students to move on to graduate

education and the University of Michigan would be delighted to accept Pierce College BASDH graduates.”

**Jo Ann Gurenlian, RDH, Ph.D.**, Graduate Program Director of the Department of Dental Hygiene at Idaho State, wrote, “After reviewing your plans for offering a BASDH Program, I am pleased to report that the graduates of Pierce College would be eligible to apply to the MSDH Program at Idaho State University should they wish to pursue a graduate degree. Congratulations on the progress you are making with this new program at Pierce College.”

**In a personal communication dated May 12, 2014:**

**Marilynn Rothen, RDH, MS**, Associate Director Master of Science in Oral Biology at the University of Washington, wrote, “We are delighted to hear that the PCDH Program is converting to a Bachelor’s degree program. You will be pleased to know that the University of Washington Master of Science Degree in Oral Biology for Dental Hygienists accepts applicants who are dental hygienists holding a bachelor’s degree in any discipline. In the future, I hope that we will see graduates of your program entering the Master’s degree program for dental hygienists at the UW. I wish you a speedy and smooth transition.”

### General Education Coursework

In addition to aligning the coursework with WA State’s BAS requirements, the general coursework selection is predominantly influenced by CODA for a course of study in dental hygiene education and carefully selected to meet four additional criteria. The first criterion meets Gender & Cultural Diversity and International Studies course requirements needed for most baccalaureate degrees. The second criterion meets the alternative goal of an Associate in Arts – Direct Transfer Agreement (AA-DTA) should the student fail to obtain an offer of acceptance into the dental hygiene program. The student’s educational path aligns to earn an associates’ degree transferable to other higher level institutions. The third criterion meets employer feedback to graduate dental hygienists with a high level of ethical and critical reasoning and communication abilities. And finally, as per the expert curriculum program directors’ reviews, an entry-level statistics course replaced the *Math in Society* course as a prerequisite to the program. Please refer to Addendum Table One: PC BASDH Prerequisites and/or AA-DTA Tract General Courses (p. 44) listing, in detail, the prerequisite general coursework necessary for acceptance into the BASDH at Pierce. Dependent on previous college coursework, the student who fails to obtain an offer into the Pierce BASDH program will have no more than 22 additional credits to earn their AA-DTA.

PC intends to add subsequent select BAS degrees, and as this occurs, the creation of upper division general education courses will be explored. Ideally, an upper division ethics or philosophy course and an intercultural or international communication course could serve to replace the lower division corresponding pre-requisite courses. However, please note below in Table Two that the following PC general education courses transfer to EWU as upper division courses.

**Table Two: PC General Education Courses Transferring to EWU as Upper Division**

<b>PIERCE COLLEGE COURSE</b>	<b>EASTERN WASHINGTON UNIVERSITY COURSE</b>
BIOL &260	BIOL 301
NUTRI &101	FNDT 356
MATH &146	MATH 380

## Program Coursework

The first and second quarter courses of the eight quarter BASDH curriculum will be at a 200 or sophomore level to balance student cost. These courses meet the necessary coursework and content for any dental health professional as mandated by the state and further prepares the student for the remaining upper level dental hygiene program course work. The subsequent six quarters of the curriculum guide the dental hygiene student through the necessary dental hygiene technical skills, foundational and advanced content/knowledge and higher level critical reasoning, research and education methods culminating in a capstone course/paper and an e-Portfolio. The BASDH curricular changes serve to enhance the already existing and intense rigor of our current dental hygiene curriculum as required and dictated by the WA State Practice Act and CODA for entry-level competence to meet licensing and accreditation standards. The BASDH will add three and a half credits to enhance and delineate research and education methodologies, expand the ePortfolio and add a dedicated senior/ capstone course culminating in a senior/capstone thesis. Graduates will continue to be prepared to pass the seven licensing examinations. Please refer to Addendum Table Two: Pierce College BASDH Proposed Curriculum & Schedule (p. 45) detailing the full dental hygiene curriculum with coursework at an upper division level of rigor.

## QUALITY FACULTY

PCDH employs four fulltime faculty, three of whom have master's degrees and one with a bachelor's degree. One of the fulltime faculty serves as the Program Director with 75% release time to administer and manage the dental hygiene program and on-site clinic. In addition, there are 13 part-time faculty with either a bachelor's or doctorate degree. FTE for the full department is 14.

In addition to the three fulltime faculty who teach full academic loads, three of the part-time faculty work an equivalent fulltime course load. Both fulltime and part-time faculty regularly participate in advanced educational training offered through Pierce College as well as other third party entities specific to the profession of dental hygiene such as the American Dental Education Association (ADEA) or American Dental Hygiene Association (ADHA). Fulltime faculty teach the dental hygiene science courses and some clinical/lab instruction. Part-time faculty comprise most of the clinical or technical instruction. Three part-time faculty with fulltime equivalent course loads teach dental hygiene content courses that link directly to clinical techniques and skills. As it is important to stay connected with current clinical practice techniques and philosophies, the majority of the part-time clinical professors continue practicing dental hygiene in addition to their employment at the college. This benefits both the program's clinical curriculum and the students transfer to practice post-graduation.

CODA mandates faculty credentials and the faculty to student ratio of 1:5 in all clinical courses. The supervising dentists are not counted in the 1:5 faculty to student ratio as their role requires oversight of the full clinic and all students and patients. Since PCDH exam results in both national and regional board exams are 100%, and based on employer surveys, employers seek/request our students for employment because of their excellent communication and clinical skills upon graduation, no changes in current faculty or staff are planned for implementation of the BASDH. Faculty roles will remain similar. However, the dental hygiene fulltime faculty with master's or a higher degree, or an affiliated, adjunct faculty with an equivalent master's or doctorate, will be responsible for mentoring the students in their research and education practicum experiences. The fulltime faculty member with the bachelor's degree will continue to teach in the first year of the program.

As shown in Tables Three and Four, graduation rates for PCDH are comparable to graduation rates of dental hygiene programs statewide. Reasons for attrition are usually due to either personal factors

prohibiting the student from continuing (illness, family emergency, etc.), realization that dental hygiene is not their passion, or lack of commitment to the rigors of a dental hygiene curriculum. In the case of issues beyond the student's control, like unexpected illness, PCDH makes every effort to work with the student in offering either an altered curriculum (within constraints due to facility capacity) or a restart in the program the following year. Furthermore, we utilize early advising to identify and assist students struggling. It is department policy that students earning a non-passing score on an assignment or test meet with the corresponding course professor for individualized mentoring.

**Table Three: Board Results, Fort Steilacoom Campus**

YEAR	TESTED APPLICANTS (Valid applications.)	CAPACITY	GRADUATES	GRADUATE PERCENTAGE	STUDENT SATISFACTION: Excellent or Good	BOARD RESULTS (DH's pass seven board exams for a license in WA)
2016	58	20	Expected 19	95%	Expected 100%	Expected 100%
2015	62	20	Expected 17	85%	Expected 100%	Expected 100%
2014	83	20	16	80%	100%	100%
2013	55	20	16	80%	100%	100%
2012	71	20*	19	95%	82%	100%
2011	64	20	18	90%	80%	100%

**Table Four: Dental Hygiene Graduation Rate Comparison, WA State**

INSTITUTION	2011-12 FULL- AND PART-TIME ENROLLMENT					2011 GRADUATES			
	1ST YEAR CAPACIT	1ST YEAR	2ND YEAR	3RD/4TH YEAR	TOTAL ENROLLMENT	AS DEGREE	BS DEGREE	TOTAL GRADS	GRAD %
BELLINGHAM TECHNICAL COLLEGE	10	0	9	0	9	0	0	0	n/a
CLARK COLLEGE	26	30	21	0	51	24	0	24	92%
COLUMBIA BASIN COLLEGE	18	13	16	0	29	17	0	17	94%
EASTERN WASHINGTON UNIVERSITY	36	36	39	31	106	0	32	32	88%
LAKE WASHINGTON TECHNICAL COLLEGE	30	30	29	0	59	29	0	29	96%
PIERCE COLLEGE*	20	20	20	1	41	17	0	17	85%
SEATTLE CENTRAL COMMUNITY COLLEGE	20	20	18	0	38	19	0	19	95%
SHORELINE COMMUNITY COLLEGE	26	26	23	0	49	24	0	24	92%
YAKIMA VALLEY COMMUNITY COLLEGE	18	18	20	0	38	14	0	14	77%
	2012-13 FULL- AND PART-TIME ENROLLMENT					2012 GRADUATES			
BELLINGHAM TECHNICAL COLLEGE	10	10	0	0	10	9	0	9	90%
CLARK COLLEGE	26	29	23	0	52	21	0	21	80%
COLUMBIA BASIN COLLEGE	18	12	13	0	25	16	0	16	88%

EASTERN WASHINGTON UNIVERSITY	36	36	33	37	106	0	32	32	88%
LAKE WASHINGTON TECHNICAL COLLEGE	30	30	30	0	60	28	0	28	93%
PIERCE COLLEGE*	20	20	17	1	38	19	0	19	95%
SEATTLE CENTRAL COMMUNITY COLLEGE	20	20	20	0	40	17	0	17	85%
SHORELINE COMMUNITY COLLEGE	26	26	26	0	52	24	0	24	92%
YAKIMA VALLEY COMMUNITY COLLEGE	18	18	18	0	36	19	0	19	100%

\*Fort Steilacoom Campus  
Source: American Dental Association, Health Policy Resources Center, 2011-12 *Survey of Dental Hygiene Education Programs*.  
©2014 American Dental Association  
Source: American Dental Association, Health Policy Resources Center, 2012-13 *Survey of Dental Hygiene Education Programs*.  
©2014 American Dental Association

All faculty and administrators meet certification requirements for professional and technical administrators and instructors as required by the Washington Administrative Code. Future fulltime faculty will require a minimum master’s degree either earned or in the process of earning upon hire.

The current ADH program only hires dental hygienists with a bachelor’s degree or higher. Future fulltime DH faculty hires will be bachelor’s degree minimum and master’s degree preferred. Nationwide, dental hygienist faculty with master’s degrees or higher are still in the minority as can be seen Chart One with 46.4 % holding a bachelor’s degree or less and only 31.4% holding a graduate degree. EWU requires all FT faculty to have a master’s degree or be working toward one upon hire, but does not require a master’s degree for clinical faculty.

### Chart One: Highest Academic Degree Earned by Dental Hygiene Facult

\*\* Source: American Dental Association, Health Policy Resources Center, *Surveys of Dental Hygiene Education Programs*.

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No increase in fulltime faculty is anticipated, but the addition of a Dental Hygiene Faculty Advising Navigator will eliminate the heavy pre-dental hygiene advising load of the full time dental hygiene faculty allowing them time for additional mentoring of program students. As well, graduate degree faculty will mentor in the research and senior capstone portions of the BASDH curriculum. Please see Table Five: General Credential Guidelines for BASDH Faculty, below, and Table Six: Detailed Faculty Credentials below.

**Table Five: General Credential Guidelines for BASDH Faculty**

COURSES	FACULTY CREDENTIALS
General Prerequisite Courses	Per Pierce College Negotiated Agreement. Master's Degree required for General Education Course Instruction.
First Year, 200 & 300 level Didactic Courses and Clinical Courses	Minimum Bachelor's degree, preferred Master's degree, in dental hygiene or related discipline with additional content specific study. All instructors must complete a dedicated Educational Methodologies Course per CODA. Supervising dentist will have a minimum of a doctorate.
Second Year, 300 Level Didactic Courses	Minimum Bachelor's degree, preferred Master's degree, in dental hygiene or related discipline with additional content specific study. All instructors must complete a dedicated Educational Methodologies Course per CODA. Research and Education Practicum require Master's Degree or higher.
Second Year, 400 Level Clinical Courses	Minimum Bachelor's degree, preferred Master's degree, in dental hygiene or related discipline with additional content specific study. All instructors must complete a dedicated Educational Methodologies Course per CODA. Supervising dentist will have a minimum of a doctorate.
Second Year, 400 Level Extramural Clinical Courses	Minimum Master's degree in dental hygiene or related discipline with additional content specific study. All instructors must complete a dedicated Educational Methodologies Course per CODA. Supervising dentist will have a minimum of a doctorate.

**Table Six: Detailed Faculty Credentials**

BASDH FACULTY CREDENTIALS				
FACULTY NAME	CREDENTIALS		STATUS	BASDH COURSE(S)
Monica L. Hospenthal	RDH, BS, M.Ed.	Pierce College, AAS and Dental Hygiene Certificate; University of Washington, BS, Dental Hygiene; University of Puget Sound, M.Ed., Educational Administration	Fulltime/Tenured, Program Director	261, 409, 411, 421, 431, 439
Kathy B. Bassett	BSDH, RDH, M.Ed.	Eastern Washington University, BSDH Lesley College, M.Ed., Computers in Education	Fulltime/Tenured	261, 264, 267, 277, 311, 314, 321, 326, 417, 427, 437
Mary J. Galagan	RDH, BS, M.H.A.	Pierce College, AAS and Dental Hygiene Certificate; Rutgers University BS, Public Health Administration; University of Washington, MHA, Health Administration	Fulltime/Tenured	262, 272, 273, 418, 318, 421, 428, 441, 328, 433, 431, 451
Carolyn Robertson	DA, BSDH, RDH	Loma Linda University, AS, BSDH	Fulltime/Tenured	261, 262, 401, 271, 272, 275, 311, 315, 316, 321
Melinda P. Davis	BS, RDH	University of Washington, BS	Senior Part-time Faculty	401, 411, 421, 431, 439
Juliet Fengler	RDH, BA	Shoreline Community College AAS, Chapman University, BA	Senior Part-time Faculty	261, 271, 311, 321, 401

Sheila K. Norton	BS, RDH	University of Washington, BS	Senior Part-time Faculty	267, 401, 407, 277, 411, 417, 317, 421, 427, 327, 431, 417
Lina Hampson	RDH, BSDH	Shawnee State College, AAS; Eastern Washington University, BSDH	Senior Part-time Faculty	401, 411, 421, 431
Denise M. Doolittle	RDH, BSDH	Pierce College, AAS; Pierce College, ADH; Eastern Washington University, BSDH	Senior Part-time Faculty	403, 411, 421, 431, 311, 321
Linda Walsh	RDH, BS	Shoreline Community College AAS; University of Washington, BS	Part-time Faculty	325, 405, 415, 411, 421, 431
Alice D. Muncy	RDH, BSDH	Pierce College, Dental Hygiene Certificate; Eastern Washington University BSDH	Part-time Clinical Faculty	411, 421, 431, 311, 321
Marci Oswald	RDH, BSDH	Pierce College, ADH; Eastern Washington University, BSDH	Part-time Clinical Faculty	267
Kim Dizon	RDH, BSDH	Yakima Valley College, AAS; Eastern Washington University, BSDH	Part-time Clinical Faculty	271, 311, 321
Sylvia D.Y. Kim-Sioda	DDS	Creighton University, BS; Creighton University School of Dentistry, DDS	Part-time Clinical Faculty	401, 411, 421, 431
Keavin McIntosh	DMD	Ricks College, AAS; Weber State University BS; University of Louisville, DMD	Part-time Faculty	411, 421, 431, 417, 427, 437
Stanley Tang	DDS	University of Toronto, BS; University of Minnesota, BS, DDS; Hennepin County Medical Center, GPR Hospital Dentistry Certificate	Part-time Clinical Faculty	311, 321, 401
Donald Paradise	DDS	Auburn Community College; University of Michigan, DDS	Part-time Clinical Faculty	427, 437
Elizabeth Hall	DDS	University of Missouri Kansas, DDS	Part-time Clinical Faculty	311, 321, 401
<b>GENERAL COURSE PREREQUISITE FACULTY CREDENTIALS: PIERCE COLLEGE DISTRICT 11</b>				
<b>ENGL &amp;101, ENGL 103, ENGL &amp;235</b>				
Tenured/Tenure Tract Faculty, Fulltime	14	0, BA/BS	12, MA/MFA/MS	2, Ph.D./Ed.D.
All Adjunct Faculty	Master's degree in Discipline, or Master's degree in a related field, or Master's degree with 15 graduate semester credits in English			
Tenured/Tenure Tract Faculty, Fulltime		12, MA/MFA/MS		2, Ph.D./Ed.D.
<b>PSYC &amp;100, SOC &amp;201</b>				
Tenured/Tenure Tract Faculty, Fulltime	5	0, BA/BS	2, MSW/MA/MS	3, Ph.D./Ed.D.
All Adjunct Faculty	Master's degree in Discipline, or Master's degree in a related field			
<b>CMST &amp;105, PHIL 230</b>				
Tenured/Tenure Tract Faculty, Fulltime	3	0, BA/BS	3, MLA/MA	0, Ph.D./Ed.D.
All Adjunct Faculty	Master's degree in Discipline, or Master's degree in a related field			
<b>MATH &amp;146</b>				
Tenured/Tenure Tract Faculty, Fulltime	8	0, BA/BS	8, MLA/MA	0, Ph.D./Ed.D.
All Adjunct Faculty	Master's degree in Discipline, or Master's degree in a related field			
<b>NUTR &amp;101</b>				
Tenured/Tenure Tract Faculty, Fulltime	2	0, BA/BS	1, MS/MA	1, ND

All Adjunct Faculty	Master's degree in Discipline, or Master's degree in a related field			
<b>BIOL &amp;241, BIOL &amp;242, BIOL &amp;260</b>				
Tenured/Tenure Tract Faculty, Fulltime	6	0, BA/BS	2, MS/M.Ed.	4, ND/Ph.D.
All Adjunct Faculty	Master's degree in Discipline, or Master's degree in a related field			
<b>CHEM &amp;121, CHEM &amp;131</b>				
Tenured/Tenure Tract Faculty, Fulltime	5	0, BA/BS	2, MS/M.Ed.	3, Ph.D.
All Adjunct Faculty	Master's degree in Discipline, or Master's degree in a related field			

## SELECTIVE ADMISSIONS PROCESS & ADVISING

The PCDH program accepts 20 students once per year due to the clinic infrastructure limitations, and the selection process is competitive. PCDH does not use a waitlist.

Dental hygiene has high demands for entrance into and success in the profession; thus, PCDH uses a selection process ranking the students in several categories: GPA in prerequisite dental hygiene coursework, critical reasoning/thinking ability, spatial relations ability, writing ability and extracurricular activities. Extracurricular Activities can be any job (even childcare), volunteer activity, church activity, sport participation, etc. It cannot be attending a social event. PCDH recognizes and values that many students seeking an education at a community college have additional responsibilities while attending classes, in particularly the underrepresented populations. The only requirements to earn maximum points in this category is that it occurs while the student is taking classes, not between quarters/semesters, and that it involves communication with both adults and children at some level.

Although the number of applications received has ranged from 75-130 in the past seven years, only those students meeting the minimum criteria are invited to attend the additional testing. In addition, each student must pass a criminal history background check. PCDH application selection does not include an interview. The entire process is unbiased regarding ethnicity, culture and gender. In other words, any student meeting the minimum criteria has an equal opportunity for acceptance into the program. Application criterion is equitable to standards for application to any health occupation such as nursing, physical therapy, etc. as well as other dental hygiene programs in WA State. However, the profession of dental hygiene struggles nationwide with attracting underrepresented populations as seen in Table Seven.

Recruitment efforts occur throughout the year including participation in the annual Health Career Day for high school students in Pierce County, marketing in several publications including the military and local community papers, internal collaboration with Student Services, etc. With the conversion to a BASDH, a marketing campaign will occur once PCDH gains full approval to offer the BASDH.

In preparation for the anticipated changes to the educational requirements from CODA, the Advisory Board approved prerequisite course changes on October 15, 2014. These are reflected in the BASDH proposed curriculum and align with WA states BAS degree requirements. Below, Table Eight: Overview Application Criteria details the criteria for applicant selection, below.

Table Seven: Ethnicity/Race Total Dental Hygiene Enrollment

ETHNICITY/RACE	2011-12						2012-13					
	All Students				TOTAL		All Students				TOTAL	
	Male		Female		N	%	Male		Female		N	%
	N	%	N	%			N	%	N	%		
Hispanic/Latino (any race)	122	19.3	1,390	9.2	1,512	9.6	158	23.2	1,551	10.0	1,709	10.5
White	260	41.1	11,419	75.4	11,679	74.1	278	40.8	11,506	73.9	11,784	72.5
Black or African American	77	12.2	570	3.8	647	4.1	74	10.9	652	4.2	726	4.5
Amer. Indian/Alaska Native	4	0.6	92	0.6	96	0.6	2	0.3	89	0.6	91	0.6
Asian	115	18.2	889	5.9	1,004	6.4	119	17.5	920	5.9	1,039	6.4
Nat. Hawaiian/Oth. Pac. Islander	11	1.7	92	0.6	103	0.7	10	1.5	110	0.7	120	0.7
Two or more races (not Hisp)	3	0.5	179	1.2	182	1.2	14	2.1	219	1.4	233	1.4
Unknown	33	5.2	491	3.2	524	3.3	21	3.1	493	3.2	514	3.2
Nonresident Alien	8	1.3	16	0.1	24	0.2	5	0.7	35	0.2	40	0.2
Total	633	100.0	15,138	100.0	15,771	100.0	681	100.0	15,575	100.0	16,256	100.0

Table Eight: Overview Application Criteria

Application to the Dental Hygiene Program occurs through formal application submission to the Admissions Office at the Fort Steilacoom campus. Complete and submit the Dental Hygiene Application Packet and pay the current, non-refundable Application Fee. Student must meet all detailed application requirements and follow directions. Any failure to follow directions results in an invalid application. Deadline for submitting the completed application is typically in January each year for the following summer quarter entering class. Please see our department website for the current year’s date and time. It is the applicant’s responsibility to see that his/her file is complete and up-to-date.

**MINIMUM CRITERIA TO VALIDATE DENTAL HYGIENE APPLICATION**

1. Attain a minimum 2.5 final course GPA in all prerequisite courses.
2. Attain a minimum 3.3 cumulative course GPA in the prerequisite courses.
3. Complete all prerequisite courses by the end of Spring quarter prior to summer admission.
4. Complete CHEM&121, ENGL103, three (3) other science/math courses and one (1) non-science course BEFORE the application deadline in January of the year you intend to apply.
5. All sciences and sophomore English must be within five years current.
6. Complete and pass a Criminal History Background check. This is an additional cost to each validated applicant.
7. Courses may only be repeated once and last earned GPA is used for application ranking.
8. Complete and submit application on time including transcripts and any accompanying documentation.
9. If applicant meets the minimum qualifications, attend testing on the designated date and schedule the Health Science Reasoning Test.

**EVALUATION OF CANDIDATES**

Six separate categories create the basis for admission to the Dental Hygiene Program.

- 35% Science, Math and Sophomore English GPA
- 10% Non-science GPA
- 20% Health Sciences Reasoning Test (HSRT)
- 10% Extracurricular activities
- 15% Space Relations score
- 10% Writing Sample score

## Application Directions, Criteria for Eligibility and Offer of Acceptance

The fulltime faculty in the dental hygiene department provide individual advising for any student interested in attending the PCDH program. This includes not only Pierce College students, but students from in and outside WA State. Clear and concise advising materials are available on the website along with the application and directions to apply. ([PCDH Website](#))

If a student has attended Pierce College within the past four quarters prior to applying to the PCDH program, they do not need to reapply for admission to Pierce College. Any other student must apply to the college for admission and pay the current admission fee. The prospective student will download and complete the PCDH Application Packet from our website or they may call to request a hard copy of the application. Please see below, APPENDIX A (p. 34) for advising forms and an overview of the directions for application.

The PCDH website, advising process and advising/application forms, are updated annually in July/August for preparation for the following year's application process.

## Dental Hygiene Required Testing

### Health Sciences Reasoning Test

Critical thinking and reasoning are necessary for the safe and effective practice of dental hygiene as well as preparation to graduate school. CODA recently added this requirement to the accreditation standards for dental hygiene education.

The Health Science Reasoning Test (HSRT) from Insight Assessment “measures high-stakes reasoning and decision-making processes. The HSRT is specifically calibrated for trainees in health sciences educational programs (undergraduate and graduate) and for professional health science practitioners. Scores on this instrument have been found to predict successful professional licensure and high clinical performance ratings” ([HSRT InsightAssessment](#)).

This assessment aids PCDH in selecting those applicants most likely to succeed in a rigorous course of dental hygiene study.

### Spatial Relations Test

Spatial ability is necessary in dental hygiene where the ability to envisage interactions of three dimensional components is essential for safe and effective practice. This is most evident in local anesthesia and sub-gingival instrumentation when vision is non-existent. Thus, the spatial relations test provides an unbiased score in order to select the applicants most likely to succeed in dental hygiene acquisition of the technical and clinical skills.

### Writing Sample Test

Communication is one of the most vital components in health care. The dental hygiene student must not only have the ability to communicate ideas clearly with patients and other health professionals, they also need the ability to listen effectively and comprehend information quickly for a diverse population. Furthermore, written communication needs to be accurate. Even with the implementation of Electronic Health Records, the ability to document findings, actions and the outcomes clearly and within legal parameters is crucial. Documentation is important so that other healthcare professionals understand the diagnosis or identified problem, the treatment rendered and the response or outcome. Thus, the writing sample test provides information regarding the applicant's ability to not only understand the

written prompt, but to formulate and articulate their perception related to compassionate and ethical patient care for a diverse population. A sample writing prompt is provided in APPENDIX B (p. 36) which highlights not only writing and critical thinking skills, but incorporates diversity in the answer. An English professor scores the Writing Samples using the Scholastic Assessment Tests (SAT) Writing Rubric.

### Extracurricular Activities

PCDH honors an equitable application process and ~~does not currently use subjective applicant~~ selection ranking methods. Although an interview process may be implemented in the future, the current and continued assessment to assist in identifying an applicant's engagement in community/people and time management is the Extracurricular Activity(ies) form. The assessment scores the applicant's regular engagement or commitments, beyond their home life and college courses, either a job or volunteer activities, while taking the dental hygiene prerequisites. The two assessment area are communication/interaction with adults and/or children and whether the activity(ies) occurred simultaneously while enrolled in the dental hygiene prerequisite college courses.

### Applicant Ties

Ranking of applicants is calculated to the 1000<sup>th</sup> decimal so a tie is highly unlikely. However in the event of a tie, PCDH would accept both students into the program and over enroll for that entrance year.

## STUDENT SERVICES

Student support services are accessed through the easily navigable MyPierce account.

### Advising Services

As mentioned above, the fulltime dental hygiene faculty provide individual advising to any student interested in the PCDH program. In addition, all PC students and prospective PC students are provided general advising to ensure the communication of accurate program information. Advising is required for all new degree and certificate students to PC and at certain checkpoints during degree or certificate progress. The advising system at PC is an educational process that assists students as they pursue educational, career and life goals. PC expects students to build professional, academic relationships with their advisors.

Specifically, any new student to PC initially meets with a general advisor. General advisors review the educational goals, discuss course options, walk the student through the online registration process and provide the student their registration access code (RAC) allowing them to register online. If the student indicates interest in dental hygiene, after the first quarter of college level courses, the student is referred to the Dental Hygiene Office Coordinator for placement with a dental hygiene advisor. APPENDIX A (p. 33).

As part of the BASDH conversion, PC is committed to improving the pre-program advising and admissions process. Because over 500 students inquired about the PCDH program in 2014, the BASDH program will hire a Dental Hygiene Advising Navigator. By having a person dedicated to the advising and counseling needs of the pre-dental hygiene applicants, the fulltime faculty will be free to focus on the mentoring of the current BASDH students. Both student populations, pre-dental hygiene and current dental hygiene students, will benefit from the addition of the Dental Hygiene Advising Navigator.

Over the course of their education, the PC student attains the objectives and educational plan to graduate with their declared degree. Please refer to the Advising and Orientation website ([PC Advising](#)).

## Career Services

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

## Financial Aid

The Financial Aid office prepares and disburses federal, state, and institutional aid for all PC students. Students admitted to the Pierce BASDH program will receive student budget adjustments to appropriately reflect their cost of attendance. Eligible students will be awarded Federal and State financial aid funds based upon established criteria by the Department of Education and the Washington Student Achievement Council. Awards may include grants and loans, dependent upon the student's eligibility. Financial Aid advisors will meet with students during the testing that occurs in March each year to provide information regarding financial aid opportunities. Additionally, the Application Forms and PCDH Website will update information regarding timeline for completing the Free Application for Federal Student Aid (FAFSA) to ensure students meet the timeline for disbursement of aid in the summer quarter of the dental hygiene curriculum. Students can monitor the process of their application online through the Financial Aid Portal.

## Academic Early Warning and Achieving the Dream

Pierce College is part of a national movement called Achieving the Dream (AtD), whose goal is to help more community college students stay in school and earn a college certificate or degree. It becomes evident working in a community college environment that students arrive with widely differing levels of preparation for the work ahead, as well as a diverse set of needs. Through AtD, Pierce is committed to eliminating achievement gaps among all student groups. As part of the AtD movement, we are tracking the progress of students as they move through classes to see where they are successful and where they are not. This means we are using our data more intentionally and, in some cases, gathering new data to help us better understand what keeps students on our campus and what causes them to leave.

Currently, all AtD indicators are regularly evaluated across demographics such as gender, race/ethnicity, Pell Grant status, intent code, full- or part-time status, first generation, family status, dual enrollment, and age. Moreover, a 12-month programming position was developed to create real-time automated data reports for the college to easily access, including an AtD dashboard highlighting progress in the five AtD indicators and intervention strategies. Retention rates continue to improve annually and in 2014, Pierce College was named an Achieving the Dream Leader College.

Pierce College is committed to student academic success and early alert systems have been documented to increase student success and retention. One of the best practices for student retention efforts is informing students early if they are exhibiting behaviors that put their academic performance at risk.

Pierce College's Academic Early Warning (AEW) assists faculty in helping students reach their educational goals, helps foster individual student connections with faculty and encourages students to take early advantage of campus resources. The Dental Hygiene department faculty have the option to utilize the AEW whenever a student is at academic risk and in need of additional support. This service is available throughout each quarter.

## Counseling and Academic Support

The Support services at Pierce College are expansive. All PC students may access these services and PCDH faculty and staff work closely with the various departments to assist the dental hygiene student in their academic success ([SupportServices](#)). Although PC does not staff a medical health center, PC does employ a licensed counselor who can provide intervention and referrals as necessary. PC also offers several resources for tutoring which are free to all students. These include not only the traditional on-site tutoring options, but also online e-Tutoring ([Tutoring](#)).

Within PCDH program, the faculty team collaborates in identifying students needing additional support in their academic and/or clinical skill acquisition. Dependent on the student's level of need, the department may refer the student to PC **academic tutoring center or provide tutoring within in the department. It is department policy that any student who fails to pass an exam or assignment, meet with the corresponding faculty member to identify the areas of concern and remediate. In clinical skill acquisition, feedback occurs immediately after the assessment. One-on-one mid-quarter and final conferences provide the student an assessment with the intent to help the student identify areas needing additional improvement and create a plan for that improvement. Both FT and PT faculty maintain office hours allowing students to ask for additional help at any time. In the event that faculty feels a student needs more than the occasional assistance for clinical skill acquisition, PCDH offers one-on-one clinical instruction at a minimal additional cost to the student. This added instruction is in addition to the normal clinical course hours and is usually limited to a maximum of 16 total hours. Sixteen hours of one-on-one clinical instruction with a professor equates to almost an entire quarter of clinical instruction with the normal 1:5 faculty:student ratio.**

**PCDH will continue to offer the same opportunities to the PCDH students to promote student success in the BASDH program as we do in the ADH program. In addition, the removal of pre-dental hygiene advising will allow FT faculty to be mentors to no more than ten dental hygiene students at a time.**

## Library

The mission of the Pierce College Library ([PC Library](#)) is to be a dynamic, high quality teaching library through active and effective participation in the instructional curriculum of the college and by providing online and print access to research materials that support the overall College curriculum as well as health science related fields. Group study rooms are available for reservation on both campuses as well as dozens of computers dedicated for student use. Library faculty offer a variety of instruction sessions that are tailored to specific assignments and academic disciplines because PC values information competency as a core ability for all graduates. The library also offers over 80 research databases and individual journals including those that are targeted to dental hygiene students, for example, *The Journal of Periodontology*, and health science databases such as CINAHL. The library will work closely with the BASDH program to add any needed resources and to provide the level of research support students will require. There is proposed funding in the budget for these increases in service.

PC has a librarian assigned to the Applied Technology and Allied Health (ATAH) division which includes the Dental Hygiene program. The breadth and variety of resources offered through the PC library and

the instructionally focused library faculty available at the reference desk support not only academic dental hygiene rigor, but research and clinical instructional support.

The ATAH librarian and Ft. Steilacoom based library faculty will work with the dental hygiene faculty and students throughout the entire program in order to meet the rigor of the BASDH program particularly in research methodologies. A sample of resources curated for dental hygiene students is available on the library research guide: [DH Research Guide](#).

## Computer Services

All PC students have access to several open computer labs in addition to the library and WiFi access throughout most of the Ft. Steilacoom campus. Computer labs have extended hours. Electronic Health Records (EHR) are utilized in the dental hygiene clinic in a closed server, inaccessible outside of our department. However, all dental hygiene courses are web-enhanced through the Learning Management System (currently CANVAS) so students have the ability to easily access course material off campus.

## Access and Disability Services

Pierce College's Access and Disability Services' (ADS) staff assist those with disabilities in pursuing their educational goals. ADS staff members are committed to ensuring that Pierce College, its services, programs and activities are accessible to individuals with disabilities. Pierce College and the Dental Hygiene faculty and staff recognize that traditional methods, programs and services may need to be altered to assure full accessibility to qualified persons with disabilities who meet the minimum criteria for engaging in a professional dental hygiene course of study.

ADS is the primary focus of efforts by Pierce College to assure nondiscrimination on the basis of disability. Through ADS, qualified persons with disabilities can address their concerns regarding attitudinal or procedural barriers encountered, as well as any need for academic adjustments and/or auxiliary aids to ensure equal access. ADS also serves as a resource to the campus community in striving to make Pierce College both an accessible and hospitable place for persons with disabilities to enjoy full and equal participation. The Dental Hygiene program faculty and staff consult with ADS staff or refer students to ADS staff whenever additional support is needed ([ADS](#)).

## Admissions, Registration and Records

Students apply for admissions and are admitted to the college in conjunction with the application for the BASDH. Following acceptance, the Dental Hygiene program helps streamline the registration process for the dental hygiene students by providing advising, class schedule, and registration access codes. This ensures correct registration for all classes, labs and clinical courses. The Registration and Records Offices offer online and in-person registration services. Additionally, staff members assist students with enrollment verification and official transcript requests.

## Diversity and Equity

PC promotes the recruitment, retention and successful completion of educational programs for students of color through our Retention Team. Staff work to facilitate and implement success strategies for students of color to include: promoting access and student success; providing academic advising, educational planning, career exploration and student programs that support students of color; assisting with financial aid and scholarships; sponsoring leadership development activities; and annual Students of Color Conference. Multicultural activities (Fort Steilacoom campus only) and awareness programming is conducted by the Student Programs department on each campus. In addition, all faculty and staff undergo ethics and diversity training annually.

Dental hygiene, nationwide, struggles with diversity. In the ADHA report from October 2014 ([ADHA DHEducationReport](#)), the following statistics showed 95.8% female, 4.2% male and 72.5% non-hispanic white. The PCDH program is similar to the national average. However with the addition of a Dental Hygiene Advising Navigator, PC will be able to provide additional support to recruit and retain underrepresented populations.

## Veteran's Services

The Pierce College Veterans Educational Benefits (VEBO) offices serve as a liaison between the college and the US Department of Veterans Affairs. The academic programs of study are approved by the Washington Student Achievement Council State Approving Agency for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10, US Code. Certifying officials will assist veteran students by verifying their paperwork and submitting it to VA. Students can visit the VEBO office and receive assistance with admissions and program information, benefit applications and procedures, tutorial assistance, financial aid, and individual counseling.

The Center of Excellence for Veteran Student Success at Pierce College Fort Steilacoom supports veteran student enrollment and completion rates by providing: a single point of contact to coordinate veteran student support services; increasing awareness of support services and advocating for veteran students; computers for student use; opportunities to meet other veterans and connect with both on- and off-campus services and resources; and, community service providers to assist veterans with transitioning to the civilian life.

As stated earlier, PCDH markets to the military and veteran's community for both recruitment of potential students and for patient care in the DH clinic. The DH program works closely with the Veteran's services to help provide restorative and oral health services to members of the community. This partnership has afforded Dental Hygiene students with additional educational opportunities that enhance their overall learning and understanding of working with various populations. By offering a further reduced fee to veterans, the PCDH clinic

## Safety

The mission of the Campus Safety Department is to provide for the safety and security of the Pierce College District, while maintaining a positive and diverse environment that promotes excellence, accountability and respect. While every member of the college community shares responsibility for campus safety and security, the Campus Safety Department takes the lead in this area. Administrative responsibility lies with the Vice President of Administrative Services and the District Director of Safety and Security ([Campus Safety](#)).

Specifically, the ADH program currently meets or exceeds all city, state and national safety, legal and confidentiality standards and will continue to meet all these requirements, as per the law, for the BASDH program. Dental hygiene faculty are licensed practitioners in good standing in WA State and their practice licenses are posted in the reception room in clear view.

In addition to the state department of health conducting yearly inspections, CODA standards require a Quality Assurance Management Plan (QAMP) to regularly review all safety, legal requirements including HIPAA compliance, infection control compliance, quality patient care, etc. Thus, PCDH conducts a biannual formal internal review as part of our QAMP, including tracking of all services rendered in our

on-site dental hygiene clinic and will continue to do so for the BASDH. Please refer to Illustration Four: PCDH Quality Assurance Master Plan, below.

## Illustration Four: PCDH Quality Assurance Master Plan

### HIGH QUALITY & SUSTAINABLE PROGRAM

Pierce College anticipates capital funding to renovate the dental hygiene department and clinic starting 2017, pending state budget approval. Over the past three years and in preparation for the renovation, PC replaced all operatory dental patient and operator chairs and equipment, fully converted to digital imaging/radiography with new radiographic tubes and a panoramic unit, supported implementation of Electronic Health Records with full computer stations and electronic signature pads in each operatory, faculty station computers, replaced nitrous oxide units and plumbing, dental compressors, amalgam separator and evacuation system, several individual pieces of equipment including portable patient chairs, compressors, projectors, high speed hand pieces, etc. PC has always fully supported the dental hygiene department in our pursuit to meet employer demand in graduating dental hygienists with the necessary knowledge to practice in an evolving and dynamic profession.

The PC ADH program is fully funded. This funding will directly transfer to the BASDH budget. Thus, limited additional funding is required at this time except for a minimal faculty salary increase due to the added 3.5 credit hours and resources to support increased advising and library needs. The only future anticipated and requested budget need would be for a financial aid advisor to meet with potential BASDH students during the testing date, an added dedicated dental hygiene advisor and eventually, two or three added fulltime master's level or higher faculty in anticipation of the time needed for mentoring research projects/practicums.

### Tuition Revenue & Local Funds

Instructional funds support faculty and staff salaries as well as instructional materials, professional development and maintenance of equipment. Instructional funds also cover the cost of licensure and accreditation fees. The funds may be used for either capital or non-capital equipment expenditures. Please see Table Ten: [Profit/Loss Statement & Revenue Sources](#) (p. 29).

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

### Clinic Revenue Funds

Fees collected from the hygiene and restorative dental hygiene clinic are deposited into the clinic account. Clinic revenue funds are used to purchase supplies and materials that support the daily functions and maintenance of the clinic, including clinic licensing, infectious waste management, etc. These funds are also used for professional development of fulltime and part-time faculty and staff in areas directly linked to students' instructional needs. Since the clinic revenue funds are from a revolving account, these funds can be used to support anything related to clinical instruction or support. As needed, PC will use these funds to assist in paying for non-capital equipment and supplies.

### Student Clinic and Lab Fees

Students pay a dedicated fee of \$400.00 per quarter that covers all disposable supplies for both clinical and lab sections. No additional program, lab, or other fees will be implemented as a result of the BASDH implementation. However, PC anticipates the first quarter of the new curriculum, Summer 1, to have a lower fee since the lab hours will be less. The initial lab fee for summer will be set at \$100.00 per student, and the current initial instrument issue will be split between the first two quarters.

### Perkins Funding

Perkins funding has been a strong supporter of the dental hygiene program. Perkins funding has supported several upgrades to our clinic, marketing, and ongoing professional development and/or training of fulltime faculty, senior part-time faculty and staff. Although this funding is not guaranteed, no decline in the support to our program from this division of the college is anticipated since PCDH will still be eligible to receive these funds.

### Foundation Funds

The Pierce College Foundation is a strong advocate of the Dental Hygiene program and continues to work with the Dental Hygiene faculty, administration and staff to raise dollars to support the needs of the program. The PCDH program maintains a dedicated account under the Pierce College Foundation. Donations are made to the account by individuals, companies, etc. Although not an account utilized for ongoing support, it does aid in several community outreach/marketing events.

### Projected Program Expenses

**Table Ten: Profit/Loss Statement & Revenue Sources** (p. 29) shows the revenue/expenditures from Year 0 to Year 5. As discussed above, expenditures are funded by Instructional, Clinic Revenue, Student Fees and Perkins funds; the program is already fully funded by the college. Revenue generated by the upper-division tuition will support the expected and requested added costs: the additional 3.5 credits, financial aid advising during testing, a part-time dedicated dental hygiene advisor, and two or three fulltime, tenure tract faculty to replace the part-time faculty. PCDH is the highest cost program in the district and the upper division tuition revenue will help balance the high cost it takes to support the program.

### Appropriate Facilities, Equipment and Technology

As mentioned, the hope is for state approval of capital funding for renovating the dental hygiene clinic and classroom space. The plan is to add a dedicated SIM lab (simulation laboratory) and a wet lab

(dental laboratory) and expand the clinic’s sterilization and storage capacity to create a clinic facility capable of expansion or partnering with another institution should a mid-level dental hygiene practitioner come to fruition. The college has requested \$3.5 million in funding for the capital project.

**Table Nine: Tuition Revenue, 5-Year Projection, Program Only**

BASDH Estimated Tuition Revenue Worksheet (Additional Revenue)									
Times FTE's, Additional Tuition. (Assuming first 30 credits at lower division tuition)**									
Junior	Current Credits	Proposed Credits							
Summer	0	13		n/a	n/a	n/a	n/a	n/a	n/a
Fall	18	17		n/a	n/a	n/a	n/a	n/a	n/a
Winter	17	17.5			25,049	26,301	27,616	28,997	30,447
Spring	19	17			23,880	25,074	26,328	27,644	29,026
Senior									
Summer	14.5	14.5			n/a	27,065	28,419	29,839	31,331
Fall	19	16			n/a	26,070	27,373	28,742	30,179
Winter	18	15			n/a	27,065	28,419	29,839	31,331
Spring	16	15			n/a	27,065	28,419	29,839	31,331
<b>Total Credits**</b>	<b>121.5</b>	<b>125</b>		<b>Total Add'l Revenue</b>	<b>48,929</b>	<b>158,641</b>	<b>166,573</b>	<b>174,902</b>	<b>183,647</b>
*Inflation rate of 2% applied to 2015-16 and beyond; based on excess tuition method; previous year's rate used for summer.									
** No attrition rate was applied									
***No addition or change in credits were calculated, merely a different start point to balance credit load.									
This does not include local fees such as tech fees or comprehensive fees.									

**Table Ten: Profit/Loss Statement & Revenue Sources**

Pierce College BAS in Dental Hygiene: Projected Revenues and Expenditures							
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	
Number of Lower Division Students	140	140	120	100	100	100	
Number of Upper Division Students	0	0	20	40	40	40	
<b>Revenue</b>							
Tuition							
Tuition Lower (Net of BF/SAF)	\$1,583,123	\$1,643,437	\$1,197,361	\$1,221,308	\$1,245,734	\$1,270,649	
Tuition Upper (Net of BF/SAF)	\$0	\$262,930	\$536,377	\$547,105	\$558,047	\$569,208	
Total Tuition	\$1,583,123	\$1,906,367	\$1,733,738	\$1,768,413	\$1,803,781	\$1,839,857	
Other Revenue							
Lab Consumables Fee	\$448,000	\$448,000	\$410,000	\$372,000	\$372,000	\$372,000	
Clinic Operations Revenue	\$80,000	\$81,600	\$83,232	\$84,897	\$86,595	\$88,326	
Perkins Grant	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	
Other Misc Revenue							
Total Other Revenue	\$578,000	\$579,600	\$543,232	\$506,897	\$508,595	\$510,326	
<b>Total Revenue</b>	<b>\$2,161,123</b>	<b>\$2,485,967</b>	<b>\$2,276,970</b>	<b>\$2,275,309</b>	<b>\$2,312,376</b>	<b>\$2,350,183</b>	
<b>Expenditures</b>							
Operating Costs							
Instruction	\$517,404	\$530,237	\$540,842	\$551,659	\$562,692	\$573,946	
Support Staff	\$77,592	\$79,144	\$80,727	\$82,341	\$83,988	\$85,668	
Program Director	\$76,000	\$86,000	\$86,000	\$87,000	\$88,000	\$89,000	
Advising and Admittance Support (.5)		\$20,500	\$20,500	\$20,500	\$20,500	\$20,500	
Curriculum Development	\$10,000	\$10,000	\$10,000		\$10,000		
Library Support (.25)		\$12,500	\$12,750	\$13,005	\$13,265	\$13,530	
Benefits	\$148,999	\$160,533	\$164,993	\$165,743	\$171,558	\$172,439	
Goods and Services--Marketing	\$1,000	\$5,000	\$5,000	\$1,000	\$1,000	\$1,000	
Goods and Services - NonLab	\$5,500	\$5,610	\$5,722	\$5,837	\$5,953	\$6,072	
Lab and Clinic Consumable Expenses	\$35,000	\$53,550	\$72,828	\$74,285	\$75,770	\$77,286	

Equipment purchases and replacements	\$20,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Accreditation		\$5,000				
Professional Development/Conferences	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Travel--CCBA, ADEA, ADHA, etc.	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Library Material/data bases	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Clinic Operations	\$85,000	\$86,700	\$88,434	\$90,203	\$92,007	\$93,847
<b>Total Operating Costs</b>	<b>\$1,008,495</b>	<b>\$1,096,774</b>	<b>\$1,129,796</b>	<b>\$1,133,572</b>	<b>\$1,166,733</b>	<b>\$1,175,288</b>
Non Operating Costs						
Indirect Costs (10%)	\$100,850	\$109,677	\$112,980	\$113,357	\$116,673	\$117,529
Total Non Operating Costs	\$100,850	\$109,677	\$112,980	\$113,357	\$116,673	\$117,529
<b>Total Expenditures</b>	<b>\$1,109,345</b>	<b>\$1,206,451</b>	<b>\$1,242,776</b>	<b>\$1,246,929</b>	<b>\$1,283,407</b>	<b>\$1,292,817</b>
<b>Net Income (Loss)</b>	<b>\$1,051,778</b>	<b>\$1,279,516</b>	<b>\$1,034,194</b>	<b>\$1,028,380</b>	<b>\$1,028,969</b>	<b>\$1,057,366</b>
Tuition Projections assume 2% annual Inflation						
Salary and Benefit Projections assume 2% annual inflation						
Lab and Clinic Expenses assume 2% annual inflation						
Assuming 100 pre-dental hygiene students per year.						

## PROGRAM SPECIFIC ACCREDITATION

PCDH maintains full accreditation through the Commission on Dental Accreditation (CODA). The last site visit was in November 2010 and the PCDH program received full accreditation without reporting. All dental hygiene programs must comply with standards determined by CODA and the PCDH program has maintained its accreditation status since its inception in 1976. ([CODA Standards](#)) The next CODA site visit is scheduled for 2017 with the self-study occurring in 2016-17.

PCDH proposes a change to the length of our program with the BASDH conversion, from seven to eight quarters. As per phone consultation and guidance from Ms. Patrice Renfrow, Manager, Allied Dental Education Offices, in May 2014, the PCDH Program Director will complete and submit a Substantive Change Document to CODA once the state approves our BASDH ([ProgramChangeGuidelines](#)).

Please note that the only reason a substantive change is required by CODA for the conversion to a BASDH from an ADH program is because the program length will extend by one quarter. The minor credit load difference would not, in and of itself, require a substantive change submission. The purpose for the lengthening of the program is to better balance quarterly credit load for student success.

Review of the BASDH will occur during the regularly scheduled times since annual reporting to CODA is already required, institutional program reviews occur every three years, and the change from an ADH to a BASDH requires adding surveys for graduate program readiness and an expansion of current surveys to include additional prospective employers. Thus, the timeline for program review will occur at the regularly scheduled CODA Self-study in 2016-17 and again in 2023-24. Institutionally required program review occurs every three years; therefore, the first review will occur in 2019. Please see Table Twelve: Timeline for BASDH WA State Proposal & Program Reviews below.

Table Eleven: Timeline for BASDH WA State Proposal & Program Reviews

ACTION	DATE/TIMELINE	JUSTIFICATION
WA STATEMENT of NEED	September 8, 2014	State Timeline
WA PROGRAM PROPOSAL	November 14, 2014	State Timeline
STATE APPROVAL	February 5, 2015	State Timeline
CODA SUBSTANTIVE CHANGE	By March 4 2015	Required due to lengthening of program. Must be submitted within 30 days of the change or planned change. <a href="#">CODA_SubstantiveChangePolicies</a>
NWCCU SUBSTANTIVE CHANGE	February 2015	Will submit immediately after state approval as required.
NWCCU	2016	Year seven full visit & report.
CODA ACCREDITATION	Self-study year 2016-17	Every seven years as required.
NWCCU	2017	Year one report
NWCCU	2020	Year three visit & report
NWCCU	2024	Year seven full visit & report
CODA ACCREDITATION	Self-study year 2023-24	Every seven years as required.

## PATHWAY OPTIONS POST BASDH DEGREE

There are two direct aligned dental hygiene master's program pathways in Washington State; one located at the University of Washington (UW) in Seattle and one at Eastern Washington University (EWU). UW has a MS in Oral Biology while EWU has a MS in Dental Hygiene.

UW confirmed via email communication that graduates from Pierce's BASDH program will be eligible for admission to the MS in Oral Biology program. In addition, the online MS in Dental Hygiene programs from Idaho State University and the University of Michigan also confirmed via email that BASDH graduates from Pierce will be eligible for acceptance into their respective programs. EWU will evaluate our students on an individual basis for admission into their MSDH graduate program. Please refer to Table One: Graduate Program Director Communications (p. 11).

Specifically, the U of W MS in Oral Biology for Dental Hygienists, on-site only, is a two-year program designed to train dental hygienists to teach relevant basic and applied science courses (e.g., oral histology, oral pathology) in dental hygiene programs. Students receive comprehensive training in many of the basic and applied (clinical) sciences, participate in clinical care of special needs patients, and in a research project. The program is non-thesis, but students will be required to complete a capstone research project ([UofW MS OralBi DHTrack](#)).

Idaho State's Master's in Dental Hygiene, online, provides core courses in advanced theory and practice of dental hygiene to prepare students in research methodology for application during the thesis process and future work. In addition to the core curriculum, students complete an area of emphasis in Dental Hygiene Education or Rural and Community Oral Health. Two required dental hygiene courses in the emphasis area, coupled with a practicum experience and a related elective course, provide a strong basis for advanced study and thesis work ([ISU MSDH](#)).

The University of Michigan's Master's in Dental Hygiene program is offered in two delivery formats. Students may elect to enroll in the On-Campus Master's Program, participating in a blend of classes on the University of Michigan Ann Arbor campus and online. The Online Master's Program option provides the opportunity for students to earn their master's degree in a totally online format. The mission of the dental hygiene graduate program is to provide its students with the educational experiences necessary to become oral health leaders; to conduct research in basic, behavioral and clinical sciences; and to serve the University, the profession, and the community ([UMICH MSDH](#)).

Finally, the EWU MSDH program, online, encourages the development and use of critical thinking skills, the desire to participate in and contribute to lifelong learning and translational research opportunities, the ability to be community leaders and outstanding citizens, and the skills to be a health care professionals who can provide comprehensive care to diverse population groups in a variety of settings ([EWU MSDH](#)).

Furthermore, multiple other graduate degree programs would accept Pierce's BASDH graduates for their non-dental hygiene related graduate degrees such as a MAT, M.Ed., MHA, MBA, Ed.D, Ph.D., etc. Every graduate program has their specific criteria; however, the BASDH graduates from Pierce will be well aligned to further their education if they desire.

## EXTERNAL EXPERT EVALUATION

The PCDH Program Director consulted with five separate graduate and baccalaureate program directors in revising the Pierce ADH curriculum to a BASDH curriculum.

The five program directors included:

1. Rebecca Stolberg, BSDH, MSDH, Chair of Dental Hygiene, Eastern Washington University;
2. Lisa Rowley, RDH, MS, Program Director, Dental Hygiene, Pacific University;
3. Jo Ann Gurenlian, RDH, Ph.D., Director of Idaho State University Dental Hygiene Graduate Program;
4. Anne Gwozdek, RDH, BA, MA, Director of Dental Hygiene Graduate and Degree Completion Programs; and
5. Marilynn Rothen, RDH, MS, Clinic Manager, Regional Clinical Dental Research Center, University of Washington

Please see the Addendum (p. 37) for the full proposed curriculum and expert curriculum evaluator reviews. All three reviewers approved the BASDH proposed curriculum.

## **CONCLUSION**

Rectifying the long standing issue of aligning a 4-year credit course load with a 4-year degree honors the PCDH graduates. By balancing the credit load, meeting both baccalaureate rigor and CODA requirements and increasing the breadth and depth of study in all six roles of the dental hygiene professional, the BASDH graduate will take their place in the emerging dental workforce and/or can opt for furthering their education at the graduate level.

The BASDH will continue to support the mission and vision of PC and the Program Goals of the PCDH department.

## APPENDIX A: Advising Information

### BASDH Prerequisite Courses Flow Chart

We recommend that every student be ELIGIBLE to register in MATH 96/98 and ENGL&101 BEFORE taking any other prerequisite dental hygiene courses.

### BASDH Academic Course & Application Requirements

- Each individual prerequisites course must be a minimum GPA of 2.5 earned.
- The combined GPA average of the prerequisites courses (**green**, **blue** and **pink**) must be no less than 3.3 GPA.
- The science courses (**blue**), CHEM&121 and ENGL 103 or ENGL&235 (**green**) must be **FIVE years current**. For the application year of 2015, the oldest course would be a Fall 2009 completion date.
- You are **eligible to APPLY** to the Dental Hygiene Program if you meet the below academic and application criteria, including GPA, course age requirement and course repeat limit (one repeat allowed only of any course) of individual and cumulative coursework:
  - Completion of CHEM&121, ENGL 103 or ENGL&235, three of the Math & Science courses (**blue**), plus one non-science course (**pink**) by the Application Deadline in January 2015.
  - An Education Plan to have all prerequisites courses complete by the end of Spring quarter prior to a Summer quarter start date.
  - Completion of Observation Hours – see application packet.
  - Other eligibility requirements as per Washington State Law. Please refer to the website on Dental Hygiene Licensure at: <http://apps.leg.wa.gov/rcw/default.aspx?cite=18.29&full=true>

**Please be advised:** Other requirements will need to be met to be offered a position and to remain in the program, including a clear Criminal History Background. If you do not meet all deadlines, complete all forms accurately or fail to correctly follow any of the Application Process, your application and/or offer of acceptance will be invalidated.

**For further information, please check our website after August 1<sup>st</sup> at:** <http://web/dept/denthyg/site/>

We highly recommend scheduling an advising appointment with one of our dental hygiene advisors early in your education. **Please contact our Office Coordinator at 253-964-6796 to schedule your advising appointment.**

# BASDH PREREQUISITE EDUCATIONAL TRACKING SHEET

## *Assuming Placement into College Level Courses*

Some of the BASDH prerequisite courses require prerequisites prior to enrollment. College level prerequisite courses are listed on this planning sheet.

TRACKING SHEET		Credits	Quarter	GPA
<b>Fall Quarter (15 credits)</b>				
ENGL &101	English Composition I (required prior to ENGL 103)	5		
CHEM &100	Preparatory Chemistry ( <i>If high school chemistry taken, enroll in CHEM &amp;121</i> )	5		
MATH &146	Introduction to Statistics	5		
<b>Winter Quarter (15 credits)</b>				
ENGL 103 or ENGL&235	Composition-Argumentation & Research or Technical Writing	5		
CHEM &121	Introduction to Inorganic Chemistry, w/ lab	5		
PSYC &100 (Social Science)	General Psychology	5		
<b>Spring Quarter (16 credits)</b>				
CHEM &131	Introduction to Organic and Biochemistry	6		
BIOL &160	Survey of Biology ( <i>If high school biology taken, enroll in BIOL &amp;241</i> )	5		
SOC &201 (Social Science)	Social Problems ( <i>Meets International Studies</i> )	5		
<b>Summer Quarter</b>				
OPTIONAL ATTENDANCE		0-15		
<b>SECOND YEAR</b>				
<b>Fall Quarter (16 credits)</b>				
BIOL &241	Human Anatomy & Physiology 1	6		
NUTR &101	Human Nutrition	5		
CMST 105 (Humanities)	Intercultural Communications	5		
<b>Winter Quarter (11-16 credits)</b>				
BIOL &242	Human Anatomy & Physiology 2	6		
BIOL &260	Microbiology	5		
Humanities	OPTIONAL to fulfill AA-DTA (Need three different disciplines.)	5		
<b>Spring Quarter (10-15 credits)</b>				
PHIL 230 (Humanities)	Contemporary Moral Problems ( <i>Meets Cultural and Gender Diversity</i> )	5		
Social Science	OPTIONAL to fulfill AA-DTA (Need three different disciplines.)	5		
GER	OPTIONAL to fulfill AA-DTA, assuming ENGL &101 completed. Can use CHEM 100 and Biol&160 if taken.	2-12		
<b>Total Required Prerequisites Credits Only</b>		<b>68</b>		
<b>Optional AA-DTA Total Credit Needs</b>		<b>90</b>		
<b>Students may complete the entire prerequisites courses in one year or longer, but all science, math and the English courses must be five years current at application time. Repeats ONLY allowed once!</b>				

## APPENDIX B: Writing Sample

Seat Number \_\_\_\_\_

### Dental Hygiene Writing Exam 2014

Read this excerpt for use in writing your essay.

You will have a total of 60 minutes to read the excerpt and write your essay. Please do not write your name anywhere on these documents. Your work will be evaluated on the following writing criteria: development of communication ideas, organization, use of language, sentence structure and grammar and word usage. Note: there is no right or wrong answer to the questions.

“Communication between health care providers and older adults may be challenging for reasons related to the physiological impact of the normal aging process and conditions that occur with more frequency in older adults. In particular, sensory decline that often accompanies older age can result in a number of communication difficulties. Age related sight impairment...can diminish a person’s capacity to process nonverbal cues that frequently are communicated visually. Hearing loss in later life...also interferes with interaction by necessitating louder and slower speech” (Stein *et al*, 2014).

As Baby Boomers age, your office has experienced a recent increase in the number of older patients. Your team of dental professionals is very interested in improving communication with older patients, but as Rozier *et al* note in a national survey, “...73.3% [of dentists surveyed] reported a lack of education in dental school regarding health communication” (2011).

Your team has been asked to identify potential problems and solutions in communicating with an aging patient population in a dental office setting.

#### Questions:

1. What suggested techniques might you use to address and resolve these communication problems?
2. How will you communicate and behave towards the older patient without being demeaning to them?
3. Use your own experience as a dental patient (or as a health care provider/employee) to help identify the problems and solutions.

## **ADDENDUM: CURRICULUM & EXPERT CURRICULUM REVIEWS**

To: Monica Hospenthal, RDH, BS, MEd  
Director/Professor Dental Hygiene Program  
Pierce College Fort Steilacoom

From: Anne Gwozdek, RDH, BA, MA   
Director, Dental Hygiene Graduate & Degree Completion Programs  
University of Michigan

Re: Review of the Proposed Pierce College Dental Hygiene Program BASDH Curriculum

Date: September 1, 2014

Having the opportunity to review the proposed curriculum for the Pierce College Bachelor of Applied Science in Dental Hygiene Program I find that overall, it has appropriate courses and experiences relevant to the conferral of a baccalaureate degree. In dental hygiene, this includes a focus on skills in professional roles beyond clinical private practice such as public health, education, and research. In addition, a baccalaureate degree should also position a student well to enroll in graduate degree programs. Since the proposed curriculum is in draft format, there were several areas that did not have enough detail to determine if all of these types of preparation were sufficient. I contacted Professor Hospenthal and she readily provided this information.

As the proposed BASDH curriculum development process moves forward, I recommend the following:

- **Pre-Dental Hygiene Courses**
  - Communication skills requirement: Both ENGL 103-Composition-Argumentation & Research & ENGL 235-Technical Writing appear to provide students with foundation writing skills needed to complete more complex research/scientific writing assignments included in the BASDH Program. It will be important that those types of activities are integrated early in the dental hygiene curriculum so that students can skill build throughout the two years they are specifically in dental hygiene.
  - Quan/Sym reasoning skills requirement: Require MATH 146-Introduction to Statistics as it would better position students for reading/understanding scholarly literature and support their involvement in evidence-based community, clinical, education, and research/capstone projects. In addition, many graduate programs require a statistics course be completed at the undergraduate level and/or again at the graduate level. Those who need to take graduate level statistics course often find that institutions

require the completion of an undergraduate statistics course prior to enrolling in the graduate course.

- ***Dental Hygiene Courses***

- DHYG 328-Research Methodologies is well positioned in Spring I of the first year of the Dental Hygiene curriculum. It will allow students to apply these principles (including an understanding of evidence-based decision making) throughout the remainder of the program. It will also be important that students apply these principles and skills through active learning assignments and projects. It is highly encouraged that a number of these include writing-intensive assignments.
  - Professor Hospenenthal indicated to me that there will be such opportunities such as writing literature reviews in Periodontology II, development of community-based programs/lessons, and through the senior seminar capstone course.
- DHY 439-Senior Seminar Capstone: It is highly recommended that this course span more than one quarter. In addition to there being quite a bit of content outlined to include in this course, in order for this to be an effective experience, students should spend one quarter developing the proposal for their project and another quarter implementing, evaluating, and reporting the results.
  - Whether these are individual or small group projects, each (individual or group) should have a faculty advisor assigned to guide them through the process. There still needs to be a course director (and that course director may also be an advisor to students) but the time and individualized attention needed with these projects needs to be divided among a number of faculty members.

- ***Faculty and Professional Development***

- As with embarking on any curricular change, the number of faculty members on staff to meet the needs of a BASDH Program needs to be addressed. And, not only has the number of courses been increased, a number of 'new' courses has been added.
  - Pierce College needs to carefully look at this and assure that the Dental Hygiene Program has an appropriate number of faculty members and also that the faculty have the appropriate expertise to teach in courses such as research methodologies, educational methodologies, and the senior seminar capstone. It may be that additional faculty are needed.
  - Careful thought must also be given to provide all faculty members with professional development opportunities to assist them in being prepared to meet this program's curricular changes. A plan for this should be developed as part of the BASDH Program planning process.

## **Biographical Sketches: JoAnn R. Gurenlian, RDH, PhD & Anne Gwozdek, RDH, BA, MA**

JoAnn R. Gurenlian, RDH, PhD, has a Bachelor's degree in dental hygiene from Fairleigh Dickinson University, a Master's degree in dental hygiene from Columbia University, and a Doctoral degree specializing in educational leadership from the University of Pennsylvania. Dr. Gurenlian has been active in dental hygiene for over 35 years having served as a former chairperson of the Department of Dental Hygiene at Thomas Jefferson University, former President of the ADHA, and current President of the International Federation of Dental Hygienists. She is an entrepreneur offering consulting and continuing education services to health care professionals, and 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. An experienced clinician, educator, administrator, and researcher, she currently serves as Professor and Graduate Dental Hygiene Program Director at Idaho State University. She maintains adjunct faculty status with the Department of Dental Hygiene of Burlington County College and of Montgomery County Community College. Her long list of accomplishments include: author of the Dental Hygiene Diagnosis and Oral Medicine column for *Access*; authors a column "Looking Ahead" for RDH Magazine; coauthored the text *Preventing Medical Emergencies: Use of the Medical History*; published over 160 papers; coauthored the report "Dental Hygiene: Focus on Advancing the Profession, and conducted over 450 presentations. Dr. Gurenlian served as Chair of the Pharmacy, Podiatry, Optometry, and Dental Professionals Workgroup (PPOD) of the National Diabetes Education Program. She is the recipient of numerous awards including the Alfred C. Fones Award, Irene Newman Award, ADHA/Warner Lambert Award for Excellence, and the ADHA Distinguished Service Award. Dr. Gurenlian also served as chair of the Advisory Committee on the Future of Dental Hygiene.

### **Anne Gwozdek, RDH, BA, MA**

**University of Michigan School of Dentistry  
Department of Periodontics and Oral Medicine  
Director, Dental Hygiene Graduate Program  
Director, Dental Hygiene Degree Completion Program  
Clinical Assistant Professor**

A clinician since graduation from the University of Michigan's (U-M) Dental Hygiene Program in 1973, she has taken the term "life-long learning" literally. Anne obtained a Bachelor's degree in Journalism & Public Relations in 1992 from Madonna University and served as editor of the *Bulletin of the Michigan Dental Hygienists' Association* (MDHA), editorial assistant for *Community Dentistry and Oral Epidemiology*, and contributor to other professional books and publications. She began her transition to education in 2001 as a clinical instructor at U-M and completed a Master's degree in Educational Media & Technology from Eastern Michigan University in 2007. Anne is currently director of both the Dental Hygiene Graduate and Degree completion programs and they both offer on-campus and online options. She served as project lead in the development of the Degree Completion E-Learning (online) Program and Online Master of Science in Dental Hygiene Program. In addition, she has served in leadership positions within the American Dental Hygienists' Association and the American Dental Education Association. Her research interests involve education with a focus on learning technologies and program evaluation.



School of Dental Health Science  
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November 7, 2014

Monica Hospenthal, Director  
Dental Hygiene Program  
Pierce College Fort Steilacoom  
9401 Farwest Drive, SW  
Lakewood, WA 98498

Dear Monica-

Thank you for providing me with the opportunity to review the proposal to convert the current ADH dental hygiene program offered by Pierce College into a BASDH dental hygiene program.

I am currently program director for the School of Dental Health Science at Pacific University in Oregon. We offer a BS degree dental hygiene program that began in August 2006 and has graduated seven classes as of this year. Prior to joining Pacific University, I was a full-time dental hygiene faculty member and then program director for a one-year dental assisting program and a two-year dental hygiene program at a community college in Pennsylvania. My educational background includes an AAS, BS and MS degree in dental hygiene, and a second MS degree in organizational management.

I commend you on the fine work that you and your faculty have done in designing this new BASDH program for Pierce College. I have thoroughly reviewed your proposal and I believe that it meets the needs of your students, your patients, your institution and your community.

Dental hygiene education programs are accredited by the Commission on Dental Accreditation (CODA) which operates under the auspices of the American Dental Association. CODA has established Accreditation Standards for Dental Hygiene Education Programs to guide program administrators, faculty and staff in developing and maintaining acceptable quality in educational programs. These standards address outcomes assessment, administration, curriculum and instruction, faculty and staff, financial support, physical facilities and resources.

**The new BASDH program at Pierce College will have the ability to offer students the degree that appropriately recognizes their level of education.** The content that must be included in a dental hygiene program in order to meet CODA standards cannot be completed within in a traditional two-year curriculum. The majority of students who enroll in dental hygiene programs today have already completed one to two years of college-level course work in order to meet the prerequisite requirements for a dental hygiene program. When they complete a community college dental hygiene program, these students receive an associate degree in spite of the fact that most of them have actually completed the equivalent of four years of college. Students who graduate from the new BASDH program at Pierce College will receive a degree that recognizes their level of education.

**The new BASDH program at Pierce College will prepare students for careers in teaching.** CODA standards require that dental hygiene programs be staffed by a core of well-qualified, full-time faculty who possess a baccalaureate or higher degree. Dental hygienists with a baccalaureate degree are in great demand by dental hygiene education programs across the country. Students who graduate from the new BASDH program at Pierce College will have the minimum degree needed to pursue teaching opportunities.

**The new BASDH program at Pierce College will provide students with the opportunity to pursue graduate-level education.** CODA standards require that dental hygiene programs provide maximum opportunity for their students to continue their formal education. Many dental hygienists want to pursue graduate degree education in dental hygiene, education, public health, business administration and other fields of study. In most cases, students who graduate with an associate degree in dental hygiene must complete a bachelor's degree before they can pursue a graduate degree. Many of these students experience difficulty transferring their credits into a bachelor's degree program, and this loss of time and credits becomes a barrier to pursuing graduate education. Students who graduate from the new BASDH program at Pierce College will be able to enroll in master's degree programs without any loss of time or credits.

**Recommendation:** The only recommendation that I have is to award a Bachelor of Science in Dental Hygiene (BSDH) degree for this program. The BSDH is widely recognized in the dental hygiene profession as the bachelor's degree for this field of study. I believe that the new BASDH program at Pierce College has the same breadth and depth of other BSDH programs in the country. It would be unfortunate if graduates of this program were not equally recognized for their level of education.

Please feel free to contact me at 502-352-7252 or [lisajrowley@pacificu.edu](mailto:lisajrowley@pacificu.edu) if you have any questions or need additional information.

Best wishes for your new program!

Sincerely,



Lisa J. Rowley, Program Director  
School of Dental Health Science  
Pacific University

## Proposed BASDH Curriculum

### Addendum Table One: PC BASDH Prerequisites and AA-DTA Tract General Courses

CONTENT AREA: COMMUNICATIONS, 10 quarter credits required for AA-DTA Degree			
Course No.	Course Name and Description	Contact Hrs.	Credits
ENGL &101 <i>(Prerequisite for ENGL 103 or ENGL &amp;235)</i>	<b>English Composition I:</b> Writing and analyzing unified, coherent expository essays that support and develop a thesis, using the modes of development (the rhetorical devices) appropriately in compositions to recognize writing as a process, incorporating secondary sources in essays using the MLA style of documentation. CM, GTE	50	5
ENGL 103 or ENGL &235 <i>(Please note that ENGL &amp;235 does not transfer to EWU for fulfillment of their second level English course.)</i>	<b>English Composition, Argumentation and Research:</b> Pre-Reqs: ENGL& 101 with a grade of 2.0 or better. Writing and analyzing argumentation essays that logically support and develop a claim (thesis) writing a research paper using the MLA or APA style of documentation researching data using the latest research tools available, including electronic data bases and the Internet becoming information competent. CM, GTE <b>Technical Writing:</b> Pre-Reqs: ENGL& 101 with grade of 2.0 or better. Learn the principles of organizing, developing and expressing technical information. Study rhetorical patterns common to scientific and technical disciplines. Also understand technical writing conventions as they apply to students during their academic careers.	50	5
CONTENT AREA: HUMANITIES, 15 quarter credits required from three different disciplines for AA-DTA Degree			
CMST 105 <i>(Meets EWU Cultural and Gender Diversity requirement.)</i>	<b>Intercultural Communications:</b> The examination of the effects of culture upon the process of communication. Using theory and skill development, students are prepared to communicate effectively both within and across cultures. The course gives students the opportunity to analyze their own and others intercultural communication through experiential and interviewing formats. The course emphasis includes the influence of culture on nonverbal communication, language, perception, intercultural relationship development and conflict management. HM, GTE	50	5
PHIL 230	<b>Contemporary Moral Problems:</b> This course introduces students to the most urgent moral problems of our day. It will provide students with an introduction to ethical theories and their application to contemporary moral problems. Topics covered may include: just war, privacy rights capital punishment, animal rights, cloning, environmental issues including sustainability, abortion, and euthanasia. HM, GTE	50	5
Choice Humanities in third discipline for AA-DTA Degree		50	5
CONTENT AREA: QUANTITATIVE SKILLS, 5 quarter credits required for AA-DTA Degree			
MATH &146	<b>Introduction to Statistics:</b> Pre-Reqs: MATH 096 or MATH 098 or equivalent with a grade of at least 2.0 or satisfactory placement test score. Introduction to the analysis of data using descriptive statistics, probability, and inferential statistics. Topics include: data collection methods; measures of center and variation; graphical presentation of data; probability; binomial and normal distributions; confidence intervals; hypothesis tests of one and two parameters, using the normal, Student-t, and chi-square distributions; linear correlation and regression. NS, QS, GTE	50	5

<b>CONTENT AREA: SOCIAL SCIENCES, 15 quarter credits required from three different disciplines, AA-DTA Degree</b>			
PSYC &100	<b>Introduction to Psychology:</b> Scientific study of animal behavior and experience. Both biological and social basics of behavior are covered with emphasis on heredity, neurology, motivation, emotion, perception, cognition, learning, and intelligence. SS, GTE	50	5
SOC &201 <i>(Meets EWU International Studies requirement.)</i>	<b>Social Problems:</b> A critical exploration of social problems using key sociological perspectives and research strategies. Includes43 exploration of cross-cultural and historical dimensions. Also looks into the influence of societies on the creation of social problems as well as the effects of the social problems on these same societies and their social institutions. SS, GER	50	5
Choice Social Science in third discipline for AA-DTA Degree		50	5
<b>CONTENT AREA: NATURAL SCIENCES, 15 quarter credit required for AA-DTA Degree</b>			
CHEM &121	<b>Introduction to Chemistry:</b> An introduction to general chemistry for health professionals or as chemical background for further studies in chemistry. Topics covered include unit conversions, atomic structures, periodic properties, chemical bonds, basic stoichiometry, states of matter, solutions, equilibrium, acid/base chemistry and oxidation/reduction. Lab included. NS w/L, GTE	60	5
CHEM &131	<b>Introduction to Organic and Biochemistry:</b> Continuation of CHEM& 121. The course includes an introduction to organize functional groups and a study of carbohydrates, optical isomerism, lipids, proteins, enzymes, nucleic acids, and metabolism. Lab included. NS w/L, GTE	70	6
BIOL &241	<b>Human Anatomy &amp; Physiology 1:</b> First course of a two quarter study of body structure and related physiology on cellular through system levels. Includes an in-depth study of cells and tissues; integumentary, skeletal, muscular, nervous and sensory systems. Lab includes in-depth study of cell physiology; microscopy; histology; human bone and bone marking identification; basic dissection techniques; cat and human musculature; and nervous and sensory function tests. NS w/L, GTE	80	6
BIOL & 242	<b>Human Anatomy &amp; Physiology 2:</b> Second course of a two quarter study of body structure and related physiology on cellular through system levels. Includes an in-depth study of body organization and physiological processes of cardiovascular, lymphatic (includes immunology), respiratory, digestive (includes metabolism), excretory, reproductive, and endocrine systems. Lab includes cardiovascular system of the cat and human, human hematology, urinalysis, immunology, respiratory, digestive (including chemistry) and reproductive systems. NS w/L, GTE	80	6
BIOL &260	<b>Microbiology:</b> Diversity, structure and physiology of beneficial and harmful microbes. Laboratory practice in identification of microbial species through culturing, staining and biochemical testing. Includes laboratory. NS w/L, GTE	70	5
NUTR &101	<b>Nutrition:</b> Introduction to the role of nutrition in human health with respect to essential nutrients, factors that affect eating habits, food advertising, nutrition and disease and establishing a healthy lifestyle. NS, GTE	50	5
<b>CONTENT AREA: GENERAL ELECTIVES, Required to meet the AA-DTA Degree</b>			
Choice of Transferable General Electives for AA-DTA Degree		120	12
<b>TOTAL, without Choice Humanities, Social Science or General Electives</b>		<b>760</b>	<b>68</b>
<b>TOTAL, with Choice Humanities, Social Science and General Electives</b>		<b>980</b>	<b>90</b>

## Addendum Table Two: Pierce College BASDH Proposed Curriculum & Schedule

### BASDH Key Points

1. Courses renumbered to reflect the upper-division course rigor.
2. Select courses renamed with minor course description revision due to combining content areas for a more balanced curriculum load and **reflecting new BASDH Student Learning Outcomes/Domains and Competencies**, adopted and adapted from the 2011 ADEA Competencies during DH Faculty In-service on September 19, 2014. Please see Addendum Table Three: **BASDH Student Learning Outcomes/Domains and Competencies** (p. 51).
3. Minor revisions to outcomes in select courses reviewed during the dental hygiene team's focused curriculum retreat on October 19, 2014.
4. Focus: Highlight research methodologies, delineate education methodologies, add senior/capstone thesis course and balance credit load.
5. Research and educational methodology integrated throughout curriculum in several courses.
6. Inter and intra-professional education and practice delineated as part of healthcare teams and community practicum courses.
7. The **RED** Font highlights the current, originating courses. The **GREEN** Font indicates suggested Hybrid or Online course. The **BLUE (RTCP)** highlights research, education and capstone portfolio development.

BASDH PROPOSED QUARTERLY SCHEDULE					
		Credits	Lec Hrs.	Lab Hrs.	Pre-clinic/ Clinic Hrs.
TOTAL MINIMUM PREREQUISITE COURSES		68	600	160	0
SUMMER 1					
Course Number	Course Name	Credits	Lec Hrs.	Lab Hrs.	Pre-clinic/ Clinic Hrs.
DHYG 261	HEALTHCARE FOUNDATIONS	4	38	4	0
DHYG 262	DENTAL IMAGING I	3	20	20	0
DHYG 264	BIOLOGICAL STRUCTURES I	3	20	20	0
DHYG 267	RESTORATIVE DENTISTRY & DENTAL MATERIALS I	3.5	20	30	0
SUB-TOTAL		13.5	98	70	0

FALL 1					
DHYG 271	FUNDAMENTALS OF DENTAL HYGIENE THEORY & PRACTICE I	7	20	0	104
DHYG 272	DENTAL IMAGING II	2	10	20	0
DHYG 273	ORAL DISEASE PREVENTION & CARIOLOGY	3	20	20	0
DHYG 275	GENERAL PATHOLOGY	2	20	0	0
DHYG 277	RESTORATIVE DENTISTRY & DENTAL MATERIALS II	3	15	30	0
SUB-TOTAL		17	85	70	104
WINTER 1					
DHYG 311	FUNDAMENTALS OF DENTAL HYGIENE THEORY & PRACTICE II	8	20	0	124
DHYG 314	BIOLOGICAL STRUCTURES II	2	20	0	0
DHYG 315	ORAL PATHOLOGY	2	20	0	0
DHYG 316	PHARMACOLOGY	3	30	0	0
DHYG 317	RESTORATIVE DENTISTRY I	1	0	20	0
DHYG 318	EDUCATION METHODOLOGY: INDIVIDUAL PATIENT CARE	1	10	0	0
SUB-TOTAL		17	100	20	124
SPRING I					
DHYG 321	FUNDAMENTALS OF DENTAL HYGIENE THEORY & PRACTICE III	8	20	0	124
DHYG 325	INTRODUCTION TO PERIODONTOLOGY I	3	30	0	0
DHYG 326	PAIN MANAGEMENT I	3	20	20	0
DHYG 327	RESTORATIVE DENTISTRY II	1	5	10	0
DHYG 328	RESEARCH METHODOLOGIES	2	20	0	0
SUB-TOTAL		17	95	30	124
TOTAL YEAR ONE		64.5	378	190	352

SUMMER 2					
Course Number	Course Name	Credits	Lec Hrs.	Lab Hrs.	Pre-clinic/ Clinic Hrs.
DHYG 401	DENTAL HYGIENE THEORY, PRACTICE & NUTRITION	7.5	15	0	124
DHYG 405	INTRODUCTION TO PERIODONTOLOGY II	2	15	10	0
DHYG 406	PAIN MANAGEMENT II	1	8	4	0
DHYG 407	RESTORATIVE DENTISTRY III	2	10	20	0
DHYG 409	ETHICS & CRITICAL REASONING	2	20	0	0
		14.5	68	34	124
FALL 2					
DHYG 411	ADVANCED DENTAL HYGIENE THEORY, PRACTICE MANAGEMENT & PRACTICE I	8	10	0	144
DHYG 415	ADVANCED PERIODONTOLOGY	2	20	0	0
DHYG 416	PAIN MANAGEMENT III	1	6	9	0
DHYG 417	CLINICAL RESTORATIVE DENTISTRY I	2	0	12	32
DHYG 418	SERVICE LEARNING I: EDUCATION METHODOLOGIES & SPECIAL POPULATIONS	3	30	0	0
		16	66	21	176

WINTER 2					
DHYG 421	ADVANCED DENTAL HYGIENE THEORY, PRACTICE MANAGEMENT & PRACTICE II	9	20	0	144
DHYG 427	CLINICAL RESTORATIVE DENTISTRY II	2	0	8	36
DHYG 428	SERVICE LEARNING II: HEALTHCARE TEAMS PRACTICUM	2	15	10	0
DHYG 441	EXTRAMURAL PRACTICE I	2	0	0	40
		15	35	18	220
SPRING 2					
DHYG 431	ADVANCED DENTAL HYGIENE THEORY, PRACTICE MANAGEMENT & PRACTICE III	8	10	0	144
DHYG 433	COMMUNITY ORAL HEALTH PRACTICUM	1	7	6	0
DHYG 437	CLINICAL RESTORATIVE DENTISTRY III	2	0	4	40
DHYG 439	SENIOR SEMINAR CAPSTONE	2	20	0	0
DHYG 451	EXTRAMURAL PRACTICE II	2	0	0	40
		15	37	10	224
TOTAL YEAR TWO		60.5	206	83	744
TOTAL BASDH COURSES, EXCLUDING PREREQUISITES		125	584	27 3	1096
TOTAL CREDITS WITH PREREQUISITES		193			

BASDH Proposed Curriculum		
Course No.	Course Name and Description	Credits
DHYG 261 FORMERLY DHYG 106, portions of 108, 168, dental roles from 238 and orientation	<b>HEALTHCARE FOUNDATIONS:</b> This course introduces the student to the foundational theory, laws and regulations required of all healthcare employees, but specifically, oral healthcare employees in WA state. It includes management of medical emergencies and infection control for the dental hygiene professional. The student's knowledge of personal, professional and community issues related to HIV disease are outlined as per the core curriculum of the Washington State AIDS Omnibus ACT. This course meets state mandated HIV/AIDS curriculum as outlined in WAC 246-12-270 for dental hygiene licensure. <b>HYBRID COURSE</b>	4
DHYG 262 FORMERLY DHYG 102	<b>DENTAL IMAGING I:</b> An introductory course in dental radiology, the first in a two course series. Includes the history and principles of dental radiology, study of biological effects and patient safety, recommendations for dental radiographic examinations, evaluation and interpretation of dental radiographs, and clinical, digital intra-oral dental radiographic techniques.	3
DHYG 264 FORMERLY DHYG 104	<b>BIOLOGICAL STRUCTURES I:</b> The first of two courses focusing on the biological basis for the practice of dental hygiene, this course provides comprehensive study of the anatomy of the head and neck, and dental anatomy relevant to dental hygiene practice.	3
DHYG 267 FORMERLY DHYG 107, 117 w/o 6, 7, 9	<b>RESTORATIVE DENTISTRY &amp; DENTAL MATERIALS I:</b> Develops foundational knowledge in restorative including properties of dental materials, chairside assisting and fabrication of select therapeutic oral devices.	3.5
DHYG 271 FORMERLY DHYG 109 AND PARTIAL 108	<b>FUNDAMENTALS OF DENTAL HYGIENE THEORY &amp; PRACTICE I:</b> The first in a series of seven linked courses to further develop foundational knowledge and comprehension of dental hygiene theory and facilitate the growth of introductory dental hygiene clinical skills required for the safe and effective practice of dental hygiene in all clinical settings. Collect and analyze quantitative and qualitative data using AAP guidelines.	7
DHYG 272 FORMERLY DHYG 112	<b>DENTAL IMAGING II:</b> Second in a two course series focused on continued development of dental imaging techniques. Includes dental extra-oral and intra-oral photography, intra-oral video imaging, advanced radiographic interpretation and evaluation to assist in treatment planning, techniques for special populations, oral cancer screening techniques and dental imaging film exposing, processing, and mounting techniques.	2
DHYG 273 FORMERLY DHYG 103 and 113	<b>ORAL DISEASE PREVENTION &amp; CARIOLOGY:</b> Introduction to the basic principles of dental disease prevention. The relationship between cariology and preventive oral health concepts (plaque biofilm, auxiliary measures, sealants, fluorides, patient self-care practices) are investigated. An integrated component is scientific inquiry of quantitative and qualitative data using AAP guidelines.	3
DHYG 275 FORMERLY DHYG 115	<b>GENERAL PATHOLOGY:</b> An introduction to the mechanisms of diseases, including basic genetics, and the recognition of characteristics of diseases encountered in the practice of dental hygiene.	2
DHYG 277 FORMERLY DHYG 117 plus 127	<b>RESTORATIVE DENTISTRY &amp; DENTAL MATERIALS II:</b> Develops foundational knowledge and skills in restorative dentistry for the expanded functions dental hygienist. Introduces the placement and finishing of dental amalgam restorations and composite restorations on the adult dentition.	3
DHYG 311 FORMERLY DHYG 119 AND 118 PARTIALLY RTCP	<b>FUNDAMENTALS OF DENTAL HYGIENE THEORY &amp; PRACTICE II:</b> The second in a series of seven linked courses to further develop foundational knowledge and comprehension of dental hygiene theory and facilitate the growth of introductory dental hygiene clinical skills required for the safe and effective practice of dental hygiene in all clinical settings. Collect and analyze quantitative and qualitative data using AAP guidelines.	8
DHYG 314 FORMERLY DHYG 114	<b>BIOLOGICAL STRUCTURES II:</b> The second of two courses focusing on the biological basis for the practice of dental hygiene, this course provides comprehensive study of human embryology, histology of the tissues and structures of the head and neck, and human dentitions relevant to dental hygiene practice.	2

DHYG 315 FORMERLY DHYG 125	<b>ORAL PATHOLOGY:</b> An introduction to the pathologic processes (including genetics), the recognition of oral diseases and oral manifestations of commonly encountered systemic diseases, and their considerations to the practice of dental hygiene.	2
DHYG 316 FORMERLY DHYG 122	<b>PHARMACOLOGY FOR DENTAL HYGIENISTS:</b> The general pharmacology and therapeutic action of drugs used and encountered in dental and dental hygiene practice.	3
DHYG 317 FORMERLY DHYG 167	<b>RESTORATIVE DENTISTRY I:</b> Facilitates the growth of developing skills from DHYG 267 and DHYG 277 in the placement, carving and polishing of dental amalgam restorations on the adult dentition, and the placement, finishing and polishing of composite restorations on the adult dentition in a lab setting	2
DHYG 318 FORMERLY DHYG 123 RTCP	<b>EDUCATION METHODOLOGY, PATIENT CENTERED CARE:</b> Emphasis on effective communication with patients as well as co-workers. Students will be given the opportunity to develop their own style of presenting patient education while learning motivation techniques.	1
DHYG 321 FORMERLY DHYG 129 AND 128 PARTIALLY RTCP	<b>FUNDAMENTALS OF DENTAL HYGIENE THEORY &amp; PRACTICE III:</b> The third in a series of seven linked courses to further develop foundational knowledge and comprehension of dental hygiene theory and facilitate the growth of introductory dental hygiene clinical skills required for the safe and effective practice of dental hygiene in all clinical settings. Collect and analyze quantitative and qualitative data using AAP guidelines.	8
DHYG 325 FORMERLY DHYG 121 RTCP	<b>INTRODUCTION TO PERIODONTOLOGY I:</b> First in a series of three courses, DHYG 325, 405 and 415 introducing the dental hygienist to the basic science and introductory components for assessing and evaluating the periodontal health of individuals. Content includes an introduction to non-surgical periodontal therapy, root morphology, and periodontal instrumentation. Analyze quantitative and qualitative data using AAP guidelines.	3
DHYG 326 FORMERLY DHYG 166	<b>PAIN MANAGEMENT I:</b> This course provides the fundamentals of dental local anesthesia delivery. Students will be introduced to the physiology and pharmacology of dental local anesthesia, elements of pre-anesthesia patient assessment, and devices and injection techniques commonly used in dentistry. Students will practice common injection techniques and experience the effects of a variety of local drugs in lab situations.	3
DHYG 327 FORMERLY DHYG 207 RTCP	<b>RESTORATIVE DENTISTRY II:</b> Development of advanced techniques in the placement, carving and polishing of dental amalgam restorations on the adult dentition and introductory techniques for the primary dentition, the placement, finishing and polishing of composite restorations on the adult dentition, and dental restorative theories related to advanced techniques and procedures of modern dental materials, endodontics, and pedodontic dentistry.	1
DHYG 328 FOMERLY DHYG 243, NEW CONTENT RTCP	<b>RESEARCH METHODOLOGIES:</b> An introduction to the basic principles of oral health research design. The course includes public health theory and practice, determinants and indicators of health disparities, epidemiology, biostatistics, prevention and management of oral diseases. Collect and analyze quantitative and qualitative data using AAP guidelines.	2
DHYG 401 FORMERLY DHYG 169	<b>DENTAL HYGIENE THEORY AND PRACTICE:</b> The fourth in a series of seven linked courses focused on advanced development of knowledge and dental hygiene clinical skills learned in DHYG 301, 311, 321, 401, and 411, and required for the safe and effective practice of dental hygiene in a supervised clinical setting.	6.5
DHYG 403 FORMERLY DHYG 232 RTCP	<b>NUTRITION FOR DENTAL HYGIENISTS:</b> Scientific effects of food in the human organism plus the role of nutrients in preventive dentistry, nutritional education and counseling for dental hygienists. Analyze quantitative and qualitative data using AAP guidelines.	1

DHYG 405 FORMERLY DHYG 161 RTCP	<b>INTRODUCTION TO PERIODONTOLOGY II:</b> Second in a series of three periodontology courses, DHYG 325, 405 and 415, providing the dental hygienist information on recognition and therapy of periodontal diseases. Content includes non-surgical periodontal therapy and the associated complications and variations to treatment. Analyze quantitative and qualitative data using AAP guidelines.	2
DHYG 406 FORMERLY DHYG 236	<b>PAIN MANAGEMENT II:</b> This course provides a comprehensive study of the proper diagnosis and use of nitrous oxide sedation for the dental office.	1
DHYG 407 FORMERLY DHYG PARTIAL 207 and 217 RTCP	<b>RESTORATIVE DENTISTRY III:</b> Continued development of advanced techniques in the placement, carving and polishing of dental amalgam restorations and composite restorations on the adult dentition. Introduction of dental restorative theories related to advanced techniques and procedures of modern dental materials and endodontics.	2
DHYG 409 FORMERLY DHYG238 RTCP	<b>ETHICS &amp; CRITICAL REASONING:</b> An integrative, critical reasoning and self-reflective course which focuses on the ethical and legal issues facing the dental hygienist of today and in the future. <b>HYBRID COURSE</b>	2
DHYG 411 FORMERLY DHYG239 & 238 PARTIAL RTCP	<b>ADVANCED DENTAL HYGIENE THEORY, PRACTICE MANAGEMENT &amp; PRACTICE I:</b> The fifth in a series of seven linked courses focused on advanced development of knowledge and dental hygiene clinical skills learned in DHYG 301, 311, 321, 401, and 411, and required for the safe and effective practice of dental hygiene in a supervised clinical setting. Collect and analyze quantitative and qualitative data using AAP guidelines.	8
DHYG 418 FORMERLY DHYG233, 243 RTCP	<b>SERVICE LEARNING I, EDUCATION METHODOLOGIES &amp; SPECIAL POPULATIONS:</b> An exploration of educational methodologies including a special focus regarding the physical, intellectual, and health status changes in the aging process. Further addresses dental management issues of special needs patients in dental-related settings. Aging strategies and disease prevention theories are employed to develop oral health curriculum for any patient and/or caregivers in institutional, assisted-living, and family-centered settings. Further develops the dental hygienist as an integral member of the global healthcare team.	3
DHYG 415 FORMERLY DHYG231 RTCP	<b>ADVANCED PERIODONTOLOGY:</b> A continuation of DHYG 325 and 405 focused on advanced, scientific methods and technology used in dental hygiene examination, diagnosis, and treatment of patients with periodontal diseases. Analyze quantitative and qualitative data using AAP guidelines.	2
DHYG 416 FORMERLY DHYG266	<b>PAIN MANAGEMENT III:</b> This course builds on the foundations of PAIN MANAGEMENT I (DHYG 326). Students will be introduced to supplemental and alternative injection techniques, computerized and specialized injection devices, and new drugs and other technologies for use in dentistry. Students will practice new injection techniques and experience a variety of specialty dental injection devices in lab situations.	1
DHYG 417 FORMERLY DHYG237	<b>CLINICAL RESTORATIVE DENTISTRY I:</b> First in a series of three courses providing a culmination of the information and skills learned in didactic, lab and clinic settings from DHYG 207, 307, 317, 327 and 407, and transferred to beginning clinical restorative skills on patients in the placement, carving and polishing of amalgam restorations and the placement and finishing of composite restorations.	2
DHYG 421 FORMERLY DHYG 249 & 248 PARTIAL RTCP	<b>ADVANCED DENTAL HYGIENE THEORY, PRACTICE MANAGEMENT &amp; PRACTICE II:</b> The sixth in a series of seven linked courses focused on advanced development of knowledge and dental hygiene clinical skills learned in DHYG 301, 311, 321, 401, and 411, and required for the safe and effective practice of dental hygiene in a supervised clinical setting. Collect and analyze quantitative and qualitative data using AAP guidelines.	9

DHYG 427 FORMERLY DHYG 247	<b>CLINICAL RESTORATIVE DENTISTRY II:</b> Second in a series of three courses providing a culmination of the information and skills learned in didactic, pre-clinic and clinic settings from DHYG 207, 307, 317, 327, 407, 417, and transferred to developing clinical restorative skills on patients in the placement, carving and polishing of amalgam restorations and the placement and finishing of composite restorations.	2
DHYG 428 FORMERLY DHYG 243, PARTIAL DHYG 227 RTCP	<b>SERVICE LEARNING II, HEALTHCARE TEAMS PRACTICUM:</b> An integration of instructional and research application. Entails exploring the role of the dental hygienist in public health agenda, community outreach services, advocacy, and business management as an integral member, leader, and agent of change in the interdisciplinary healthcare team. Collect and analyze quantitative and qualitative data using AAP guidelines.	2
DHYG 441 FORMERLY DHYG 246 RTCP	<b>EXTRAMURAL PRACTICE I:</b> Externships in community dental facilities in Pierce and King Counties that include specialty practice providers and mobile clinics, for clients who may be medically compromised, low income, economically depressed, and high risk.	2
DHYG 431 FORMERLY DHYG 259 & 258 PARTIAL RTCP	<b>ADVANCED DENTAL HYGIENE THEORY, PRACTICE MANAGEMENT &amp; PRACTICE III:</b> The final in a series of seven linked courses focused on advanced development of theory, knowledge and dental hygiene clinical skills learned in DHYG 301, 311, 321, 401, 411, 421, and required for the safe and effective practice of dental hygiene in a supervised clinical setting. Collect and analyze quantitative and qualitative data using AAP guidelines.	8
DHYG 433 FORMERLY DHYG 253 RTCP	<b>COMMUNITY ORAL HEALTH PRACTICUM:</b> A course Incorporating dental public health agenda and the development and implementation of community-based targeted outreach services. Collect and analyze quantitative and qualitative data using AAP guidelines.	1
DHYG 437 FORMERLY DHYG 257 RTCP	<b>CLINICAL RESTORATIVE DENTISTRY II:</b> Third in a series of three courses providing a culmination of the information and skills learned in didactic, pre-clinic and clinic settings from DHYG 207, 307, 317, 327, 407, 417, 427, and transferred to developing clinical restorative skills on patients in the placement, carving and polishing of amalgam restorations and the placement and finishing of composite restorations.	2
DHYG 439 FORMERLY PARTIAL OF DHYG 227, 258, NEW CONTENT RTCP	<b>SENIOR SEMINAR CAPSTONE:</b> Develop career strategies and leadership to build interdisciplinary teams that expand the vision of oral health professionals in the future, and culminating in a capstone thesis as part of an exit ePortfolio.	2
DHYG 451 FORMERLY DHYG 256 RTCP	<b>EXTRAMURAL PRACTICE II:</b> Externships in community dental facilities in Pierce and King Counties that include specialty practice providers and mobile clinics, for clients who may be medically compromised, low income, economically depressed, and high risk.	2

Addendum Table Three: BASDH Student Learning Outcomes/Domains and Competencies

<b>DH CURRICULUM: Six Student Outcomes/Domains</b> Created September 2014 (Created from ADEA 2011 Competencies for Dental Hygiene Education and ADHA Proposed Domains for Dental Hygiene Education. Anticipated adoption 2015.)	
<b>1. FOUNDATION KNOWLEDGE</b>	
Includes integration of basic (including genetics and pharmacogenetics), behavioral and clinical science knowledge that can be applied to patient care and functioning in all six roles of a dental hygienist.	
PC3	Recognize the relationships among systemic disease, medications, and oral health that impact overall patient care and treatment outcomes.
PC4	Identify patients at risk for a medical emergency, and manage the patient care in a manner that prevents an emergency.
C14	Manage medical emergencies by using professional judgment, providing life support, and utilizing required CPR and any specialized training or knowledge.
<b>2. CUSTOMIZED PATIENT-CENTERED CARE</b>	
Includes skills in patient assessment, dental hygiene diagnosis and dental hygiene therapies and counseling to foster oral and systemic health. Includes the dental hygiene process of care.	
	<b><i>Assessment (Sub Category PC)</i></b>
PC1	Systematically collect, analyze, and record diagnostic data on the general, oral, and psychosocial health status of a variety of patients using methods consistent with medicolegal principles.
PC2	Recognize predisposing and etiologic risk factors that require intervention to prevent disease.
	<b><i>Dental Hygiene Diagnosis (Sub Category PC)</i></b>
PC5	Use patient assessment data, diagnostic technologies, and critical decision making skills to determine a dental hygiene diagnosis, a component of the dental diagnosis, to reach conclusions about the patient’s dental hygiene care needs.
	<b><i>Planning (Sub Category PC)</i></b>
PC6	Utilize reflective judgment in developing a comprehensive patient dental hygiene care plan.
PC9	Obtain the patient’s informed consent based on a thorough case presentation.
	<b><i>Implementation (Sub Category PC)</i></b>
PC10	Provide specialized treatment that includes educational, preventive, and therapeutic services designed to achieve and maintain oral health. Partner with the patient in achieving oral health goals.

	<b><i>Evaluation (Sub Category PC)</i></b>
PC11	Evaluate the effectiveness of the provided services, and modify care plans as needed.
HP2	Respect the goals, values, beliefs, and preferences of all patients.
HP3	Refer patients who may have physiological, psychological, or social problems for comprehensive evaluation.
C9	Apply quality assurance mechanisms to ensure continuous commitment to accepted standards of care.
C12	Initiate a collaborative approach with all patients when developing individualized care plans that are specialized, comprehensive, culturally sensitive, and acceptable to all parties involved in care planning.
	<b><i>Restorative/Expanded Functions (Sub Category PC)</i></b>
PC-R1	Apply principles of anatomy, instrumentation, and restorative dentistry to achieve a quality outcome for restorative procedures performed by the dental hygienist.
PC-R2	Apply principles of anatomy, and occlusion to determine clinically acceptable restorative procedures performed by the dental hygienist.
<b>3. HEALTH CARE SYSTEMS</b>	
<b>Works within the oral care system and with the broader health care system to promote and foster optimal health. Includes leadership, advocacy, research and business management skills as well as skills of a change agent to integrate oral health into health systems.</b>	
	<b><i>Planning (Sub Category PC)</i></b>
PC7	Collaborate with the patient and other health professionals as indicated to formulate a comprehensive dental hygiene care plan that is patient-centered and based on the best scientific evidence and professional judgment.
HP1	Promote positive values of overall health and wellness to the public and organizations within and outside the profession.
HP2	Respect the goals, values, beliefs, and preferences of all patients.
HP6	Utilize methods that ensure the health and safety of the patient and the oral health professional in the delivery of care.
CM1	Assess the oral health needs and services of the community to determine action plans and availability of resources to meet the health care needs.
CM2	Provide screening, referral, and educational services that allow patients to access the resources of the health care system.
CM3	Provide community oral health services in a variety of settings.
CM5	Evaluate reimbursement mechanisms and their impact on the patient's access to oral health care.
CM6	Evaluate the outcomes of community-based programs, and plan for future activities.

CM7	Advocate for effective oral health care for underserved populations.
PGD2	Develop practice management and marketing strategies to be used in the delivery of oral health care.
C2	Adhere to state and federal laws, recommendations, and regulations in the provision of oral health care.
<b>4. COMMUNICATION AND COLLABORATION</b>	
<b>Communication skills with patients, peers, and other health care professionals and health care teams to foster health and health behavior. In addition to oral communication, the dental hygienist must possess a high level of written communication skill and the ability to effectively communicate with technologies. Includes intraprofessional and interprofessional communication and collaboration skills.</b>	
	<i>Planning (Sub Category PC)</i>
PC8	Make referrals to professional colleagues and other health care professionals as indicated in the patient care plan.
HP6	Utilize methods that ensure the health and safety of the patient and the oral health professional in the delivery of care.
CM4	Facilitate patient access to oral health services by influencing individuals or organizations for the provision of oral health care.
CM7	Advocate for effective oral health care for underserved populations.
C4	Use evidence-based decision making to evaluate emerging technology and treatment modalities to integrate into patient dental hygiene care plans to achieve high-quality, cost-effective care.
C8	Promote the values of the dental hygiene profession through service-based activities, positive community affiliations, and active involvement in local organizations.
C10	Communicate effectively with diverse individuals and groups, serving all persons without discrimination by acknowledging and appreciating diversity.
C11	Record accurate, consistent, and complete documentation of oral health services provided.
C13	Initiate consultations and collaborations with all relevant health care providers to facilitate optimal treatments.
<b>5. PROFESSIONALISM</b>	
<b>Inculcates the values and ethics needed to function as a leader in oral health care and oral health promotion.</b>	
PGD1	Pursue career opportunities within health care, industry, education, research, and other roles as they evolve for the dental hygienist.
PGD3	Access professional and social networks to pursue professional goals.
C1	Apply a professional code of ethics in all endeavors.
<b>6. CRITICAL THINKING AND RESEARCH</b>	

<b>Use of knowledge of research methods, critical evaluation of the research, and evidence based skills in carrying out the roles of the dental hygienists in the clinic, community and health systems.</b>	
	<i>Evaluation (Sub Category PC)</i>
PC12	Determine the outcomes of dental hygiene interventions using indices, instruments, examination techniques, and patient self-reports as specified in patient goals.
PC13	Compare actual outcomes to expected outcomes, reevaluating goals, diagnoses, and services when expected outcomes are not achieved.
C3	Use critical thinking skills and comprehensive problem-solving to identify oral health care strategies that promote patient health and wellness.
C5	Assume responsibility for professional actions and care based on accepted scientific theories, research, and the accepted standard of care.
C6	Continuously perform self-assessment for lifelong learning and professional growth.
C7	Integrate accepted scientific theories and research into educational, preventive, and therapeutic oral health services.