



STATE BOARD FOR COMMUNITY AND  
TECHNICAL COLLEGES

MAY 2022

PROGRAM PROPOSAL  
Bachelor of Applied Science in  
Dental Hygiene

SHORELINE COMMUNITY COLLEGE

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# Cover Page — Program Proposal

## Program Information

Institution Name: Shoreline Community College

Degree Name: Bachelor of Applied Science in Dental Hygiene

CIP Code: 51.0602

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

Degree: Associate in Applied Arts and Sciences in Dental Hygiene

CIP Code: 51.0602

Year Began: Sept. 1970

Proposed Start Implementation Date: Fall 2024

Projected Enrollment (FTE) in Year One: 20

Projected Enrollment (FTE) by Year Five: 25

Funding Source: State FTE 7

## Mode of Delivery

Single Campus Delivery: University of Washington Dental School

Off-site: Clinical rotations in Community Health Settings

Distance Learning: Some course content will be presented through campus learning system (Canvas)

# Program Proposal

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## Chief Academic Officer signature

The Program Proposal must be signed. To sign, double click on the signature line below.

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Chief Academic Officer

# Introduction

Shoreline Community College proposes to award a Bachelor of Applied Science in Dental Hygiene (BASDH) degree with plans to enroll students at the junior/senior level in the Fall of 2024. Awarding the BASDH addresses the long-standing issue of aligning the 4-year credit course load with a 4-year degree. Currently students graduate with an Associate Applied Arts and Sciences in Dental Hygiene (AAAS DH) after four or more years of study at a minimum of 187 credits. Specifically, the BASDH will re-number all the dental hygiene courses offering 19 credits at the 100-200 level in the first year and the rest of the courses at the 300 level and 400 level. A course in research and enhanced credit hours that include educational methodology and interdisciplinary healthcare have been included. The 70 general education credits will still be taken at the 100 and 200 levels. Graduates of the BASDH program will complete a total of approximately 192 credits, an increase of only 5 credits, and will earn a BASDH instead of the current AAAS DH. The proposed curriculum is approximately the same number of credits as other BASDH programs in the same area of the state.

Table 1: Washington State Dental Hygiene Programs' Credit Count: March 2022

Institution	Quarter/ Semester	Prerequisite Course Credits	Dental Hygiene Program Course Credits	Total Program Course Credits
Clark College	Quarter	89	119	207-208
Columbia Basin College	Quarter	70	103	173
Eastern Washington University	Semester	95	75	170
Lake Washington Institute of Technology	Quarter	67	128	195
Pierce College	Quarter	71	120	191
Seattle Central College	Quarter	65	130	195
Shoreline Community College	Quarter	70	122	192*
Yakima Valley Community College	Quarter	70	119	189

\* BASDH proposal 5 credits more than the current AAAS curriculum

Shoreline Community College and the University of Washington School of Dentistry (UWSOD) have entered into a mutual agreement that has transitioned the Shoreline Dental Hygiene Program to UWSOD facilities. This project, also known as the “Joint Program”, defines the responsibilities of each institution. No organizational changes will be required of Shoreline Community College to accommodate this partnership. Shoreline Community College supports the Program’s curriculum, faculty, staff, and students and awards the degree in Dental Hygiene. The UWSOD provides clinical and laboratory facilities, arranges for necessary classrooms and supports faculty and students while on the UWSOD campus. This partnership is unique in the nation’s dental educational system. It will provide students enrolled in the BASDH program opportunities that would not have been possible while housed at the Shoreline campus.

The physical transition to UWSOD successfully occurred during 2020-21. The “Joint Program” allows dental hygiene students to work with fourth year dental students, performing a complete range of expanded functions, as allowed by the Washington State Dental Practice, Revised Code of Washington (RCW) Chapter 18.29 and Washington Administrative Code (WAC) 246-815. This is commonly referred to as “four-handed dentistry” and expands the clinical experiences of the dental students while allowing dental hygiene students to practice at the top of their future licenses.

Another benefit of the “Joint Program” is that UWSOD has specialty programs and specially designed facilities for pediatric dentistry, care for persons with disabilities, oral medicine, and outreach to rural and underserved areas. Dental hygiene students will have the opportunity to complete rotations in all of these areas, regardless of the degree. Those who are motivated to practice with special patient populations will have an opportunity to gain experience in these areas. Shoreline Community College Dental Hygiene Program is now prepared to transition the already rigorous professional curriculum to the next level as a BASDH degree program.

Dr Gary Chiodo, Dean of the University of Washington School of Dentistry has reviewed the curriculum proposal and commented: “Now that the programmatic transition is complete and thoroughly successful, the timing for implementing the BAS degree is appropriate. The current collaborative arrangement between SCC and UWSOD is proving to have many advantages for both dental hygiene and dental students. One substantial advantage is that our students have multiple opportunities to learn and work together in a fashion that represents how dentists and dental hygienists work together in practice.” He further states: “Also, as graduates of the BAS dental hygiene program, SCC students who are interested in careers in education, research, or public policy, will be very well prepared to apply to UWSOD graduate programs in oral biology or the Master’s degree program in dental hygiene. “A final reason that the BAS degree represents ideal timing is that this will help to attract more applicants to a career in dental hygiene at a time that we have serious shortages of dental hygienists at the state and national levels. We need more highly qualified dental hygienists who will pursue this opportunity and remain in the workforce for their careers. I provide my unequivocal endorsement for the SCC BAS dental hygiene program.”

[Appendix A: Dr. Gary Chiodo, Dean, University of Washington School of Dentistry, 3/24/22](#)

The transformation of the curriculum to baccalaureate level helps to meet the professional standards of both the didactic and clinical components of the curriculum as established by the program's professional accrediting agency, the Commission on Dental Education (CODA). It also meets the professions' expectations for the education of future dental hygienists. Typically, graduates from dental hygiene programs have been thought of as clinicians practicing in private dental offices or in a public health setting. Over the past decade this has changed dramatically as many different work opportunities have evolved. In 2016 The American Dental Hygienists' Association (ADHA) revised its definitions of the roles of dental hygiene graduates and includes a much broader scope of practice than previously identified. Currently the seven (7) professional roles include: Clinician, Corporate, Public Health, Researcher, Educator, Administrator and Entrepreneur. ADHA describes the major responsibilities and potential venues of practice for dental hygienists practicing in each of the given roles.

[Appendix B: ADHA Professional Roles of the Dental Hygienist](#)

In 2021 the American Dental Education Association (ADEA) in partnership with ADHA, developed a document that outlines Graduate Dental Hygiene Program Aims and Outcomes

[https://www.adha.org/resources-docs/Graduate Dental Hygiene Program Aims and Outcomes March 2021.pdf](https://www.adha.org/resources-docs/Graduate_Dental_Hygiene_Program_Aims_and_Outcomes_March_2021.pdf)). Using this document, to identify expectations for Master’s level programs, Shoreline dental hygiene faculty were able to enhance the current curriculum to prepare students to meet the entry expectations of graduate programs. This included adding a 3 credit course titled “Principles of Research in Health-Related Systems” and enhancing the research activities already included in several courses. In

addition, the focus on educational methodology and interdisciplinary healthcare in existing courses was enhanced.

The proposed BASDH degree is expected to better position graduates who are interested in careers in academics, research, public health, policy, business and more. Because the University of Washington School of Dentistry offers Master's (MS) and doctoral (PhD) programs, dental hygiene graduates who have a BASDH degree and who are interested in advanced degrees, would have an opportunity to apply to these programs without first having to complete a Bachelor's degree at another institution. The UWSOD offers a Master's degree in Oral Health Sciences for dental hygienists. The Dean of the UWSOD has stated that they would review the proposed BASDH curriculum to determine if an accelerated admission process to UWSOD's Master's degree program might be made available to Shoreline dental hygiene graduates.

In addition to UWSOD's offerings of Master's degree programs for dental hygienists, both Eastern Washington University and Idaho State University in Boise ID offer on-line Master's of Science in Dental Hygiene Programs.

Implementation of a BASDH Program would meet the vision and mission of Shoreline Community College. The mission and vision were developed through an iterative process which engaged community members, faculty, staff, administration and the Board of Trustees. The Shoreline Community College Board of Trustees approves the vision and mission statements. Collectively, these are incorporated into the Board's Governance Manual.

## Dental Hygiene Program: Student Handbook [pg. 6-7 & 47-48]

**Vision:** The Dental Hygiene Program at Shoreline Community College will promote excellence in education for the dental hygiene profession through promotion of oral health and service to diverse communities, utilizing the latest research, techniques and technology.

**Mission:** Shoreline Community College Dental Hygiene Program is dedicated to student success and learning by providing diverse educational opportunities, excellence in teaching and encouragement of lifelong learning and professional development. Our primary purpose is to provide the highest quality of education while recognizing and respecting the dignity of each individual. Students, while having the responsibility for their own learning are provided a physical and emotional atmosphere conducive to learning. Mutual respect between faculty, staff and students will be demonstrated in all endeavors. The Dental Hygiene faculty encourages students to attain their professional goals while realizing their individual potential as learners and beginning professionals.

**Philosophy:** It is the philosophy of the Dental Hygiene Program at Shoreline Community College to foster the acquisition of Dental Hygiene skills in a safe learning environment that supports communication, collaboration, and critical thinking, and to promote culturally sensitive, ethical, and compassionate care in the dental workplace. The Shoreline Community College Dental Hygiene Program believes the function of the Dental Hygienist is to provide safe and effective Dental Hygiene care to help people retain and improve their oral health for greater quality of life.



# Dental Hygiene Goals and Objectives

## GOAL #1: EDUCATION

Comprehensively prepare students, through appropriate academic and clinical education, to be qualified dental hygienists.

- 1.1 Recruit students of the highest quality who can reasonably be predicted to successfully complete the educational programs of the College within specified time frames.
- 1.2 Provide appropriate didactic and clinical instruction through an interactive, competency-based curriculum that is reviewed regularly and modified as necessary to address the dynamics of a constantly changing profession.
- 1.3 Provide didactic and clinical instruction in a positive learning environment that leads to social and ethical development along with technical competency and practice management skills.
- 1.4 Participate and encourage membership in dental hygiene professional organizations.
- 1.5 Create opportunities for life-long learning.
- 1.6 Develop a curriculum that incorporates critical thinking skills and is evidence-based where possible.
- 1.7 Integrate biomedical and clinical sciences throughout the curriculum.
- 1.8 Provide preparation to successfully complete all licensing exams required to practice in Washington State and obtain an entry-level position as a dental hygienist.

## GOAL #2: PATIENT CARE

Provide appropriately supervised dental hygiene treatment of the highest quality.

- 2.1 Provide comprehensive patient-centered care throughout the clinical education programs as an integral component of the College's teaching and service missions.
- 2.2 Develop and implement a quality-of-care program based on measurable criteria that facilitate reliable and valid assessment.
- 2.3 Teach the necessity of professional ethics and responsibility in the delivery of patient care.
- 2.4 Teach the necessity of an awareness of diverse cultural or lifestyle differences, viewpoints and behaviors presented by patients and an understanding of geriatric and special needs populations.

## GOAL #3: RESEARCH and SCHOLARLY ACTIVITY

Create a positive and rewarding academic environment that facilitates research and scholarly activity by both students and faculty.

- 3.1 Provide opportunities for the discovery and dissemination of new knowledge in oral health science and dental hygiene education through research programs involving faculty and students.
- 3.2 Provide faculty with sufficient time and resources to engage in productive research and other scholarly activities.
- 3.3 Create a culture in which achievements in research and scholarly activity by both faculty and students are recognized and rewarded.

## GOAL #4: COMMUNITY SERVICE

Foster opportunities for involvement in service activities that are consistent with the dental hygienist's responsibility to promote oral health care as an integral component of the overall health and welfare of the community.

- 4.1 Identify new and strengthen existing relationships between the College's academic programs and the public.
- 4.2 Encourage student and faculty participation in and support of professional service organizations that promote the service mission of the College and the dental profession.

## GOAL #5: FACULTY

Provide students with highly qualified faculty and provide faculty with an environment that facilitates personal and professional growth.

- 5.1 Recruit and retain highly qualified faculty with the requisite education, knowledge, clinical skills, and motivation to facilitate student advancement of the College's didactic and clinical goals.
- 5.2 Incorporate ongoing curriculum development, review and revision.
- 5.3 Provide a total compensation package and an environment that are competitive with peer institutions.
- 5.4 Provide opportunities for faculty development.

## GOAL #6: FACILITIES

Provide a state-of-the-art educational environment.

- 6.1 Incorporate relevant innovations in information technology and management as an integral facet of the College's goals in the areas of teaching, patient care, research, and service.
- 6.2 Expose students to advanced dental technology and equipment to best prepare them for practice.
- 6.3 Initiate an ongoing program for facility maintenance and improvement. *[End of Excerpt]*

These concepts will continue to be integrated into the design of the new BASDH Degree curriculum.

Another factor contributing to the development of the proposed BASDH degree is the fact that the Dental Hygiene Program has just completed a seven-year analysis of its program to meet CODA requirements. One of the outcomes of this "Self-Study" was the recognition of the Program's strengths and ability to produce highly qualified students who were very successful in passing national and state boards. It also opened discussions about the need to expand its curriculum to prepare graduates for careers outside of traditional clinical practice. A Shoreline Community College BASDH graduate would not be limited to clinical practice but would be prepared to fulfil many of the professional roles described above. Providing a BASDH aligns with evolving industry standards and unlocks new career opportunities for the College's graduates, thus supporting Shoreline Community College's mission and vision.

The Dental Hygiene Program Advisory Committee and Shoreline Community College Board of Trustees have both approved the development of the Bachelor of Applied Sciences in Dental Hygiene.

[Appendix C: Minutes of Dental Hygiene Advisory Committee and Shoreline Community College Board of Trustees.](#)

# Criteria 1

## Curriculum demonstrates baccalaureate level rigor:

The proposed BASDH degree is designed to include requirements for higher levels of learning in both didactic and clinical competencies. It requires enhanced demonstration of critical thinking, ability to engage in research and self-evaluation. It expands students experience in the areas of multicultural learning, interprofessional healthcare and the expanded roles of the profession.

The BASDH curriculum is designed to meet CODA requirement in Standard 2-1 which is: “The curriculum must include at least two academic years of full-time instruction or its equivalent at the postsecondary college-level. The scope and depth of the curriculum must reflect the objectives and philosophy of higher education and facilitate opportunities for students to continue their formal education through transfer of course work.”

Assessment of program outcomes includes analysis of a combination of factors including the following: program completion rates, analysis of attrition, employment rates, graduates’ scores on national boards and licensing examinations; survey of graduates and employers. The program reports on many of these issues annually to CODA and is site-visited every seven years to confirm that the educational status of the program is appropriate.

The Program recognized the need to enhance some of its Master Course Outlines (MCO’s) to more clearly reflect the higher levels of learning currently required. Many existing courses were enhanced with requirements for research, use of educational methodology and interprofessional healthcare.

Students are encouraged to use library resources such as Medline, Cinahl, EBSCO, eBooks, Academic Search and others to help ensure that they are considering the broad range of existing research already available about topics of interest and special projects they are designing. Students may also request inter-library loan of resources not available at the Shoreline Community College library.

A new course called “Community Dental Health Project - Capstone” Is an advanced study in community dental health with interprofessional allies in community projects. These are arranged on an individual basis with the instructor. A personal portfolio and oral presentation are required. The course builds on the pre-requisite knowledge gained about written and oral communication, and dental hygiene courses about community health and issues at the population level. The course focuses on measurements and techniques used to study oral health at the population level and provides a foundation for further dental science study. The Capstone project solidifies concepts introduced and applied in the dental hygiene courses for community health. Successful completion of the course leads to applications in epidemiology, biostatistics, and research applications to further study in oral health at the population level.

In addition, the curriculum intersperses ethics and professional development activities throughout the curriculum. This will help students recognize the importance of their roles in helping to maintain a high level of professionalism in any environment in which they may decide to work.

The mode of delivery for approximately 50% of instruction will continue as a combination of face-to-face and synchronous, interactive online delivery of education. Personal supervision of clinical and laboratory practice will continue for the other 50% of the curriculum. The Canvas learning management system will continue to be used to support clinical, theoretical and laboratory instruction.

#### Appendix D: Shoreline Dental Hygiene BASDH Curriculum

## Criteria 2

### Qualified faculty:

Faculty who teach the pre-requisite courses are well qualified to teach at the 100-200 level. The chart on the next page lists the full-time faculty that teach these pre-requisite classes along with their qualifications.

Total Shoreline Dental Hygiene faculty FTE for 2021-2022 academic year is 7.0

	Full-time	Part-time	FTE
2021	5	2	7
2020	5	5	7.69
2019	5	14	11
2018	5	13	11
2017	5	13	11

## Full-Time Faculty Teaching General Education Courses

FACULTY	DEGREE	GENERAL EDUCATION COURSES *are Required by DH Program	CREDITS
		COMMUNICATIONS	
Rachel Kunert-Graf Davis Oldham	Ph.D. Ph.D.	*ENG& 101 Composition I	5
Rachel Kunert-Graf, Davis Oldham	Ph.D. Ph.D.	*ENG& 102 Composition II Reasoning/Research/Writing (required in 2023)	5
		MULTICULTURAL UNDERSTANDING/DIVERSITY	5
Eric A Hamako, Michelle Kleisath	Ed.D. Ph.D.	*MSC 105 Introduction to Multicultural Studies	
Elena Esquibel	Ph.D.	Or, CMST 203	
Nicky Mcgarity	M.P.A	Or, BUS 103	
		QUANTITATIVE/SYMBOLIC REASONING	
Sarah Leyden Shana Calaway	M.S. M.S.	*MATH& 146 Introduction to Statistics	5
		GENERAL HUMANITIES	
Hoshimi Tominari	M.A.	*CMST& 101 Introduction to Communications	5
Hoshimi Tominari	M.A.	(Or) CMNT& 220 Public Speaking	5
Brooke G. Zimmer	M.A.	(Or) CMST 210 Interpersonal Communication	
Brooke G. Zimmer		(Or) Small Group Communication	
		NATURAL SCIENCES (7 years current)	
Mathew Loper Leonard G. Gines	Ph.D. M.S.	*BIOL& 211 Cellular Biology	5
Adria A. Magrath	M.S.	*BIOL& 241 Human Anatomy I	5
Adria A. Magrath	M.S.	*BIOL& 242 Human Anatomy II	5
Leonard G. Gines,	M.S.	*BIOL& 260 Microbiology	5
Linda L. Kuehnert, Kristine M. Petesch	M.S. Ph.D.	*CHEM& 121 Intro to Chemistry	5
David E. Phippen	Ph.D.	*CHEM& 131 Intro to Organic/Biochemistry	5
		SOCIAL SCIENCE	
Donald Christensen Diane E. Knauf Robert B Thompson	Ph.D. Ph.D. A.B.D.	*PSYC& 100 General Psychology	5
		GENERAL EDUCATION ELECTIVES	
Alison Leahy	M.S.	*NUTR&101 Nutrition	5

Full time faculty in the Dental Hygiene Program meet the requirements for teaching in a professional-technical program in Washington state. All are at least Master's prepared except one faculty member currently in a Master's program which will be completed prior to implementation of the BASDH degree. In addition to completing their original degrees, all faculty are required by the Program and CODA to continually update their education related to the courses they are teaching. Faculty enroll in professional education offered by a variety of sources including programs developed by the American Dental Hygienists Association (ADHA), and the American Dental Educators Association (ADEA), state agencies and commercial companies that provide up to date information on products and clinical procedures. These types of educational experiences are also required in order to maintain licensure to practice dental hygiene or dentistry in Washington State.

## Full-Time Faculty Teaching Dental Hygiene Courses

NAME (Full Time)	CREDENTIAL & STATUS	QUALIFICATIONS (Degrees, Special Continuing Education, Certificates & Awards)	PROPOSED COURSES Taught by Dental Hygiene Faculty
Maryrose Bellert "Rosie"	AAAS-DH, BS, MEd Full-time Faculty Program Coordinator Clinical Instructor	Dental Hygiene Degree Shoreline CC, 1974; BS Degree, Univ. WA 1981; MEd Degree, Univ WA, 2014: Honors: Sunstar 20211- "Dental Hygiene Award of Distinction", Heiskell Award, International Education Advisory Committee	DENHY: 324,382,421, 422,423,432,482,483, 484,497,498
Katie Fleming	AAAS-DH, BS (enrolled in MS Education, expected completion 6/2022) Full-time Faculty Lead 2 <sup>nd</sup> year Clinic	Dental Hygiene Degree Shoreline CC 1996, BS DH Degree, UW 1997, Perioscopy, Advanced periodontal therapy, local anesthesia, care of special needs patients, International DH Project to Bolivia	DENHY: 324,351, 421, 422,423,431,432,433, 441,442,443,451,451, 453,478,488,497,498,499
Nikki Honey	DDS Full-Time Faculty, Didactic, Lead Clinic Dentist	Dental Degree Univ. of WA, 1994, MS Zoology, UW 1990. General dental practice, cardiovascular pathology research, teaching: chemistry, biology, dental hygiene, ethics, Published author, reviewer	DENHY: 200,201,202, 220, 314,315,321,322, 323,324, 330,340,361, 362,371,415, 423,450,460,461,470, 471,472
Hanna Krupa	DDS AAAS-DH Full-time Faculty Lead Restorative Instructor	Dental Degree, Medical Academy in Poland, 1982, Dental Hygiene Degree Shoreline Community College, 2014. Restorative dentistry, dental anatomy, local anesthesia, dental radiology, Medical International Team	DENHY: 212,322,323, 324, 422,423,415,421,481, 482,483,484
Lori Simicich	BSDH, MS Ed. Full-time Faculty, Program Coordinator Lead 1 <sup>st</sup> year clinic	Dental Hygiene Degree, Eastern WA Univ,1997, MS Ed. Western Governors Univ, 2018, Curriculum & instruction, research design & analysis. Traditional and restorative dental hygiene, radiology	DENHY:210,221,241, 311 315,322,323,324,342,351, 352,415,422,423,433,443 453,432,442,431,441,452,

## Part-Time Faculty Teaching Dental Hygiene Courses

NAME (Part-Time)	CREDENTIAL & STATUS	QUALIFICATIONS (Degrees, Special Continuing Education, Certificates & Awards)	PROPOSED COURSES Taught by Dental Hygiene Faculty
Ashley Castaneda	AAS-DH, BSDH, MPS Clinic Faculty	Dental Hygiene Degrees, Yakima Comm.College,211, Eastern WA. Univ. BSDH 2012, MPH, Professional Studies in Nutrition, Penn. State, 2021 Clinical teaching, radiology	DENHY 210,311,321,324, 421,422, 423
Chi-Ju Chen	BS, AAS-T Clinical Faculty	UW, Chemistry, BS, 2003, Seattle Central College, Dental Hygiene Degree,2014, teaching: oral biology, pathophysiology, Shoreline CC teaching: clinical & restorative, local anesthesia, Neighbor Care Dental, RDH.6years	DENHY:321,322,323,324, 421,422,423
Jennifer Frame	AAAS-DH, BSDH, MSDH Clinical Faculty	Dental Hygiene Degree Shoreline CC, 2009, Eastern WA Univ.BSDH,2015 & MSDH 2021. Clinical teaching, leaning styles, assessment strategies	DENHY:321,322,323,324, 421,422,423
Patrick Kintner	DDS Clinical Dentist	Dental Degree, Univ. of WA,1983, UW, Public Health, BS 1983, General dental practice, staff Dentist Puget Sound Neighborhood Health Centers, CPR, first aid instructor American Red Cross, treatment of diabetic patients.	DENHY: 321,322,381, 421,422,423, 451,482,483,484,
Dean Kyrios	DDS Clinical Dentist	Dental Degree, 1976, Georgetown Univ., Univ. New Hampshire Zoology, BA 1972, USAF Medical Center, Advanced General Dentistry, Colonel USAF Dental Corp, published article	DENHY: 321,322,381, 421,422,423, 451,482,483,484,

## Criteria 3

### Selective admissions process:

Admission to the dental hygiene program is limited to 20-25 students annually over the next five years. This is due to two factors: 1) availability of clinic and laboratory space and 2) CODA requirements for student supervision. CODA Standard 3-5 establishes faculty student supervision as 1 faculty per 5 students in pre-clinic, clinic and radiology and 1 faculty to 10 students in laboratory activities.

Responsibility for the dental hygiene program admission process rests with the full-time dental



hygiene faculty. A holistic approach to admissions is used that combines academics, work and educational experience, and an interview. These processes meet standards for both community/technical colleges and baccalaureate institutions established by the American Association of Collegiate Registrars and Admissions Officers. Students who apply for the program will be evaluated using the admission requirements described below.

## Eligibility:

Shoreline Community College Admissions Office has the responsibility for qualifying potential dental hygiene students for admission to the College. Admission to the Dental Hygiene Program includes going through a separate selective admissions process. The application period is open every year between January 15 and February 15. Interviews are scheduled during Winter Quarter Finals week. Dental hygiene faculty work with all applicants to ensure that the process is clear. To be eligible for selection consideration, applicants must complete all prerequisites with a 2.5 grade or higher. Required science classes must have been taken within seven (7) years of application (virtual or online labs with science courses are being accepted due to restrictions caused by the pandemic.)

## Selection process:

Although the applicant pool can range from 70-160 or more students, only the top 40 qualified students are invited for an interview. This is generally done as an in-person interview by trained dental hygiene faculty. However, it is possible to arrange an interview via Zoom or Skype for those students who are unable to travel easily to the program site. For example, interviews have been conducted with applicants as far away as Japan.

The individual interview process is unique to the Shoreline Dental Hygiene Program. During this process, each individual candidate has the opportunity to express qualities and characteristics that are not captured in the numerical scoring system for education and work experience. The admissions committee consists of 3 to 5 full time dental hygiene faculty members and these same individuals interview every candidate. A scoring rubric is used for analyzing all interview questions and faculty members are calibrated for this process. All faculty receive anti-bias training provided by the Human Resources at Shoreline Community College before they participate in interviews. The applicants' interests and experiences in serving others and other life experiences relevant to the dental hygiene health occupation can successfully enhance each individual's application.

### Appendix E: DH Interview Team: Example Candidate Interview Questions

Selection to the dental hygiene program is based on a point system. Points are gained from the prerequisite courses, work, and educational experiences. Both domestic and international education and work experience are accepted in the admissions process. Top applicants are then invited to an interview. Following the interview, the applicant point system is recalculated as described below.

- 50% - academics (grades of prerequisite courses)

- 20% - work and educational experience, if any

- 30% - interview- each qualified candidate meets with the selection committee.

Faculty ask agreed upon questions and the applicant has an opportunity to enhance their application and discuss their relevant education and experiences. Faculty review the



questions annually for bias.

Applicants must also pass a background check. Notice of acceptance is sent out the first or second week of April.

## Diversity, equity and inclusion

Shoreline Community College is committed to increasing its cultural diversity with an emphasis on diversity, equity, and inclusion. [Vision, Mission and Strategic Plan for Shoreline Community College](#)

### VISION- Our Goal

We are recognized for inclusive excellence in teaching and learning, student success, and community engagement.

### MISSION – Our Purpose

We serve the educational, workforce, and cultural needs of our diverse students and communities.

This work is guided by Shoreline's strategic plan. "The [Strategic Plan](#) springs from the College's vision, mission and core themes. It serves as an outline of how the College will achieve those stated goals."

Goal 3: We ensure that a climate of intentional inclusion permeates our decisions and practices, which demonstrate principles of ecological integrity, social equity, and economic viability.

### Strategies

- A. Engage in ongoing, deliberate conversation and mindful discovery about our shared purpose and differences as we conduct our daily work.
- B. Develop and maintain a framework to ensure that ecological integrity guides our practices.
- C. Develop multicultural and global competencies to help us live the principles of social equity in an increasingly interdependent world.
- D. Pursue and obtain sufficient resources to fulfill the College's mission and allocate those resources effectively in order to ensure economic viability in the implementation of this strategic plan.

Shoreline offers numerous training opportunities for faculty and staff throughout the year in its ongoing commitment to creating an atmosphere built on mutual respect, trust and mutual learning. Since 2018, this also includes a full day of classes termed "Day of Learning." Diversity, equity and inclusion (DEI) has been the central theme for the Day of Learning over the last several years.

In dental hygiene this DEI work started with an extensive overhaul of the dental hygiene website. Led by former college President Cheryl Roberts, an effort was made to clarify the language on the program website to be welcoming to all. For example, the term "selective" is not used, in order not to be intimidating for the applicants. And phrases such as "The dental hygiene faculty will work with all applicants to ensure that the process is clear" were added to enhance a feeling that faculty are supportive.

In order to increase access and lower barriers to diverse applicant groups, Shoreline's dental hygiene program does not use a Test of Essential Academic Skills (TEAS) nor a Test of English as a Foreign Language (TOEFL).

Anti-bias training for interviewers is also provided by the Human Resources department at Shoreline Community College. Ongoing training on this topic is provided throughout the year in DEI workshops.

During the program, the faculty continue to provide support to all students. The goal is for all to be successful in completing the program and all board examinations necessary to obtain licensure. The program serves a very diverse population of students and is aligned with the highly diverse patient population that our students serve in the clinical environment. Student success during the program is essential in ensuring a diverse dental hygiene workforce.

[Appendix F: Selective Admissions Materials.](#)

## Criteria 4

### Appropriate student services plan:

Shoreline Community College's Student Services division is aware and supportive of the proposed BASDH program and is prepared to provide full wrap-around services to potential students, students, and alumni. Students in the BASDH program will have access to all of the support, advising, and counseling services generally available to students at Shoreline Community College. These services include:

- Admissions & Recruitment
- Advising & Career Services
- Accessibility Resources
- Assessment Center
- Counseling & Multicultural Services
- eLearning
- Financial Aid
- Registration & Enrollment
- Workforce Funding & Student Support

Shoreline also has a Veterans Coordinator and Veterans Club as well as a dedicated Veterans Center. Students in the BASDH program will pay the services and activities fee, and benefit from the leadership and services provided by Associated Student Body. All services are available both online and in person. This is a distinct advantage for dental hygiene students, as they are located on the University of Washington campus. Having access to services remotely is beneficial to all students, and especially important for dental hygiene students.

### Financial aid

Although the specific financial aid needs of students in the BASDH program may differ in some respects from the needs of students in traditional two-year degree programs, their needs will be handled within the financial resources' office. Financial resources has developed easy-to-use, web-based applications for students, as well as moving the college's "Emergency Funding" application online. These changes will enhance the ability of the remote student population to easily access financial aid resources. Financial resources staff will be provided with specialized training as required to help serve these students. The program anticipates that current financial resources staff members will have the capacity to serve this population. The additional funding provided through BAS increased tuition will allow for expansion of this staff as needed.

## Admissions and advising

Admissions and Advising department will work closely with dental hygiene area employees to promote the new BASDH degree in a variety of modalities, including through Canvas postings, information on the website, and promotion in internal and external recruitment and outreach events, as well as assist students with their admissions process as needed.

Advising for students intending to apply to the dental hygiene program is done by general advisors. Two of these advisors have specialized training in health occupations. College advising is designed to help students create educational plans and to help them stay on track. A holistic approach to advising helps set mechanisms in place for sustained and proactive “touchpoints” through-out the student’s journey to a degree. Advising is now setting up a new degree planner in Starfish which replaces the paper degree planning sheets with an interactive system. Establishing “guided pathways” will help ensure that students are provided with the assistance they need to stay on track toward a meaningful degree. Using the “guided pathways” process will be mandatory. This will move students through appropriate pre-requisites for a program such as dental hygiene and helps establish early contact with dental hygiene faculty as advisees.

Dental hygiene advising is open to all students interested in dental hygiene as a profession. All full-time faculty advise potential applicants in small group advising sessions. Students can select their own time for advising and the online advising link is sent individually to each student. If needed, individual advising appointments are then scheduled as a follow up to clarify student questions about pre-requisites and work experience.

Once in the program, a dental hygiene faculty member will be established as a permanent “advisor/ point person” through-out the student’s time at Shoreline. This close connection between student and dental hygiene advisor helps ensure student success in the program and has resulted in an almost zero attrition rate over the years. It is highly unusual to lose a dental hygiene student from the program for anything other than a life situation that cannot be managed in any other way than for the student to “step-out” of the program. In these instances, those students are encouraged to re-enroll at a later time.

The college advising center also has a post baccalaureate advising service to assist students who intend to pursue careers in the health professions and need additional college courses to prepare for graduate-level professional schools. The Dental Hygiene Program anticipates that current admissions & advising staff members will have the capacity to serve this population.

## Tutoring center

Shoreline Community College’s Tutoring Center is a free service which helps students to achieve success in math, accounting, chemistry, biology, writing, English, and many other courses. Tutoring provides customized small group and individualized academic support for students online, which includes trained tutors using Zoom and a drop-in program. Tutors are recruited to provide support for subjects as requested by Shoreline Community College students. Dental hygiene program faculty work with tutoring staff to help them understand the requirements of the program and the standards that students are expected to achieve to be successful – particularly in the area of math and research. As part of this collaborative approach, the program faculty provide tutoring staff with exemplars of documents (reports, PowerPoint presentations, Excel spreadsheets) so that they can more effectively help students achieve the expected standards. Staff from the Tutoring Center will be available on request to provide in-person or online academic support as needed.

## eLearning

The eLearning department provides support for both online and in-person students and faculty. They provide regular Canvas orientation classes, online learning readiness assessments, and support via telephone, email and in-person Monday through Friday during business hours. After hours, Shoreline Community College contracts with Canvas to provide support.

## Library

Student support will be offered through the library staff. Library staff develop and maintain online tutorials and videos, which are posted on digital research guides, the Shoreline Community College website, and through Canvas. Librarians and paraprofessional staff will offer dental hygiene students reference and research support, directional assistance, circulation assistance, help with interlibrary loans, and student technology support. Journal subscriptions specifically held by the library include the Journal of Dental Hygiene and the International Journal of Dental Hygiene. The library's specialized assistance and instruction are available by request. For example, formal library orientations and information literacy sessions are requested and taught regularly for several instructional areas. In addition to orientations and information literacy sessions, librarians offer training on reference tools such as Medline, EBSCO, eBooks, Academic Search, CINAHL, ProQuest and others. These resources include 16 health science databases with access to thousands of journals beyond the scope of the college collection.

Shoreline Community College Library has expanded options for remote student contact, including developing a "Virtual Info Desk" as well as providing support through phone, email and an "Ask the Library" chat function. Wireless internet is available throughout all facilities, and students also have access to the library's 30-station open computer lab as well as its technology-rich small group study rooms. The library circulates mobile internet hot-spots, laptops, tablets and other educational technology to support distance learners. Librarians are available to send digital copies of books and resources that are not available electronically, while maintaining copyright. Shoreline Dental Hygiene students also have access to the University of Washington's library. This facility is adjacent to the UWSOD.

# Criteria 5

## Commitment to build and sustain a high-quality program:

Shoreline Community College has been working on the development of the BASDH Degree since the approval of both the Program's Advisory Committee and the College Board of Trustees in 2019. This process was interrupted when it became evident that the building the dental hygiene program resided in had to be demolished and the program needed to move off campus. A new partnership with UWSOD was established to provide clinical and laboratory space for the Shoreline program. Shoreline Community College is committed to establishing a long-term, high-quality program to operate at the UWSOD facility under the direction of Shoreline faculty and administration. The "Joint Program" affiliation agreement and amendments outline the obligations of each institution to support the dental hygiene program while housed on the UWSOD campus. These include UWSOD's obligation to build clinical space with new dental

equipment for the Dental Hygiene Program, provide office space for faculty, a locker-room and study areas for dental hygiene students. Shoreline Community College was obligated to pay a sizable fee to help support construction costs. The College also moved all of its clinical equipment to UWSOD for use in a variety of dental school clinics. The affiliation agreement is an open-ended agreement which does not expire. The agreement includes a clause of financial payment should the UWSOD withdraw from the agreement within five (5) years. These funds will support the building of a new clinic and instructional space.

#### [Appendix G: UWSOD/Shoreline Community College Partnership Agreement- Second Addendum.](#)

Shoreline Community College has developed a five (5) year financial plan demonstrating its commitment to the BASDH program.

## Types of funds to be used to support the program

Funds to support the program will come from state allocations for FTE and tuition. In the third year, students would take 1 credit at the 100 level and 18 credits of 200 level courses and tuition would be collected at the lower division tuition rate. These courses would be offered in the summer and fall quarters. Beginning in the winter quarter, 300 and 400 level courses would be collected at the upper division tuition rate.

Students are charged fees for the supplies and equipment needed for labs and clinic activities.

## Projected program expenses

Projected program expenses will not significantly change if a BASDH degree is implemented. The agreement with UWSOD allows for most expenses to be paid from student fees. Shoreline Community College will continue to employ the faculty and staff required for the program. There will be no additional costs for accreditation, professional development, travel, and goods and services. It is expected that the increase in library resources would be minimal due to the robust library resources already in place at the College for the Health Occupations division.

The budget reflects a \$5,000 per year increase in library resources and an additional 0.25% FTE for BAS librarian support. The five-year projected expenses also include funds for curriculum development and marketing of the BAS degree.

## Appropriate facilities, equipment, technology, and instructional resources needed for the program

The planned BASDH degree implementation will not require additional facilities, equipment, technology, and instructional resources. With the agreement with UWSOD, facilities including classrooms, offices, clinic space, and laboratory space are provided, and replacements or repairs are the responsibility of UWSOD.

## Anticipated revenue

Students would be enrolled in the BASDH program beginning in fall 2024. Students admitted the previous year would attain an AAS DH degree. The number of students admitted to the program will begin at 20 students for the 2024 admission. In 2025, this number is expected to rise to 25 students in each cohort. Revenue raised from patient care services provided by the Dental Hygiene Program is realized by UWSOD.

## The College's ability to sustain the program over time

Currently the Dental Hygiene Program is functioning with a deficit. This is not uncommon in dental hygiene programs across the state and elsewhere in the nation. This is due to the rigid CODA requirements for faculty/student ratios that apply to the entire two- year professional program. The move to a BASDH degree will positively affect the financial viability of both the program and the college due to the enhanced income from upper division credits.

The budget displayed on the next page, does not include any of the potential funding sources available to the dental hygiene program and the college from external sources such as Perkins Grants, Delta Dental Funds, federal or state educational grants. These types of resources as well as college donors' funds have routinely been utilized to help support the dental hygiene program.

## Table 2: Five-year projected budget

		Year1	Year2	Year3	Year4	Year5
		2024-25	2025-26	2026-27	2027-28	2027-28
	Number of Year 2-3 Students (fall-spring)	20	25	25	25	25
	Number of Year 4 Students (summer-spring)		20	25	25	25
Revenue						
	Tuition					
	Tuition Year 2 Students (18 A credits)	\$34,752	\$43,448	\$44,316	\$45,203	\$46,107
	Tuition Year 3 Students (34 B credits)	\$105,240	\$134,181	\$136,865	\$139,602	\$142,394
	Tuition Year 4 Students (70 B credits)	\$0	\$218,076	\$409,460	\$417,649	\$426,002
	Total Revenue	\$139,992	\$395,705	\$590,641	\$602,454	\$568,396
Expenditures						
	Operating Costs					
	Instruction	\$187,500	\$433,500	\$442,170	\$451,013	\$460,034
	Support Staff (2 FTE)	\$80,768	\$82,383	\$84,031	\$85,712	\$87,426
	Program Director (Included in instruction costs)					
	Library Support (.25)	\$18,750	\$19,125	\$19,508	\$19,898	\$20,296
	Benefits	\$100,456	\$187,253	\$190,998	\$194,818	\$198,715
	Curriculum Development	\$5,000	\$5,000		\$5,000	
	Marketing	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	Goods and Services – Non lab	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
	Professional	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
	Travel–ADEA, ADHA, etc.	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
	Library Material/Databases	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Total Operating Costs	\$406,474	\$741,261	\$750,707	\$770,441	\$780,471
	Non-Operating Costs					
	Indirect Costs (10%)	\$4,065	\$7,412	\$7,507	\$7,704	\$7,805
	Total Expenditures	\$410,539	\$748,673	\$758,214	\$778,145	\$788,276
	Net Income (Loss)	(\$270,547)	(\$352,968)	(\$167,573)	(\$175,691)	(\$219,880)
Tuition Projections based on 2021-2022 tuition rates and assume 2% annual inflation, and are operating fee only						
Salary and Benefit Projections assume 2% annual inflation						
3rd year students 19 credits at lower division tuition rate (A), rest at upper division rate (B)						
Budget does not include state allocations paid to the College						



# Criteria 6

## Program specific accreditation: CODA

The Shoreline Dental Hygiene Program is accredited by the Commission on Dental Education (CODA). This agency oversees all programs related to dentistry in the United States and is also involved in international dental education. CODA develops the Standards for Dental Hygiene Education and oversees all programs through the use of annual surveys, review of program reports of change and site visits to the programs on a seven-year cycle. Shoreline Dental Hygiene Program has been accredited since its inception in 1970. The Program is currently completing the required seven-year "Self-Study" and will host CODA's Site Visit May 11-12, 2022.

If the BASDH Degree is approved by the State Board of Community and Technical Colleges, the next step will be to seek accreditation for a BAS degree with the Northwest Commission on Colleges and Universities. As this is the first BAS degree, Shoreline Community College will be seeking initial accreditation. This is required prior to obtaining approval from CODA.

# Criteria 7:

## Pathway options beyond baccalaureate degree:

Graduates from Shoreline's BASDH Program will be well prepared to apply and be accepted to a variety of graduate programs. The College will seek articulation agreements with the UWSOD Master's in Oral Biology for Dental Hygiene Educators as well as the on-line Master's programs at Eastern Washington University and at Idaho State University. As the BASDH program matures, a variety of Master's degree programs in disciplines other than dental hygiene, will be identified and articulation agreements will be developed as soon as it is reasonable to do so.

An email (2-6-2022) from Ryan Cluff, RDH, MEd, Assistant Professor/Department at Idaho State University is quite positive about Shoreline's BASDH Curriculum. "I have looked over the paperwork you sent me and the program appears to be quite rigorous with intuitive course flow. The design will allow courses to build upon each other and provide ample opportunity for assessment of students moving from novice to subject mastery. I feel that this program would prepare students for ISU's Master's program."

An email (2-9-2022), from Marilyn Rothen, RDH, M.S, Clinical Professor, Oral Health Sciences, School of Dentistry, University of WA, comments: "I have had the pleasure of reviewing the Shoreline BASDH 2-7-2022 curriculum. Based on my review, I believe that graduates of the Shoreline Dental Hygiene Program will be well prepared to apply for and be considered for entry into the University of Washington School of Dentistry Master's Degree Program in Oral Health Sciences for Dental Hygiene Educators".

[Appendix H: Reviews Regarding Preparation for Master's Degree Programs](#)



# Criteria 8

## External expert evaluations of program:

Monica Hospenthal, director of the Pierce College BASDH Program, reviewed an early version of the proposed Shoreline Community College BASDH curriculum. Her current position as chair of the committee to update the American Dental Education Association (ADEA) competencies for allied dental professions puts her in a unique position to analyze other programs' curriculum proposals. Many of her suggestions were included in the revision of Shoreline Community College's BASDH curriculum. For example, course titles were changed from "Fundamental" to "Advanced" to demonstrate increased levels of learning in the second year of the dental hygiene curriculum. A separate course related to "research methodology" was included and multiple 1 credit courses in electronic patient records courses were eliminated.

The Executive Director of Dental Programs at Seattle Central College, Dr. Brian Partido, also reviewed an early version of the proposed curriculum. He commented that "a research course would help prepare students better for graduate school". This recommendation coincided with Ms. Hospenthal's and a separate research course was included in the proposed BASDH curriculum.

[Appendix I: Initial reviews \(2\) WA State DH Program Directors](#)

## University experts' review of proposal:

Two other highly qualified individuals agreed to provide an analysis of this proposal using the State Board of Community and Technical College's rubric. They represent dental hygiene educators in university settings. Individually, they are very experienced educators with many years in high levels of responsibility at renowned dental hygiene programs. They are active in their professional associations and keep abreast of changes in the profession and healthcare in general through in-person meetings with other educators and by keeping abreast of current literature. The reviewers were: Ryan Cluff, RDH, M.Ed. Assistant Professor/Department Chair, Dental Hygiene Program, Idaho State University and Denise Helm, RDH, EdD, Professor, Northern Arizona University.

Mr. Cluff had no recommendations regarding the initial curriculum sent for review. He stated: "Yes, the proposed learning objectives, curriculum and concept will prepare graduates to enter graduate schools from multiple disciplines."

Dr. Helm's only recommendation was "in the future the program considers weaving the concepts of interprofessional care throughout the curriculum, however this does not impact the current high quality of the curriculum."

Dr. Helm also commented that the resources were difficult to assess based on the information included. It should be noted that Dr. Helm was reviewing an early version of the proposal before criteria 5 was fully addressed.

[Appendix J: Expert, External University Reviewers' Rubrics](#)

## University experts' feedback on final curriculum:

In emails on March 21, 2022, both Mr. Cluff and Dr Helm commended the revised curriculum proposal in these ways:

Mr. Cluff's overall assessment of the program stated: "The courses outlined would provide a wealth of applicable knowledge relevant to the industry. Courses of note include restorative and pain control courses which meet with the expectations of employers in the area. It is my assessment that the proposed BASDH program at Shoreline Community College will prepare students to be assets to their communities and profession. The depth and breadth of the program is rigorous and will also prepare students for master's level programs."

Dr. Helm commented: "The learning outcomes included in the proposal exceed expectations of rigor for a baccalaureate degree. Graduates are expected to gain an understanding of evidence-based practice, research, policy, and business while curriculum places a heavy emphasis on community/public health and special populations. The Shoreline Community College Bachelor of Applied Science in Dental Hygiene is an outstanding example of a well thought out curriculum that is appropriately scaffolded to maximize students learning. Students will take pre-requisite courses in basic science and social science that are critical in preparing them for understanding more advanced courses. Once in the program, students will enroll in courses that teach them about infection control, record keeping and patient care. The emphasis on community /public health and special needs is commendable and addresses a current gap in the delivery of dental hygiene care. I was thrilled to see the inclusion of the research course that certainly added to the rigor of the curriculum. And as I mentioned the emphasis on community /public health is fantastic."

[Appendix K: Expert, External University Feedback on Final Curriculum](#)

## SBCTC expert evaluator comments

Four individuals provided comments and recommendations for Shoreline Community College's BASDH Proposal. Many positive comments help to support this application. Those requiring further clarification have been taken into consideration in this final proposal. These focused primarily on the selective admissions process in Criteria 3. Additional explanation regarding the efforts being made to attract and keep a diverse population of students are included in the revision of this document. (See pages 16-19)

Comments regarding "positive net income" was corrected with an explanation of the many external resources that have routinely been utilized to help support the dental hygiene program. (See page 23)

[Appendix L: SBCTC Program Proposal Rubric-Shoreline\\_BASDH\\_feedback.doc](#)

## Conclusion

Shoreline Community College is excited to work with the State Board of Community and Technical Colleges to establish its first BAS program, the BASDH. Shoreline's mission is to serve the educational, workforce, and cultural needs of its diverse students and communities. Transitioning the AAAS program to a BASDH helps to achieve this goal.

Awarding the BASDH addresses the long-standing issue of aligning the 4-year credit course load with a 4-year degree. Currently students graduate with an Associate Applied Arts and Sciences

in Dental Hygiene (AAA DH) after four or more years of study at a minimum of 187 credits. With the BASDH degree students will graduate with approximately 192 credits which includes additional background in research, educational methodology and interdisciplinary healthcare. This degree will better prepare graduates for a variety of employment positions and the opportunity to qualify for acceptance into Master's level dental hygiene programs.

The college is committed to support this program and to work with UWSOD to ensure a rewarding educational experience for students. Shoreline is ready to provide students with the necessary credentials for a successful career in dental hygiene.

Thank you for your consideration of this proposal. It will help expand the professional horizons for all graduates of the BASDH degree, thus providing a broader array of opportunities to improve the oral and general health of all citizens.

# Appendix A: Dr Gary Chiodo

## **W** SCHOOL OF DENTISTRY

### UNIVERSITY of WASHINGTON

March 24, 2022

Washington State Board of Community and Technical Colleges  
PO Box 42495  
Olympia, WA 98504-2495

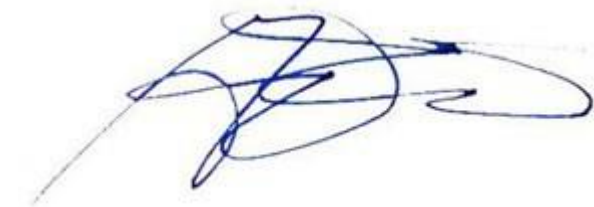
To Whom It May Concern:

I am delighted to have reviewed the curricula and course description information for the Shoreline Community College (SCC) dental hygiene program, in support of the Bachelor of Applied Science (BAS) degree. This advancement is the result of discussions that we have been having over the past two years and is an important part of the transition of the program to the University of Washington School of Dentistry (UWSOD) campus. Now that the programmatic transition is complete and thoroughly successful, the timing for implementing the BAS degree is appropriate. The current collaborative arrangement between SCC and UWSOD is proving to have many advantages for both dental hygiene and dental students. One substantial advantage is that our students have multiple opportunities to learn and work together in a fashion that represents how dentists and dental hygienists work together in practice. An example of this is the coordination of restorative dentistry procedures that are permitted within the scope of a dental hygienist's license in Washington state. Our students can work as partners in delivering comprehensive care and our patients benefit greatly.

The BAS curricula will continue and expand on this collaborative care and provide opportunities for joint learning in common courses, such as oral pathology, pain and anxiety control, medical emergencies, ethics, and others. This model is also within the spirit and goals of interdisciplinary care that leads to better patient outcomes and community service that is coordinated and collaborative. Also, as graduates of the BAS dental hygiene program, SCC students who are interested in careers in education, research, or public policy, will be very well prepared to apply to UWSOD graduate programs in oral biology or the Master's degree program in dental hygiene.

A final reason that the BAS degree represents ideal timing is that this will help to attract more applicants to a career in dental hygiene at a time that we have serious shortages of dental hygienists at the state and national levels. We need more, highly qualified dental hygienists who will pursue this opportunity and remain in the workforce for their careers. I provide my unequivocal endorsement for the SCC BAS dental hygiene program.

Sincerely,



Gary T. Chiodo, DMD, FACD Professor & Dean  
University of Washington School of Dentistry  
Office of the Dean  
1959 NE Pacific Street D322 Box 356365 Seattle, Washington

## Appendix B:

### ADHA Professional Roles of the Dental Hygienist

Clinician	Corporate	Public Health	Researcher	Educator	Administrator	Entrepreneur
Private	Sales representative	Clinician	Colleges & Universities	Clinical Instructor	Clinical Director, Statewide school sealant program	Practice management company
Community Clinics	Product researcher	Rural or inner-city clinics	Corporations	Classroom Instructor	Program director, dental hygiene educational program	Product development & sales
Hospitals	Corporate educator	Indian Health Service	Government agencies	Program director	Executive director, state association staff	Employment agency
University dental clinics	Corporate administrator	Head Start programs	Non-profit organizations	Corporate Educator	Research administrator, university	CE planner
Prison facilities		School sealant programs			Director, corporate sales	Consulting
Nursing homes		Administrator				Nonprofit
Schools		State public health officer				Independent clinical practice
		Community clinic administrator				Professional speaker/writer

Source: [https://www.adha.org/resources-docs/The\\_Roles\\_of\\_a\\_Dental\\_Hygienist.pdf](https://www.adha.org/resources-docs/The_Roles_of_a_Dental_Hygienist.pdf)

# Appendix C.

## Minutes from Dental Hygiene Advisory Committee and Shoreline Community College Board of Trustees

### Dental Hygiene Program Advisory Committee Meeting Minutes

Shoreline Community College 16101 Greenwood Avenue  
North Shoreline, WA 98133

#### Minutes

Wednesday, October 11, 2017 6:30-8:00pm

Room 2513 (2500 bldg.)

#### Industry Attendance:

Clydene Evans-Wenzel, ROH; Debbie Puetz, ROH; Tasia Harper, ROH; Tracy Wayman, DDS; Deanne Henrichsen, ROH

#### Faculty/Staff Attendance:

Rosie Bellert, ROH, BS; Melinda Lane, ROH, BS; Kellee Moore, RDH, BS; Nikki Honey, DDS; Katie Fleming, DDS, Hanna Krupa, ROH; Lisa Malik, Acting Dean; Guy Hamilton, Executive Dean of Workforce

May 2017 meeting minutes: Approved

#### Program Update and Status Report/ Discussion

As per the discussion during the May 2017 meeting regarding "concerns of low patient population and the difficulty of student being able to fulfill requirements and students paying for treatment." The Dean and Director currently are working with the PIO office with possible advertising brochure of the clinic (Ashley Castaneda, new RDH first year instructor and Lori Maxwell, Communications and Marketing), social media, referral form to be distributed to local dentist and medical practices. Dr. Wayman suggested some changes and additions to improve the referral form. Deanne Henrichsen said she would send a copy of a clinical report of treatment between general DDS and periodontist.

Marie, Patsy, Lisa Malik and Rosie met yesterday regarding the potential to reduce fees and how it would affect the clinic budget. It was decided at this point, instead of reducing fees we could develop a "marketing campaign" to increase patient flow and discourage students from paying for treatment. The faculty will meet next Monday to work on this process, particularly a phone script for students to make recall appointment.

BASDH proposal to college

Lisa and Rosie are investigating the possibility of conversion from AAS to BAS degree. The college needs to get Board approval to start the first BAS program, then the Dental Hygiene Program will complete the Statement of Need.

It was considered to offer AAS and BAS track as well as an online degree completion track. The program would need to come up with the initial design, plan the program and complete the industry research to submit the Statement of Need proposal. Several comments from the advisory board showed agreement with going forward with the BAS degree. With the industry changing, "it seems necessary to pursue this direction." (Page 1 of 3)

## Shoreline Community College Board of Trustees Minutes

SHORELINE COMMUNITY COLLEGE  
DISTRICT 11 NUMBER SEVEN  
BOARD OF TRUSTEES  
REGULAR MEETING OF JANUARY 23, 2019

### REPORT: COLLEGE POLICIES &/OR RULES UPDATES

Executive Director Veronica Zura shared that the review of almost all college policies is nearing completion and the three-year review cycle, set to commence thereafter. She added that a housing policy is forthcoming.

### FIRST READING: COLLEGE POLICIES AND/OR RULES

#### Revised

Executive Director Veronica Zura provided an overview of tab 2 (College Policies-Revised) containing information on revised policy 3802 (Naming of Facilities).

### ACTION: BACCALAUREATE OF APPLIED SCIENCE IN DENTAL HYGIENE (BASDH) PROPOSAL

Acting Vice President Bayta Maring, joined by Dean Aparna Sen and Director Rosie Bellert, provided an overview of tab 3 (Baccalaureate of Applied Science in Dental Hygiene (BASDH) Proposal).

Motion 19:03: Motion by Trustee Jackson to approve the proposal.

Motion seconded by Trustee Terpstra.

After asking several questions of Dean Sen and Director Bellert, all Trustees voted in favor of the motion.

## Appendix D:

### Shoreline Dental Hygiene BASDH Curriculum

#### Prerequisite Coursework for Year 1 & 2

BASDH Proposed Curriculum General Education Courses		
Course No.	Course Description	Credits
CONTENT AREA: Communications (English 10 credits)		
ENGL &101	English Composition Students write essays that display focus, organization, appropriate style, and technical control. They develop skills in critical thinking and close reading of texts and respond in writing and discussion to assigned topics.	5
ENGL &102	Composition II: Reasoning/Research/Writing Students write research essays on various topics. Using both traditional and new information technologies, they develop skills as researchers, critical thinkers and writers of documented analysis and argumentation.	5
CONTENT AREA: Humanities (15 credits)		
CMST & 101  OR  CMST & 220	Introduction to Communication Students learn verbal, nonverbal and listening skills essential to effective living and become competent communicators by applying interpersonal, small group, public speaking, and cross-cultural communication theories to a variety of contexts including the workplace, communities, and families  Public Speaking Build confidence when speaking with others. Learn to influence others by critically listening to and crafting organized, informative, and persuasive speeches. Conduct responsible research on topics appropriate for your audience. Use sound reasoning and strong delivery to achieve effective presentation skills	5
MSC 105  OR  CMST 203  OR  GWS 284	Introduction to Multicultural Studies Students will develop a personal and historical understanding of issues related to race, social class, gender, sexual orientation, disabilities & culture; and how these issues are used in the distribution of power and privilege in the U.S.  Communication for Social Change Engage in reflection, discussion, and thought-provoking activities to experience a wide range of cultural perspectives, to think critically, and to build empathy. Explore the ways that power and privilege shape perceptions of race, class, gender, sexuality, age, etc. Learn communication skills to effect social change.  Gender, Race and Class This course explores the ways in which one's gender, race, class and sexual orientation affect access to, participation in, and treatment by a variety of social institutions. We study the legal system, education, and the media as well as actions to confront systems of oppression in the U.S.	5



BUS 104	Human Relations in Business Study of human relations in organizations, the identification and development of factors which tend to create a harmonious environment in work situations, discussion and case studies in problem solving and organizational behavior.	5
CONTENT AREA: Social Science (5 credits)		
PSYCH &100	General Psychology Course provides an introduction to the scientific study of the biological, mental, and social factors that influence human behavior. Topics covered include: personality, learning, memory, critical thinking, intelligence, psychological disorders, and treatments.	5
CONTENT AREA: Qualitative Reasoning (5 credits)		
Math &146	Introduction to Statistics Analysis of data through graphical and numerical methods, linear regression, the Normal distribution, data collection, elementary probability, confidence intervals and hypothesis testing. Emphasis on applications. Satisfies Quantitative/Symbolic Reasoning requirement for AA degree.	5
CONTENT AREA: Natural Sciences (35 credits)		
BIOL &211	Majors Cellular Biology Examines the cell as the basic unit of life. Topics covered include: the function of cell organelles, metabolic processes, cell division signaling, the genetics of individuals and populations.	5
BIOL &241	Human Anatomy & Physiology I The course covers histology and the structure and function of the integumentary, skeletal, muscular, and nervous systems and the special senses.	5
BIOL &242	Human Anatomy & Physiology II The course covers histology and the structure and function of the integumentary, skeletal, muscular, and nervous systems and the special senses.	5
BIOL &260	Microbiology Survey of microorganisms with focus on healthcare applications. Structure, classification, metabolism and genetics of bacteria and viruses are main themes. Emphasis on disease process, microbial control and immunology.	5
CHEM &121	Introduction to Chemistry A general introduction to chemistry focusing on applications to health and life sciences for allied health fields. Introduces simplified atomic/molecular theory & the quantitative/qualitative relationships in the chemistry of solutions, gases, liquids, solids & their reactions. Mandatory 2-hour lab is taken concurrently.	5
CHEM &131	Intro to Organic/Biochemistry Emphasis on chemical systems/processes as they influence living systems. Study of organic compounds: properties/reactions of functional groups, lipids, proteins & carbohydrates. Intro to enzymes & neurotransmitters. Weekly lab explores reactions of hydrocarbons, alcohols, acids, & amines.	5
NUTR &101	Nutrition A general study of nutrients in food, its digestion, absorption and metabolism. Course also deals with energy balance, weight control, nutritional assessment and improvement of general well-being.	5
TOTAL Required Prerequisite Credits = 70		

## Dental Hygiene Core Requirements

*Two to four examples of Course Outcomes are included for each course.*

Course Number	Course Descriptions	Credits
	THIRD YEAR: SUMMER QUARTER – 1 Credits	
DENHY 100	Introduction to Dental Hygiene Education: This course introduces the profession of dental hygiene and explores how to be successful in a professional technical program. Students are familiarized with resources available through Shoreline to help successfully complete the program. At the completion of this course, each student will be assigned a full-time Dental Hygiene faculty advisor who is their point person for support throughout the program.	1
	THIRD YEAR: FALL QUARTER- 18 Credits	
DENHY 200	<p>Head and Neck Anatomy The study of the anatomy of the head and neck- specifically the bony structures, blood supply, musculature, and nerve supply. The course builds on the pre-requisite knowledge gained about human anatomy and physiology. The course focuses on the healthy, normal end of the health/disease continuum and provides a foundation for further dental science study. Successful completion of the course leads to clinical applications in intra and extraoral examinations and local anesthesia, and research applications to further study in head and neck anatomy.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Identify the bones of the head and neck skeletal system.</li> <li>2. Identify the muscles of the head and neck muscular system and the temporomandibular joint.</li> <li>3. Correlate the spread of dental infection to the facial spaces in the head and neck area.</li> </ol>	2
DENHY 201	<p>Histology/Embryology The study of the development, histology, and function of the tissues in the oral cavity. The course builds on the pre-requisite knowledge gained about human anatomy and physiology. Successful completion of the course leads to clinical applications in intra and extraoral examinations, care guidelines for pregnant patients, and research applications to further study in histology and embryology.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Describe the basic structure of human cells and processes of cell division (mitosis &amp; meiosis)</li> <li>2. Describe the development of human tissues: epithelial, connective, neural and muscle tissues:</li> <li>3. Describe the development of the teeth and the periodontium and the specific tissue types.</li> </ol>	3

DENHY 202	<p>Principles of General Pathology and Systemic Disease The study of general disease conditions that affect the human body and dental treatment. Introduction to terminology, specific diseases, and their causes. The course builds on the pre-requisite knowledge gained about human anatomy and physiology. The course focuses on the healthy, normal end of the health/disease continuum and provides a foundation for further dental science study. Successful completion of the course leads to clinical applications in patient assessment, intra and extraoral examinations, and research applications to further study in head and neck anatomy.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Analyze the basic pathological processes that affect the human body.</li> <li>2. Demonstrate the ability to review patient medical history to evaluate for treatment modalities.</li> <li>3. Evaluate medical histories to develop appropriate treatment modifications for patients of all ages, medical conditions and varied cultural backgrounds.</li> </ol>	2
DENHY 210	<p>Dental Radiology This course includes a theory and lab component. The theory portion includes the concepts of x-radiation, x-ray generation and radiation protection. The lab portion introduces the student to dental imaging techniques including periapical, interproximal, and occlusal examinations.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Apply proper x-ray machine safety and exposure control practices.</li> <li>2. Place, expose, and critique bitewings, and anterior and poster periapical radiographs.</li> <li>3. Correctly determine the appropriate number and frequency of films for each patient based on the "Guidelines for Prescribing Dental Radiographs" from the U.S. Food and Drug Administration and American Dental Association.</li> </ol>	2
DENHY 221	<p>Clinical Dental Hygiene and Fundamentals I Initial course in a series of lecture and discussion associated with clinical skills and related subjects such as: accepted dental terminology, patient assessment and use of the mouth mirror, probe, sickle and explorer integrated with an introduction to clinic procedures and patient examination techniques.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Use patient assessment information in the lab setting (health history, extra oral exam, intra oral exam, periodontal evaluation dental charting and occlusal evaluation) to plan and provide patient care.</li> <li>2. Explain exposure control procedures, Occupational Safety and Health (OSHA) Administration and Washington Industrial Safety and Health Act (WISHA) and demonstrate appropriate exposure control practices (standard precautions) in the lab setting, including instrument sterilization procedures.</li> <li>3. Describe and safely demonstrate the appropriate use of probes, explorers, mouth mirrors, suction, air/water syringes, and sickle scalers on student partners in the lab setting.</li> </ol>	6

DENHY 241	<p>Process of Care I This course supplements Clinical Dental Hygiene and Fundamentals I and is an introduction to the Dental Hygiene Process of Care. Emphasis is on assessment, dental hygiene diagnosis, and documentation phases. Using case studies, students practice how to communicate their findings from assessment exams using role-play exercises and patient-centered communication strategies.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Identify the components of the Dental Hygiene Process of Care and apply them to the development and implementation of evidence- based patient care plans.</li> <li>2. Describe and explain the importance of patient-centered communication techniques</li> <li>3. Utilize appropriate documentation strategies.</li> </ol>	3
THIRD YEAR: WINTER QUARTER - 18 Credits		
DENHY 311	<p>Dental Radiology Continuation of DENHY 210 with emphasis on the interpretation of radiographs to assist with dental hygiene diagnosis.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Recognize all anatomical landmarks and deviations from normal on periapical, bite-wing and panoramic films and record correctly.</li> <li>2. Interpret correctly, all films for signs of caries and periodontal disease or other pathology.</li> <li>3. Analyze the rationale, indications, and demonstrate the basic technique for the following types of films: Edentulous survey, pediatric survey, occlusal, extra-oral and modifications for patients with special problems.</li> </ol>	3
DENHY 312	<p>Dental Anatomy and Morphology Lecture and laboratory exercises on nomenclature, anatomy, morphology, and function of the primary and permanent dentitions.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Identify specific anatomical and morphological characteristics of permanent and primary teeth from drawings, 3-dimensional models, photographs, or extracted teeth.</li> <li>2. Apply skill of wax carving concepts, techniques and instrumentation to the process of restoring anterior and posterior teeth crown anatomy and morphology.</li> <li>3. Analyze permanent and primary anatomical and morphological characteristics that affect debridement of crown and root surface. Use appropriate selection of periodontal scaling instruments.</li> </ol>	2

DENHY 320	<p>Medical Emergencies Lectures and clinical exercises preparing the student to prevent, recognize, and respond to medical emergencies in the dental setting. The course builds on the pre-requisite knowledge gained about human anatomy and physiology. The course focuses on the healthy, normal end of the health/disease continuum and provides a foundation for further dental science study. Successful completion of the course leads to clinical applications in patient assessment, local anesthesia, and research applications to further study in medical emergencies and their effective management. As part of this course, students also complete Health Professional CPR/AED certification that is current throughout the program and is a requirement for providing patient care during the program and following graduation when entering the workforce.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Demonstrate individual and team skills involved in medical emergency management.</li> <li>2. Implement prevention and preparation for medical emergencies in the dental clinic.</li> <li>3. Recognize the signs, symptoms and etiology associated with respiratory and other medical emergencies and take appropriate action to prevent undesirable outcomes.</li> </ol>	2
DENHY 315	<p>Pain Control I Study of physiology, pharmacology of local anesthetic drugs, complications, patient evaluation, and techniques utilized in the administration of local anesthetics in dentistry. The course builds on the pre-requisite knowledge gained about human anatomy and physiology. The course focuses on the safe and effective administration of local anesthesia and provides a foundation for further dental science study. Successful completion of the course leads to clinical applications local anesthesia, and research applications to further study in the pharmacology and administration of effective local anesthesia.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Demonstrate clinical proficiency for the following intraoral injections: Anterior Superior Alveolar Nerve Block (ASA), Middle Superior Alveolar Nerve Block (MSA), Posterior Superior Alveolar Nerve Block (PSA), Inferior Alveolar (IA), Greater Palatine (GP), Nasal Palatine (NP), Buccal (B), Periodontal Ligament (PL) Infraorbital Nerve Block (IO).</li> <li>2. Analyze the neurophysiology involved in pain transmission, and the alterations caused by local anesthetics.</li> <li>3. Calculate maximum dose recommended (MDR) for local anesthetics and demonstrate clinical competency with patients.</li> </ol>	3

DENHY 322	<p>Clinical Dental Hygiene and Fundamentals II Second of a series of lecture and discussion and beginning clinical course in a series providing traditional dental hygiene procedures to patients from the campus and community.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Perform the following procedures safely and proficiently in the lab and clinical setting; coronal polish, use of universal curets, principles and techniques of topical fluoride application, instrument sharpening, and care of the handpiece.</li> <li>2. Formulate comprehensive dental hygiene treatment plans using patient assessment data including calculus classification.</li> <li>3. Demonstrate understanding of cultural differences that may affect patient's attitude toward dental care.</li> </ol>	6
DENHY 342	<p>Process of Care II This course builds upon Process of Care I with emphasis on the planning phase of the Dental Hygiene Process of Care. Using case studies, students analyze assessment information, establish a dental hygiene diagnosis, and select dental hygiene treatment and interventions based on the clinical findings.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Formulate appropriate dental hygiene treatment plans using assessment data from hypothetical case studies.</li> <li>2. Develop improved clinical communication skills through role-playing exercises using simulated patient scenarios.</li> <li>3. Comply with policies and /or procedures for obtaining informed consent.</li> </ol>	1
DENHY 351	<p>Electronic Health Records Patient electronic health record (EHR) keeping, care planning/referrals/policies/procedures necessary to fulfill legal duties owed to patients and to maintain positive public relations.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the governing statutes Health Insurance Portability and Accountability Act (HIPPA) of patient's electronic record and the necessity for accurate documentation including obtaining patient signatures on release forms and medical histories.</li> <li>2. Document correctly the appropriate administrative information and e-signatures on all patient forms/ patient records.</li> </ol>	1

	THIRD YEAR: SPRING QUARTER- 17 Credits	
DENHY 361	<p>Periodontology I The recognition and etiology of diseases of the periodontium. This is the first course in a series of three consecutive courses in periodontology and provides fundamental knowledge in the field of dental hygiene. The course builds on the pre-requisite knowledge gained about human anatomy and physiology. The course focuses on the healthy, normal end of the health/disease continuum and provides a foundation for further dental science study. Successful completion of the course leads to clinical applications in intraoral examination, and research applications to further study in the structure of the periodontium in health and disease.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Analyze the pathogenesis of periodontal disease and its implications for clinical care of patients.</li> <li>2. Recognize the host response in periodontal disease.</li> <li>3. Perform a SCC library database search about a selected topic in periodontology and document in a formal research paper to be presented to classmates.</li> </ol>	2
DENHY 314	<p>Oral Pathology The recognition and etiology of clinical oral pathology of the oral/ facial area. Introduction to detection, description and evaluation of oral lesions. The course builds on the pre-requisite knowledge gained about human anatomy and physiology, and the dental hygiene course in general pathology. The course focuses on the healthy, normal end of the health/disease continuum and provides a foundation for further dental science study. Successful completion of the course leads to clinical applications in patient assessment, intra and extraoral examinations, and research applications to further study in issues of oral pathology.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Analyze different avenues for gathering diagnostic information for oral and head/neck pathology.</li> <li>2. Evaluate the appearance and duration of oral and head/neck lesions.</li> <li>3. Apply scientific reasoning to the process of oral pathology diagnosis.</li> </ol>	2

DENHY 330	<p>Pharmacology The study of the general pharmacological and therapeutic actions of drugs pertaining to dentistry, including nomenclature, dosage, routes of administration, indications, contraindications, and the legal factors involved in dispensing. The course builds on the pre-requisite knowledge gained about human anatomy and physiology, and dental hygiene courses of general pathology, local anesthesia, and medical emergencies. The course focuses on the healthy, normal end of the health/disease continuum and provides a foundation for further dental science study. Successful completion of the course leads to clinical applications in patient assessment, evaluation of medications in management of chronic conditions, local anesthesia, and research applications to further study in pharmacology.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Analyze the basic principles of drug action and potential drug interactions with multiple drugs.</li> <li>2. Analyze the action of bisphosphonates and their applications and contraindications in dentistry.</li> <li>3. Evaluate the action of smoking cessation drugs and their applications and contraindications in dentistry.</li> </ol>	3
DENHY 381	<p>Restorative Dentistry I Introduction to restorative dentistry procedures, including rubber dam application, alginate impressions, study models, sealants, mercury hygiene, matrix and wedge application, amalgam carving, and local anesthetic (LA). Chemical and physical properties of the materials will also be studied. Literature search on assigned restorative material or procedure.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of the clinical procedures associated with acceptable composite resin handling, the elements of composite resin and bonding materials, factors affecting handling and performance of composite resin, the technique for proper placement of composite restorations.</li> <li>2. Demonstrate skill of placement of a dental sealant safely and effectively on patient.</li> <li>3. Research an assigned dental material or procedure and present written findings to classmates and faculty.</li> </ol>	3
DENHY 323	<p>Clinical Dental Hygiene and Fundamentals III Third of a series of lecture and discussion and beginning clinical course in a series providing traditional dental hygiene procedures to patients from the campus and community, with increasing level of competency and speed.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Perform the following procedures safely and proficiently in the clinic setting: power scaler instrumentation, use and sharpening of Gracey curets, appliance cleaning and advanced instrumentation.</li> <li>2. Implement self-evaluation skills to identify areas needing improvement.</li> <li>3. Utilize patient assessment data to formulate comprehensive dental hygiene treatment plans.</li> <li>4. Evaluate the outcome of previous treatment in determining ongoing patient care.</li> </ol>	6



DENHY 343	<p>Process of Care III This course builds upon Process of Care II with emphasis on the planning, implementation, and evaluation phases of the Dental Hygiene Process of Care. Students are also introduced to the 2017 AAP periodontal classification system. This course uses role-playing exercises for presenting care plans using patient-centered communication. Students are also introduced to the national CLAS standards (Culturally and Linguistically Appropriate Services) adopted by the Health and Human Service (HHS) Office of Minority Health.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Formulate appropriate dental hygiene treatment plans using assessment data from hypothetical case studies.</li> <li>2. Apply CLAS standards while presenting a dental hygiene treatment plan using a simulated patient scenario.</li> </ol>	1
	FOURTH YEAR: SUMMER QUARTER- 17 Credits	
DENHY 305	<p>Principles of Research in Health-Related Systems In-depth study of the research process and use of scientific literature to develop dental care plans and interdisciplinary health projects. Requires sophisticated library searches and other types of investigations and the use of applied statistics to develop a model project. Prepares students to practice evidence- based dental hygiene in their professional careers.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Apply principles of problem and research question formulation, sampling, design, and scientific methods.</li> <li>2. Incorporate principles of evidence- based practice to current projects and future professional roles</li> <li>3. Demonstrate application of statistics to project designs.</li> <li>4. Design a model dental health project.</li> </ol>	3
DENHY 362	<p>Periodontology II Continuation of the study of periodontal disease, with increased scope and depth concerning histopathology and etiologies of periodontal disease. Emphasis is placed on non-surgical treatment of the various types of periodontal disease. The course builds on the pre-requisite knowledge gained about human anatomy and physiology, and dental hygiene courses in periodontology and oral pathology. The course focuses on the healthy, normal end of the health/disease continuum and provides a foundation for further dental science study. Successful completion of the course leads to clinical applications in patient assessment, intraoral examinations, and research applications to further study in periodontology and effective treatment of periodontal diseases.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Analyze the process of periodontal diagnosis.</li> <li>2. Demonstrate appropriate periodontal treatment planning, phases of treatment and the concept of " Master Treatment Plan".</li> <li>3. Evaluate potential outcomes of non-surgical periodontal treatment procedures.</li> </ol>	2

DENHY 371	<p>Community and Public Health Dentistry I Students work in groups to develop and implement a community- based program with an educational component. Lectures cover educational methodology including the Dental Hygiene Process of Care: (Assess, Diagnose, Plan, Implement, Evaluate (ADPIE) model for program planning, teaching methods, analysis of special group characteristics, formulation of lesson plans and development of visual aids.</p> <p>The course builds on the pre-requisite knowledge gained about communication, including written and oral presentations. The course focuses on similarities and differences between individual patient care and community health and provides a foundation for further study. Successful completion of the course leads to increased effectiveness in understanding dental hygiene care at the population level, experience in creating written and oral presentations in group settings, and research applications to further study in oral epidemiology.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Implement the principles of dental public health and the multiple roles of the dental hygienist in the promotion of wellness in the community.</li> <li>2. Assess and diagnose the need for and plan an effective community program for a target population.</li> <li>3. Develop appropriate educational materials for a target population.</li> </ol>	3
DENHY 340	<p>Ethics and Jurisprudence Lectures and discussions regarding ethics and jurisprudence, related to the practice of dentistry and dental hygiene. The course builds on the pre-requisite knowledge gained about value systems and ethics. Successful completion of the course leads to clinical applications in ethical and legal practice of dental hygiene, and research applications to further study in ethics and jurisprudence related to oral health care.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Recognize actions that violate the Washington State Dental and/or Dental Hygiene Practice Act and those actions that fall into “grey areas” of the law.</li> <li>2. Analyze the legal obligations and hazards for the dentist, dental hygienist, dental assistant, and receptionist.</li> <li>3. Demonstrate professional ethics and honor the public’s expectations of the dental hygiene profession and practice.</li> </ol>	3
DENHY 382	<p>Restorative Dentistry II Preclinical laboratory exercises in placement and finishing of amalgam restorations.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Improve skills in condensing, carving and manipulating amalgam and composite restoration on mounted dentoforms.</li> <li>2. Demonstrate increased knowledge and skill in clinical techniques associated with dental dam and matrix and wedge placement.</li> <li>3. Demonstrate increased skill in condensing and carving amalgam restorations and composite restorations.</li> </ol>	1

DENHY 324	<p>Clinical Dental Hygiene and Fundamentals IV Third clinical and fourth lecture course in a series providing dental hygiene procedures at an increasing level of competency and speed on patients from the campus and community. Mandatory decimal grading.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Perform the following procedures safely, and with improved skill level in the clinical setting: ultrasonic instrumentation, use of Gracey curets, appliance cleaning and advanced instrumentation.</li> <li>2. Provide comprehensive dental hygiene treatment for a variety of patients, safely administer pain control techniques (topical and local anesthesia) and apply topical preventive and therapeutic agents.</li> <li>3. Implement self-evaluation skills to identify areas needing improvement.</li> </ol>	5
FOURTH YEAR: FALL QUARTER - 19 Credits		
DENHY 415	<p>Pain Control II Lecture, demonstration and clinical application of nitrous oxide analgesia and local anesthesia. Lectures on other pain control modalities used in dentistry. The course builds on the pre-requisite knowledge gained about human anatomy and physiology, and dental hygiene courses about head and neck anatomy, local anesthesia, and medical emergencies. The course focuses on additional techniques used to provide oral local anesthesia and provides a foundation for further dental science study. Successful completion of the course leads to clinical applications in local anesthesia, and research applications to further study in local pain management techniques in the head and neck area.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Perform the administration of nitrous oxide analgesia at a level of 100% proficiency.</li> <li>2. Perform an infraorbital nerve block, mental incisive nerve block and Gow-Gates nerve block.</li> <li>3. Demonstrate knowledge of pediatric anesthesia, anesthetic dose requirements: other anesthetic administrative devices used in dentistry.</li> </ol>	1
DENHY 461	<p>Periodontology III Continuation of the study of periodontal disease. Emphasis is placed upon the surgical, reconstructive and maintenance phases of periodontal therapy. The course builds on the pre-requisite knowledge gained about human anatomy and physiology, and dental hygiene courses of oral pathology and periodontology. The course focuses on the healthy, normal end of the health/disease continuum and provides a foundation for further dental science study. Successful completion of the course leads to clinical applications in intraoral examination and detection of need for surgical treatment, and research applications to further study in surgical treatment for periodontal disease.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Analyze principals of periodontal surgery.</li> <li>2. Evaluate pros and cons of various types of periodontal regenerative surgeries.</li> <li>3. Recognize dental implants and assess them for signs of health or disease</li> </ol>	1

DENHY 460	<p>Special Populations Educational experiences which will enable each student to recognize the physiological, psychological, psychosocial, medical, and oral aspects of providing oral health care to pregnant patients, older adults and those with disabling conditions in preparation for clinical management. The course focuses on identifying special needs that lead to treatment modifications in dental hygiene and provides a foundation for further dental science study. Successful completion of the course leads to clinical applications patient assessment, in intra and extraoral examinations and local anesthesia, and research applications to further study in special populations and treatment modifications for effective oral care.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Recognize the most common oral health problems in the older adult, xerostomia, (dry mouth), root caries, and sensory impairment.</li> <li>2. Analyze options for oral care for a patient with psychiatric disorder,</li> <li>3. Evaluate strategies for oral care for a patient with a sensory disability.</li> <li>4. Demonstrate appropriate care for a patient with a physical disability- including wheelchair transfer.</li> </ol>	2
DENHY 481	<p>Restorative Dentistry III A study of restorative dentistry procedures and materials including the chemical and physical properties, selection, usage, and manipulation.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Analyze G.V. Black's Caries Classification System.</li> <li>2. Recognize a cavity preparation for any of the above classifications utilized in cavity preparation and explain their function.</li> <li>3. Evaluate criteria of use for cements, bases and liners and define indications and contraindications of various restorative materials.</li> <li>4. Implement self- evaluation of final product according to the established criteria for the task.</li> </ol>	3
DENHY 482	<p>Restorative Dentistry Preclinic and Clinic I Preclinical laboratory exercises in the placement and finishing of amalgam and composite restorations.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Develop restorative case plans for patient care and management.</li> <li>2. Enhance skill in the placement of cement, base or liner and placement of amalgam or composite restorations.</li> <li>3. Demonstrate skilled assessments and make corrections for accurate occlusion of completed restoration.</li> </ol>	3
DENHY 421	<p>Clinical Dental Hygiene V Performance of traditional dental hygiene clinical procedures on patients from the campus and community.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Utilize patient assessment data to formulate comprehensive dental hygiene treatment plans and evaluate the outcome of previous treatment in determining ongoing patient care.</li> <li>2. Demonstrate an awareness and understanding of how diversity may affect patient attitudes toward dental care.</li> <li>3. Exhibit professional conduct and cooperation with fellow students and clinic staff when performing x-rays or as lab or sterilization person.</li> </ol>	6

DENHY 431	<p>Advanced Dental Hygiene Theory V Lectures, discussions, and labs pertinent to clinical skills and related subjects which will be applied in second year dental hygiene clinic.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Implement a 'disease control project" for an appropriate patient, analyze outcomes and revise treatment as needed for optimal outcomes.</li> <li>2. Demonstrate the appropriate use of various electronic dental hygiene instruments.</li> </ol>	3
FOURTH YEAR: WINTER QUARTER: 17 Credits		
DENHY 471	<p>Public Health/Community Dentistry Analyze the principles of public health theory, methods, research, social epidemiology and its impact on dental health education and the dental care delivery system. The course builds on the pre-requisite knowledge gained about written and oral communication, and dental hygiene courses about community health and issues at the population level. The course focuses on measurements and techniques used to study oral health at the population level and provides a foundation for further dental science study. Successful completion of the course leads to applications in epidemiology, biostatistics, and research applications to further study in oral health at the population level.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Evaluate current issues regarding oral health disparities and access to care.</li> <li>2. Analyze how different oral diseases are studied and measured in the community-including caries, periodontal disease, oral cancer and fluorosis and other health conditions that affect general and oral health.</li> <li>3. Demonstrate cultural competency in providing oral health care.</li> </ol>	5
DENHY 483	<p>Restorative Clinic II Clinical experience in restorative dentistry procedures.</p> <p>Sample Course Outcomes and Assessments</p> <ol style="list-style-type: none"> <li>1. Demonstrate refined knowledge of performing health history; intra-oral examinations; treatment planning for restorative dental hygiene care: interpret radiographs.</li> <li>2. Demonstrate refined skill in placement of cements, bases and liners, placement and carving of amalgam and composite restorations.</li> <li>3. Demonstrate refined knowledge and practice of exposure control/accident prevention protocol; accurate record keeping; body ergonomics; handling emergency equipment and situations; instrument selection; patient education and management.</li> </ol>	2

DENHY 422	<p>Clinical Dental Hygiene VI Performance of traditional dental hygiene clinical procedures on patients from the campus and community.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Formulate comprehensive dental hygiene treatment plans utilizing patient assessment data and evaluate the outcome of previous treatment in determining ongoing patient care.</li> <li>2. Demonstrate professional conduct by working with a positive, cooperative attitude when faced with ambiguity, uncertainty and/or conflict in lab and or patient care situations.</li> <li>3. Provide comprehensive dental hygiene treatment for a variety of dental patients and safely administer pain control.</li> </ol>	6
DENHY 432	<p>Advanced Dental Hygiene Theory VI Lectures, discussions, and practice labs pertinent to clinical skills and related subjects which will be applied in dental hygiene clinic.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Demonstrate the use of the Perioscope.</li> <li>2. Assess patients with Ora-facial Myofunctional Disorders and demonstrate appropriate dental hygiene care.</li> <li>3. Evaluate tobacco cessation protocols.</li> </ol>	3
DENHY 478	<p>Extramural Clinic I Clinical rotation for second-year students to attend individualized clinical experiences, with dental hygiene treatment of special populations in extramural community clinics.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Evaluate patients' disabilities and behavior presented by the patients at the extramural sites.</li> <li>2. Work effectively as a dental team member utilizing student partner as a "partner in care" at extramural sites.</li> <li>3. Demonstrate an understanding of the cultural and lifestyle differences presented by the patients at the extramural site.</li> </ol>	1

	FOURTH YEAR: SPRING QUARTER - 15 Credits	
DENHY 472	<p>Community Dental Health Project: "Capstone" Advanced study in community dental health with interprofessional allies in community projects to be arranged on an individual basis with the instructor. Portfolio and oral presentation required. The course builds on the pre-requisite knowledge gained about written and oral communication, and dental hygiene courses about community health and issues at the population level. The course focuses on measurements and techniques used to study oral health at the population level and provides a foundation for further dental science study. Capstone project solidifies concepts introduced and applied in the dental hygiene courses for community health. Successful completion of the course leads to applications in epidemiology, biostatistics, and research applications to further study in oral health at the population level.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Produce a final comprehensive written report for the Interprofessional Externship Project.</li> <li>2. Report personal and global insights gained during three quarters of community health.</li> <li>3. Evaluate different community programs in Washington State and analyze the role of the dental hygienist in these programs.</li> </ol>	3
DENHY 470	<p>Professional Issues Lecture and discussion regarding the practice of dental hygiene including resume development, interviewing techniques, contracts and dental staff relations. The course focuses on successful transition to the oral health care workplace and development of effective conflict management skills. Discussion of professional issues and how to manage unethical/unprofessional conduct, what resources are available to support dental professionals in private practice.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Demonstrate ethical conduct and techniques to ensure other professionals are also practicing ethical behavior.</li> <li>2. Produce a written resume and cover letter to apply for a position as a dental hygienist</li> <li>3. Demonstrate effective job interview techniques.</li> </ol>	1
DENHY 484	<p>Restorative Clinic II Clinical experience in restorative dentistry procedures.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Exhibit increased expertise in performing health history; intra-oral examinations; treatment planning for restorative; dental hygiene care; patient education and management; interpreting radiographs.</li> <li>2. Exhibit increased expertise in administration of topical and local anesthesia, administration and regulation of nitrous oxide analgesia.</li> <li>3. Exhibit increased expertise in placement of cements, bases, and liners; placement amalgam restorations; polishing and margination of amalgam restorations; placement and finishing composite restorations; placement of enamel sealants or prepped sealants.</li> </ol>	2

DENHY 423	<p>Clinical Dental Hygiene VII Continuing performance of traditional dental hygiene clinical procedures on patients from the campus and community with increasing competency and efficiency.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Exhibit knowledge and skill acquired from all prior clinical courses.</li> <li>2. Exhibit professional conduct by working with a positive, cooperative attitude when faced with ambiguity, uncertainty and/or conflict in lab and/or patient care situations.</li> <li>3. Implement self-evaluation skills by completing daily self-evaluations, assessing performance, identifying deficiencies and plans for improvement.</li> </ol>	6
DENHY 433	<p>Advanced Dental Hygiene Theory VII Lectures and discussions relating to entry into the dental hygiene profession and presentation of perio-control project.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Evaluate the assessment, diagnosis, planning and implementation of the disease control patient and effectively present and communicate it to the class in a presentation.</li> <li>2. Implement effective patient care for a broad variety of patients.</li> <li>3. Exhibit professional conduct and cooperation with fellow students and faculty.</li> </ol>	2
DENHY 488	<p>Extramural Clinic II Special clinical rotation for second-year students to attend individualized clinical experiences, with dental hygiene treatment for patients in extramural community clinics.</p> <p>Sample Course Outcomes and Assessments:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an increased understanding of the patients' disabilities and behavior presented at the extramural site.</li> <li>2. Demonstrate an increased understanding of working as a dental team member at the extramural sites.</li> <li>3. Demonstrate an increased understanding of the cultural and lifestyle differences presented by the patients at extramural sites.</li> </ol>	1
	Total Credits: Dental Hygiene Curriculum	122
	TOTAL CREDITS: BASDH CURRICULUM	192



# Appendix E:

## DH Interview Team: Example Candidate Interview Questions

### 2022 DH Interview Team: Dental Hygiene Candidate Interview Questions

Applicant: \_\_\_\_\_ Interviewer: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_/25

Each question graded 0-5, criteria listed separately for each question below (for the interview committee only) Total points from 5 areas (#1-5) = 25.

#### Greetings & Introductions

- The purpose of this interview is to enhance each student application
- We will ask 4 questions
- There will be about **3 minutes** per answer.
- The whole interview will last about **15 minutes**.
- Be specific and give us **examples** from your **own** experiences.

#### Interview Questions (#1-4):

1. \_\_\_\_ Describe your current understanding of the Dental Hygiene profession in WA State.
2. \_\_\_\_ Describe a personal experience where you demonstrated your ability to adapt.
3. \_\_\_\_ Describe your own experiences with both rewarding and challenging situations while taking pre-requisite courses.
4. \_\_\_\_ In a workplace setting, describe a specific situation where you acted as part of a team.

#### Interviewer score (#5):

5. \_\_\_\_ Preparedness score (0-5)

\_\_\_\_\_/25 TOTAL SCORE (#1-5)

## Grading criteria and rubrics (interviewers only):

### Interview Questions (#1-5):

1. \_\_\_\_ Describe your current understanding of the Dental Hygiene profession in WA State.
  1. Describes periodontal procedures as part of the scope of dental hygiene
  2. Describes restorative procedures as part of the scope of dental hygiene
  3. Describes local anesthesia procedures as part of the scope of dental hygiene
  4. Describes disease prevention and patient education as part of the scope of dental hygiene
  5. Describes working as part of the dental team (including dentist, dental assistants and office management team)
2. \_\_\_\_ Describe a personal experience where you demonstrated your ability to adapt.
  1. Includes a relevant personal experience
  2. Identifies and describes a problem
  3. Identifies and describes a solution/resolution
  4. Includes thoughtful self-reflection
  5. Demonstrates emotional intelligence and ability to adapt and manage the situation in a professional manner
3. \_\_\_\_ Describe your own experiences with both rewarding and challenging situations while taking pre-requisite courses.
  1. Identifies and describes a rewarding situation during PR courses
  2. Identifies and describes a challenging situation during PR courses
  3. Describes thoughtfully why the rewarding experiences were meaningful
  4. Describes thoughtfully how the challenges were solved/overcome
  5. Includes thoughtful self-reflection
4. \_\_\_\_ In a workplace setting, describe a specific situation where you acted as part of a team.
  1. Identifies and describes a specific situation involving active teamwork
  2. Identifies and describes own role in the teamwork situation
  3. Describes thoughtfully how the team worked together in the situation
  4. Includes thoughtful self-reflection
  5. Demonstrates social intelligence and ability to effectively work as part of a team
5. \_\_\_\_ Preparedness: fully and holistically consider essential skills and qualities needed for the dental hygiene profession (Score 0-5, 5 showing the most preparedness)
  1. Actively and efficiently demonstrates skills and qualities essential to being prepared to begin DH education

## Information for interview team calibration:

"Dental Hygiene students must possess skills essential to performing dental hygiene functions as outlined in the Dental Hygiene application information (including but not limited to: abilities of visual acuity, speaking, motor skills, adaptive ability)."

Shoreline Community College Dental Hygiene Website 2021

*Use the bulleted items listed below to help you score the interview on their overall interview responses:*

### CONFIDENCE, COMPOSURE, COMMUNICATION

- Handles stress of interview well, professional demeanor
- Demonstrates interpersonal skills and willingness to learn and perform in a team-oriented environment
- Articulates/communicates well in English and understands oral communications to receive instruction in a clinical and classroom setting
- Addressed and answered all parts of questions thoroughly

### QUALITIES APPROPRIATE TO THE PROFESSION

*Use the listed item below to help you score the interviewee on their **overall** interview responses:*

- ❖ Attention to detail
- ❖ Confident
- ❖ Self-disciplined
- ❖ Friendly
  
- ❖ Sincere
- ❖ Motivated
- ❖ Introspective/Reflective
- ❖ Respectful
  
- ❖ Compassionate
- ❖ Responsible
- ❖ Warm
- ❖ Caring

### NOTES:

# Appendix F:

## Selective Admission Materials

### How to apply to Dental Hygiene

The Dental Hygiene application period is open each year from January 15 to February 15.

- Graduates of the program earn an Associate of Applied Arts & Sciences Degree in Dental Hygiene from Shoreline Community College, taught in partnership with University of Washington School of Dentistry
- The program is accredited by the Commission for Dental Accreditation (CODA)

### Questions about the application process?

Contact Glenda O'Malley, our Patient Services Coordinator.

Call [\(206\) 546-4711](tel:2065464711), email [dentalhygiene@shoreline.edu](mailto:dentalhygiene@shoreline.edu), or [Schedule a group advising appointment](#)

### Admission Requirements

#### Eligibility

Admission to the Dental Hygiene program includes going through an application process. The application period is open every year between January 15 and February 15. Interviews are scheduled during Winter Quarter Finals week. Notice of acceptance will be sent out the first or second week of April. The Dental Hygiene faculty will work with all applicants to ensure that the process is clear.

To be eligible for selection consideration, applicants must complete all prerequisites (list provided below) with a 2.5 grade or higher.

Required science classes must have been taken within seven (7) years of application (virtual or online labs with science courses WILL be accepted.) Advanced Placement and International Baccalaureate courses WILL NOT be accepted for transfer of prerequisites.

#### Selection Process

Selection is based on a point system. Points are gained from the prerequisite courses, work and educational experience, and interview.

50% - academics (grades of prerequisite courses)

20% - work and educational experience, if any

30% - interview

Dental Hygiene students must possess skills essential to performing dental hygiene functions as outlined in the Dental Hygiene application information (including but not limited to abilities of visual acuity, speaking, motor skills, adaptive ability).

The selection process is reviewed each year.

### **Prerequisites**

Online applications are accepted once per year and must be submitted with all required records between January 15 through February 15 to be considered for Fall Quarter entry.

Each applicant must meet all college admissions requirements as well as follow all College policies and procedures.

The following prerequisite course requirements have been established for the upcoming application periods for Fall 2022 and Fall 2023:

[Download the prerequisite checklist for 2022](#)

We encourage you to make an appointment with the [Dental Hygiene department](#) to assist you in managing your educational plan and readiness to apply.

Course numbers listed in the prerequisite checklist are course numbers offered at Shoreline Community College. Courses from other colleges which appear to be equivalent may be accepted with approval.

### **Prerequisite Course Equivalencies**

For those students taking the prerequisite courses at another university or college located within Washington State, use the [Dental Hygiene Course Equivalency Guide](#). The courses on this guide will substitute for the Shoreline Community College prerequisite courses.

If the course on the guide no longer exists, or you wish to substitute another course, complete and submit a [Review of Course Equivalency Form](#), along with a copy of your transcripts (follow directions on the form). This is the only way to be 100% sure your course can be substituted for application to the Shoreline Dental Hygiene Program.

Results of evaluation of your courses for transfer will be sent to you via email within one week but may take longer. Please plan accordingly.

Applicants must receive a minimum grade of a 2.5 in each prerequisite course (Pass/Fail or Credit/No Credit grades will not be accepted). All prerequisite courses must be completed prior to entry into the Dental Hygiene program.

These courses must have been completed within seven (7) years of entrance into the program: CHEM&121, CHEM&131, BIOL&211, BIOL&241, BIOL&242, BIOL&260 and NUTR&101.

### **Application Process**

1. If you are new to Shoreline Community College, your first step is to apply to the College to receive a student ID number (SID) and PIN number using our online application process. [Apply to Shoreline Community College](#)
2. After filling out the general college application, then apply to the College's Dental Hygiene program. Once completed and submitted online with a \$20.00 nonrefundable processing

fee using a credit/debit card only, then proceed to the final step.

3. As a final step, submit (through mail) the following additional materials by the application deadline (incomplete files will not be processed):
  - [Work Experience Verifications form\(s\)](#) signed by supervisor
  - Copy of official transcripts

**Send all application materials to:**

Shoreline Community College  
Dental Hygiene Program  
16101 Greenwood Ave N  
Shoreline, WA 98133

### **After Acceptance**

Please Note: Upon acceptance, you will receive notification and asked to submit the following required documents:

- Acceptance letter and submission of \$175 acceptance fee (going toward American Dental Hygiene Association and Washington Dental Hygiene Association membership)
- Must pass a criminal history background check ([www.castlebranch.com](http://www.castlebranch.com))
- Provide proof of vaccinations (required by start of the program in Fall quarter)
- Current Provider First Aid Card (Note: CPR/AED will be taught the second quarter in the dental hygiene program before treating patients)

# Calculating Your Dental Hygiene Application Points

All courses must be passed at 2.5 or higher

	Point Categories (See tables below)	Your Points		Grade	Grade Point
<input type="checkbox"/>	Science Courses			A	= 4.0
<input type="checkbox"/>	Gen Ed Courses			A-	= 3.7
<input type="checkbox"/>	Work Experience			B+	= 3.3
<input type="checkbox"/>	Educational Experience			B	= 3.0
				B-	= 2.7
	COMBINED SCORE-- TOTAL			C+	= 2.3

SCIENCE COURSE POINTS   50% of ALL prerequisite courses					
SCIENCE COURSES	Your GRADE	POINTS		SCIENCE GPA	POINTS
CHEM& 131	<i>Example: 3.8</i>	6		4.0-3.7	6
BIOL& 241				3.6-3.3	4.5
BIOL& 242				3.2-2.9	3
BIOL& 260				2.8-2.5	1.5
NUTR& 101				2.4-0.0	N/A
	TOTAL				

GENERAL EDUCATION COURSE POINTS: points equal to grade		
GEN ED COURSES	Your GRADE	POINTS
ENGL& 102	<i>Example: 3.2</i>	3.2
PSYC& 100		
CMST& 101		
MATH& 146		
	TOTAL	

CHOOSE <u>ONE CATEGORY</u> IN WORK AND <u>ONE CATEGORY</u> IN EDUCATION   20% of both	Points
1. Work Experience CHOOSE ONE CATEGORY (copy of employment verification form required)	
Full-time Dental Related employment (min 2 years)	20
Full-time/Part-time Dental Related employment (min 1 years)	15
Full-time health care employment (min 2 year)	15
Full-time/Part-time health care employment (min 1 year)	10
Full- time NON health care work experience (min 1 year)	10
Part-time NON health care work experience (min 1 year)	8
Dental Related Volunteer/Community Service work (100 hours minimum)	6
General Volunteer/Community Service work (100 hours minimum)	5
2. Educational Experience CHOOSE ONE CATEGORY (copies of transcripts of degree must be submitted with the application)	
Bachelor Degree or higher	10
Associate Degree	5
Not complete degree	0

INTERVIEW 30%



# Appendix G:

## UWSOD/Shoreline Community College Partnership Agreement- Second Addendum

### **SECOND ADDENDUM TO UNIVERSITY OF WASHINGTON SCHOOL OF DENTISTRY AFFILIATION AGREEMENT**

#### **1. Parties**

This Addendum is entered into by and between Shoreline Community College (hereinafter referred to as "School" or "SHORELINE") and the University of Washington, School of Dentistry (hereinafter referred to as "Training Site" or "UWSOD") and amends the terms of the Affiliation Agreement (Agreement) between the School and Training Site that has an effective date of March 22, 2019, and also amends the Addendum to University of Washington School of Dentistry Affiliation Agreement signed on April 21, 2020.

#### **2. Purpose**

WHEREAS, Training Site is committed to training health care professionals and provides desirable clinical learning experiences for School's Dental Hygiene students; and

WHEREAS, School desires to expand the scope of training for its students at Training Site.

NOW, THEREFORE, the parties hereby agree to execute this Addendum to set forth the following terms and conditions for a Joint Program in Dental Hygiene ("Joint Program").

#### **A. Joint Program**

The Joint Program shall be a two-year program leading to a Bachelor of Applied Science degree in Dental Hygiene conferred by the School. The Joint Program will be entirely housed at UWSOD facilities. The Joint Program commenced effective autumn quarter, 2020. The Joint Program will continue to operate for at least five years through June 30, 2026. The Joint Program shall not be cancelled during this initial five-year period unless such cancellation is agreed to in writing by both parties. After the initial five-year period of operation, either party may provide written notice of cancellation of the Joint Program. Cancellation of the Joint Program will become effective upon completion of instruction of students currently enrolled in the program, but the completion period for such instruction shall not be longer than two years from the date of the notice of cancellation.

SHORELINE and UWSOD recognize that both parties are making substantial financial investments in creating and organizing the Joint Program. If the agreement is cancelled after June 30, 2026, neither party will have liability for reimbursing the other for its share of investment in capital improvements, instruments, and equipment to support the Joint Program at UWSOD facilities regardless of which party initiates cancellation. The previous statement notwithstanding, SHORELINE has provided funds to UWSOD to purchase 12 ADEC Dental Simulation stations and under Section B, paragraph 3, will transfer equipment from SHORELINE facilities to UWSOD to be used to support the Joint Program. Upon cancellation, SHORELINE will retain a right of first refusal to assume ownership of the Simulation stations and possession of the property identified under Section B, paragraph 3, and transfer this property at SHORELINE's expense, to a new location of SHORELINE's choosing. Any equipment that is not specifically identified in this Addendum as covered by SHORELINE's right of first refusal, will remain or become the property of the UWSOD. In the event of cancellation by either party, both parties commit to working together to successfully transition hygiene students, the 12 simulation stations and any equipment

## **B. Shoreline Commitments**

- 1) Provide a \$250,000 payment payable at \$125,000 in year one and \$125,000 in the second year. First payment of \$125,000 has already been paid by SHORELINE to UWSOD to be used to upgrade and improve facilities at UWSOD sites supporting the clinical practice and instructional activities of the Joint Program. The second payment shall be due within the first ten days of spring quarter, 2021.
- 2) Additionally, SHORELINE agrees to pay UWSOD payments up to \$1,300,000 for Joint Program equipment, instruments, and facility improvement expenses including, but not limited to the items listed below. SHORELINE will pay the expenses within 30 days of UWSOD sending invoices. The balance of the Joint Program facility project costs that exceed \$1,550,000 will be paid by UWSOD. SHORELINE's payments will be used to purchase clinical and laboratory instruments and equipment and for remodeling of the clinical and other instructional spaces at UWSOD that will be utilized by the Joint Program. The remodel will be inclusive of but not limited to the following:

### **Phase I**

- i. Demolition of existing B350 clinic space and installation of new HVAC, electrical, water, telephone, IT, and WIFI capacity
- ii. Design and installation of twelve (12) new operatories cabinetry and sinks
- iii. Chairs, stools, lights, operatory equipment
- iv. Demolition of B154 and B152 research labs and renovation of these labs to house the dental hygiene simulation lab
- v. Installation of twelve (12) mobile sim stations supplied by ADEC, purchased by UWSOD and reimbursed by SHORELINE

### **Phase II**

- i. Renovation/remodel of 38 operatories in D2 and D3 to support the dental hygiene program adding all new chairs, equipment, furnishings, and systems

- 3) UWSOD desires to use selected SHORELINE dental hygiene equipment currently located at the School's campus. The equipment will be moved by UWSOD to the UWSOD's campus facilities at no expense to SHORELINE. UWSOD will not be charged for use of this equipment. Control of the equipment will transfer to the UWSOD and all ongoing maintenance and repairs for transferred equipment not directly supporting the Joint Program, will become the responsibility of the UWSOD. The specific equipment to be transferred to UWSOD will be identified and appended as Attachment 1 to this Addendum no later than June 30, 2021 and will be updated annually to add or remove equipment as approved by the Joint Program Educational Review Committee (JPERC). Attachment 1 will be maintained under separate signature authority by the signatories to this Addendum, their assigned delegates or successors.
- 4) From autumn quarter 2020 through the end of Spring quarter 2021, conduct all didactic and laboratory-based instruction at SHORELINE.
- 5) Designate, provide and pay for sufficient faculty and operational support staff at SHORELINE or on-site at UWSOD to provide scheduling of students and student clinical rotations, as well as all academic and administrative services needed to successfully deliver instruction and supervise clinical activities of the Joint Program cohort at UWSOD facilities throughout the term of the Joint Program agreement.
- 6) Ensure that Joint Program Dental Hygiene students have all of the instruments, equipment, and supplies they need or are required to have to support their instructional requirements as well as clinical services provided to patients seen at UWSOD sites.
- 7) Agree that all billings and production receipts from hygiene services provided by Joint Program students at UWSOD sites will flow to UWSOD.
- 8) Agree to work closely with UWSOD in its philanthropic fund-raising efforts to help support and develop the Joint Program at UWSOD.

#### **C. University of Washington School of Dentistry Commitments**

- 1) UWSOD agrees to provide instructional, clinical, and practice access for up to 10 students from the second-year SHORELINE graduating class of 2021 and the same access for 15 students from the graduating class of 2022 in this cohort's first year (spring quarter, 2021). Moving forward, UWSOD also agrees to provide clinical access, chair assignments, required systems authorizations and access to scheduling necessary to support hygiene instruction to match the number of dental hygiene students admitted into the Joint Program.

UWSOD services and facilities commitments to the Joint Program will include the following:

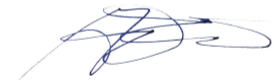
- 2) Clinical access, chair assignment, required systems authorizations and access to patient scheduling and billing necessary to support hygiene instruction to 10 Joint Program first-year students beginning spring quarter, 2021. The required clinical educational hours will be scheduled in the Magnuson Health Sciences Building on the University of Washington main campus, the WDS Building at Sand Point, and various Service Learning Rotation sites in King County. Scheduled clinical activities may include evenings and Saturdays.
- 3) Sterilization and other related services supporting the Joint Program hygiene clinical practice.
- 4) Up to five (5) furnished faculty office spaces to support SHORELINE instructional faculty beginning autumn quarter 2021, one additional part-time faculty office, and a small conference room for use by part-time faculty provided as the Joint Program grows.
- 5) Dedicated lockers for up to 30 Joint Program students for 2021 and the lockers to match the number of dental hygiene students going forward.
- 6) Classroom/conference room access for daily didactic sessions, including information technology equipment and support.
- 7) Space to support student informal activities as needed.

#### D. Joint Program Educational Review Committee

SHORELINE and UWSOD agree that establishing and building an academically and experientially rigorous Joint Program in Dental Hygiene will need adjustment or refinement as the Joint Program and relationships develop more fully over time. A Joint Program Educational Review Committee (JPERC) having equal representation from both organizations, will be established as a steering and resolution committee to address necessary changes to the agreement as well as ongoing quality assurance, issues, concerns, opportunities, etc. At the conclusion of Spring Quarter 2021, the JPERC will assess the financial and operational costs and benefits of the Joint Program Agreement within each respective organization and make recommendations for any adjustments needed to ensure sustainability of the dental hygiene program at UWSOD. This review will also address whether the program is achieving hoped for academic, experiential, and operational outcomes and determine the number of entering dental hygiene students to accept into future academic year cohorts.

#### SIGNATURES:

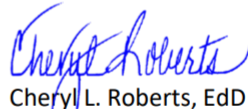
UNIVERSITY OF WASHINGTON  
SCHOOL OF DENTISTRY  
1959 NE Pacific Street  
Seattle, WA 98195



Gary T. Chiodo, DMD, FACD  
Dean  
School of Dentistry  
University of Washington

5/20/2021  
Date

SHORELINE COMMUNITY COLLEGE  
16101 Greenwood Avenue North  
Shoreline, WA 98133



Cheryl L. Roberts, EdD  
President  
Shoreline Community College

05/27/2021  
Date

## Appendix H:

### Review Regarding Preparation for Master's Degree Program

Marilynn L. Rothen [rothen@uw.edu](mailto:rothen@uw.edu)

Wed, Feb 9, 2022 at 9:49 AM

Dear Evelyn,

I have had the pleasure of reviewing the Shoreline BASDH 2-7-2022 curriculum. Based on my review, I believe that graduates of the Shoreline Dental Hygiene Program will be well prepared to apply for and be considered for entry into the University of Washington School of Dentistry Master's Degree Program in Oral Health Sciences for Dental Hygiene Educators.

Best regards, Marilyn

MARILYNN ROTHEN, R.D.H., M.S.

Clinical Professor

Oral Health Sciences, School of Dentistry

Research Implementation Manager Regional Clinical Dental Research Center Institute of Translational Health Sciences University of Washington

1959 NE Pacific St., Box 357480, Seattle, WA 98195

206.685.8132 / fax: 206.685.9654

[rothen@uw.edu](mailto:rothen@uw.edu) | [www.iths.org](http://www.iths.org)

# Appendix I:

## Initial reviews: (2) WA State DH Program Directors

Partido, Brian [Brian.Partido@seattlecolleges.edu](mailto:Brian.Partido@seattlecolleges.edu)

Feb 4, 2022 at 3:52 PM

Thank you for the opportunity to review your BASDH proposal.

I would really emphasize the benefits to the College (i.e. more revenue).

To clarify, the existing AMSDH program consists of 184 credits and the BASDH would consist of the same 184 credits, only they are renumbered as associate-level versus bachelor-level.

How many credits would be at the bachelor-level rate versus the associate-level rate? Stating the total number of credits at the bachelor-level rate would help justify your proposal.

Make sure to use the correct name for CODA (i.e. Commission on Dental Accreditation) in the second paragraph.

The curriculum looks good. Do you have a research course in your curriculum? How do you evaluate competence in evidence-based practice? Wouldn't a research course help prepare the students better for graduate school?

Please let me know if you have any questions about my comments.

Thanks,  
Brian

Brian Partido, PhD, RDH, CDA  
Executive Director  
Dental Programs | Healthcare and Human Services Division  
Seattle Central Health Education Center at Pacific Tower 1200 12th Ave S  
Seattle, WA 98144  
206.934.3184      [brian.partido@seattlecolleges.edu](mailto:brian.partido@seattlecolleges.edu)

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### Curriculum Review

Shoreline Community College Bachelor of Applied Science in Dental Hygiene Curriculum Proposal:  
From the Introduction Section of the Shoreline Community College BASDH proposal to the WA State Board of Community and Technical Colleges 2-2-20-for their approval May 2022.

Reviewer  
Monica L. Hospenthal, RDH, MEd  
Director, Bachelor of Applied Science in Dental Hygiene Programs, Pierce College

Date  
2/7/2022



## Narrative

After briefly reviewing the document, I am providing my suggestions and concerns.

As the second person to convert to a BASDH in the state and having been a degree completion director for Eastern Washington University, I provide my expertise in this area. Furthermore, I am currently chairing the committee to update the American Dental Education Association (ADEA) competencies for allied dental professions.

Please first refer you to the American Dental Hygienists' Association (ADHA) Professional Roles Document: A clinician is only one of the roles listed. The curriculum presented emphasizes a clinician only path, which is what an Associate level DH is primarily. There does not seem to be any courses that provide the student a foundation for any of the other roles, except perhaps the beginning of a public health role.

A bachelor's degree serves as the gateway to graduate school, leadership roles, etc. One of the three main reasons that the State Board of Community and Technical Colleges (SBCTC) chose to add bachelor degrees in community college settings is to increase possibilities to different roles within the discipline (<https://www.sbctc.edu/colleges-staff/programs-services/bachelors-degrees/default.aspx>). Graduates with an associate degree are limited in the jobs they can apply for; BAS degrees open these doors and serve the workforce need.

Furthermore, the Northwest Commission on Colleges and Universities (NWCCU) (<https://nwccu.org/accreditation/standards-policies/standards/>) indicates that "1.C.9: The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice."

This means that a bachelor degree education needs to prepare the learner for graduate school. I am not seeing evidence of this in the curriculum.

Another good resource is the ADEA Graduate Dental Hygiene Program Aims and Outcomes (<https://www.adea.org/ADEA/Blogs/Bulletin of Dental Education/ADEA/ADHA Graduate Dental Hygiene Program Aims and Outcomes Released.html>)

To you on how to proceed to create a bachelor's degree, I refer you to the resources above as well as the detail points listed below. They provide information that assists in writing a bachelor level curriculum in order to prepare the graduate for roles outside of being a clinician and to further their education.

Since the terminal degree of a dental hygienist is now a doctorate, our bachelor degrees must include the necessary learning that the graduate needs to succeed in their future journeys.

## Points of Consideration

1. Having five electronic/patient record courses is unnecessary.
  - a. Competence needs to be expected by the time the student begins patients. Certainly one continues to assess in the clinical setting, but there really is not "new" information in this area after initial instruction. I would remove at least three of the five credits.

2. As with the five electronic/patient record courses, you have seven seminar courses, which teach the same information repeatedly.
  - a. Competence in referral processes, clinical exams, and such need to be assessed in the clinical courses. I would eliminate most, if not all of these courses and add the content to your Dental Hygiene Fundamental courses.
  - b. I would not move the above credits to the clinical courses as you need them for the courses expected of a bachelor degree candidate. (See the recommendations further below.)
3. I would not call senior level DH courses fundamental. There must be a progression that aligns with the expectation of the complexity of the patient cases. Consider advanced in the senior year.
4. I do not see anything related to Research Methodologies. This needs a dedicated course with a minimum of three credits.
5. I am not seeing anything related to a Senior Capstone with a strong component in creation and critical analysis that is an accumulation of the learning from prerequisites through the final term of the DH curriculum. Bachelor degree programs are expected to have this.
  - a. Critical analysis could be added to your ethics course as it has sufficient credits to accommodate this. I would update the title to reflect the critical thinking.
6. I am not see leadership or advocacy addressed with an emphasis on life-long learning.
7. I am not seeing a cariology or a preventive course. Is that embedded someplace? If so, I would recommend moving that to at least a 2 credit course.
8. There does not seem to be any Senior-Level Scientific Writing required (which could be addressed with the capstone and research methods).
  - a. This is crucial for preparedness for graduate school.
9. There does not seem to be a dedicated area for motivational and teaching strategies for patient care.
  - a. It may be embedded;
  - b. You can tease that out of where it may be and create a course, or two courses, that address both chairside teaching and methods of teaching for groups.
10. There are several spelling errors/tipos you will want to address in the document as well.



## Appendix J:

### Expert, External Reviewers' Rubrics

Ryan Cluff, RDH, MEd., Assistant Professor/Department Chair, Dental Hygiene, Idaho State University

College Name:	Idaho State University	BAS Degree Title:	Dental Hygiene Studies
Reviewer Name/ Team Name:	Ryan Cluff, RDH, MEd.	Institutional or Professional Affiliation:	Idaho State University
Professional License or Qualification, if any:	Registered Dental Hygienist	Relationship to Program, if any:	None
Please evaluate the following Specific Elements			
a) Concept and overview	<p>Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?</p> <p>Comment The concept of the proposed program meets and exceeds both current employer demands and academic standards. I would expect the graduates of this program too find work quickly.</p>		
b) Degree Learning Outcomes	<p>Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?</p> <p>Comment The proposed BASDH program's incorporation of research and interprofessional experiences, should provide an appropriate level of rigor to meet those intended by the standards of the Commission on Dental Accreditation (CODA). They also align with preparing students to meet the American Dental Hygiene Association (ADHA) Standards for Clinical Hygiene Practice.</p>		
c) Curriculum Alignment	<p>Does the curriculum align with the program's Statement of Needs Document?</p> <p>Comment Yes, they do align with the statement of need.</p>		
d) Academic Relevance and Rigor	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p>Comment The courses outlined would provide a wealth of applicable knowledge relevant to the industry. Courses of note include restorative and pain control courses which meet with the expectations of employers in the area. The rigor of the upper division courses appear to be adequate in comparison with other baccalaureate degree programs.</p>		
e) General Education Requirements	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p>Comment</p>		

	The general education requirements meet the standard prescribed by CODA, the body that accredits dental hygiene education. They are of an appropriate depth and breadth to provide students with the foundational knowledge to be successful in their education and professional lives. The general education requirements would match well with other baccalaureate degree programs in the Nation.
f) Preparation for Graduate Program Acceptance	Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs? Comment Yes, the proposed learning outcomes and curriculum prepare graduates to enter graduate schools from multiple disciplines.
g) Faculty	Do program faculty qualifications appear adequate to teach and continuously improve the curriculum? Comment Faculty qualifications are defined by CODA and programmatic requirements. The existing faculty, both in general education and the dental hygiene program appear to have (or be enrolled in) at a minimum, terminal level degrees available for the profession. This would prove more than adequate to teach and improve the curriculum.
h) Resources	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities? Comment Yes, the college does have adequate financing and facilities for this program.
i) Membership and Advisory Committee	Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations? Comment Yes.
j) Overall assessment and recommendations	Please summarize your overall assessment of the program. Comment It is my assessment that the proposed BASDH program at Shoreline Community College will prepare students to be assets to their community and profession. The depth and breadth of the program is rigorous and will also prepare students for masters level programs.
<p>Reviewer Bio or Resume</p> <p>In 1997 I graduated from Northern Arizona University. I worked clinically in private practice until 2014. From 2014 to 2016 I worked as a program director for Navajo Health in Arizona. Then I was the 2<sup>nd</sup> year clinic coordinator from 2016 until 2021 at Rio Salado College Dental Hygiene in Tempe, Arizona. And in November of 2021 I accepted a position as the Department Chair at Idaho State University's Department of Dental Hygiene Studies.</p>	

College Name:	College of Health and Human Services	BAS Degree Title:	Department of Dental Hygiene
Reviewer Name/ Team Name:	Denise Muesch Helm	Institutional or Professional Affiliation:	Northern Arizona University
Professional License or Qualification, if any:	Registered Dental Hygienist	Relationship to Program, if any:	None
Please evaluate the following Specific Elements			
k) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	<p>Comment</p> <p>The Shoreline Community College proposed Bachelor of Applied Science in Dental Hygiene is relevant and appropriate to employers demands as well as accepted academic standards. The curriculum includes coursework that prepares the graduate to practice in today's complex healthcare system. For example, the student will enroll in Dental Gerontology to gain special knowledge, attitudes, and skills to provide care for older adults. This degree will offer the graduate the background and knowledge to seek employment in any of the recognized seven roles of a dental hygienist as outlined by the American Dental Hygienists Association. The current curriculum included interprofessional care as part of the Dental Research course. My only suggestion is that in the future the program considers weaving the concepts of interprofessional care throughout the curriculum, however this does not impact the current high quality of the curriculum.</p>		
l) Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?		
	<p>Comment</p> <p>The learning outcomes included in the proposal exceed the expectations of rigor for a baccalaureate degree. Graduates are expected to gain an understanding of evidence-based practice, research, policy, and business, while curriculum places a heavy emphasis on community/public health and special populations.</p>		
m) Curriculum Alignment	Does the curriculum align with the program's Statement of Needs Document?		
	<p>Comment</p> <p>Graduates who plan to enter academics, research, public health, policy, and/or business will need to have two strong skills. It is evident that the curriculum was developed from the program's Statement of Need. The designers have developed courses, content, and outcomes through an interactive process to address the current needs in healthcare and future employers.</p>		
n) Academic Relevance and Rigor	Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?		
	<p>Comment</p> <p>The course work is relevant and possess the appropriate rigor for a baccalaureate level program.</p>		

o) General Education Requirements	Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?
	Comment
p) Preparation for Graduate Program Acceptance	Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?
	Comment
q) Faculty	Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?
	Comment Yes, the faculty appear to have the appropriate qualifications to teach the curriculum.
r) Resources	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?
	Comment Yes, but the resources are difficult to assess based on the included information.
s) Membership and Advisory Committee	Has the program received approval from an Advisory Committee? Has the program responded appropriately to its Advisory Committee's recommendations?
	Comment Yes.
t) Overall assessment and recommendations	Please summarize your overall assessment of the program.
	Comment The Shoreline Community College Bachelor of Applied Science in Dental Hygiene is an outstanding example of a well thought out curriculum that is appropriately scaffold to maximize students learning. Students will take as pre-requisite courses basic science and social science that are critical in preparing them for understanding more advanced courses. Once in the program, students will enroll in courses that teach them about infection control, record keeping, and patient care. The emphasis on community/public health and special needs is commendable and addresses a current gap in the delivery of dental hygiene care.
<p>Reviewer Bio or Resume</p> <p>Dr. Denise Helm is a professor of Dental Hygiene and affiliated faculty in the Center for Health Equity Research at Northern Arizona University. As a registered dental hygienist and dental hygiene educator for over 34 years, she volunteers to improve oral health for vulnerable populations. She currently teaches Oral Health Research in the NAU Dental Hygiene Bachelor Completion Program to promote the use of evidence-based practice in dental hygienists. She previously served NAU as Provost Faculty Fellow, Special Assistant to the Provost, American Council on Education Fellow, College of Health and Human Services Associate Dean, and Dental Hygiene Department Chair. Dr. Helm holds a Doctorate in Education Curriculum and Instruction, a Master of Arts in Sociology, and a Bachelor of Science in Dental Hygiene, from NAU.</p>	

## Appendix K:

### Expert, External University Feedback on Final Curriculum

Denise Muesch Helm [Denise.Helm@nau.edu](mailto:Denise.Helm@nau.edu)

Mon, Mar 21, 2022 at 7:22 AM

Hi Evelyn and all,

Please see the below review of the revised curriculum. Great work and best of luck with your proposal. Please let me know if I can be of further assistance.

The Shoreline Community College proposed BASHO curriculum is thoughtfully and skillfully designed to incorporate the most critical elements of a baccalaureate-level dental hygiene program that will prepare dental hygienists for a rich and successful career. What is particularly striking about the proposed curriculum is that it is created specifically for the needs of the next generation of healthcare providers focusing on community health while providing a sound foundation for patient care. Content that distinguishes a baccalaureate dental hygiene program, such as evidence-based practice and concepts of community/public health, are integrated throughout the curriculum.

Students begin engaging in patient care early in the program and continue to advance their skills until the final semester in a unique individualized clinical experience. Course sequencing is scaffold in a way that encourages meaningful learning. For example, the dental morphology course, which is foundational to providing anesthesia and producing radiographs, is taught during the same semester as the anesthesia and radiology courses. The Shoreline Community College BASHO curriculum is an outstanding example of a baccalaureate dental hygiene program.

Best regards,

Denise Muesch Helm, RDH, Ed.D.  
Professor, Department of Dental Hygiene Northern Arizona University Box  
15065  
Flagstaff, AZ 86011

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Ryan Cluff <[ryancluff@isu.edu](mailto:ryancluff@isu.edu)>

Mon, Mar 21, 2022 at 8:10 AM

Greetings,

The proposed BASDH program at Shoreline Community College, as designed, would provide a quality baccalaureate level educational experience to its students. The design incorporates the ideals behind the core competencies that have been identified by the American Dental Education Association (ADEA) for entry into the dental hygiene profession. Course offerings including Process of Care, Principles of Research, and Ethics and Jurisprudence will instill the necessary reflective judgment skills to empower graduates to deliver quality, patient-centered care. This baccalaureate course also has the necessary components to prepare its graduates for the research and scholarly activity that will be required if they choose to continue their education in a graduate level dental hygiene program. I wish you luck with this endeavor!

Ryan

Ryan Cluff RDH, MEd.  
Assistant Professor/Department Chair Dental Hygiene (208)  
282-4360  
Idaho State University

# Appendix L: SBCTC Program Proposal Rubric- Shoreline\_ BASDH \_ feedback.doc



## Bachelor of Applied Science Program Proposal – Criteria Feedback Sheet **BAS in Dental Hygiene** **Shoreline Community College**

Area of Evaluation	Standard
1. Curriculum demonstrates baccalaureate level rigor	Describe curriculum including (1) program learning outcomes (2) program evaluation criteria and process (3) course preparation needed by students transferring with technical associate degree (4) general education component (5) course work needed at junior and senior levels in the BAS.
	<b>Comment</b> <ul style="list-style-type: none"> <li>demonstrates rigor, aligned with professional accreditation</li> </ul>
2. Qualified Faculty	Provide a profile, including education credentials, of anticipated faculty (full time, part time, regular, and continuing) who will support the program for each year (junior and senior) in adherence to qualifications and certification requirements established by the Washington Administrative Code (WAC) and NWCCU accreditation standards. Specify faculty needed to cover the technical coursework, general education courses and electives. In addition, provide the total faculty FTE allocated to the program.
	<b>Comment</b> <ul style="list-style-type: none"> <li>qualified faculty</li> <li>Strong faculty credentials.</li> </ul>
3. Selective admission process if used for the program, consistent with an open-door institution	Describe the selection and admission process. Explain effort that will be used to assure the program serves as diverse a population as possible. Include specific detail for selecting and students for admittance when there are more applicants than available seats in the program.
	<b>Comment</b> <ul style="list-style-type: none"> <li>It is not clear how the program intends to serve a diverse student population. The scoring for grades and work experience is numerical—the higher the course grade, the</li> </ul>

	<p>more point. More points given to BA than AA, most points given to prior work in dental offices. This likely screens for highly successful candidates, but does not on the surface do anything to assure the program serves a diverse population. I did not see a scoring rubric for the interview portion.</p> <ul style="list-style-type: none"> <li>• The admissions process seems fair though I would recommend anti-bias training for your interviewers if you aren't already incorporating that.</li> <li>• Does not indicate how efforts will be made to ensure a diverse population.</li> <li>• Reviewing questions for bias is insufficient, what training is provided to interviewers annually to reduce bias?</li> <li>• Given the points offered for work experience, this seems to exclude international students from ever being competitive.</li> <li>•</li> </ul>
4. Appropriate student services plan	<p>Describe services that will be needed by the students admitted to the degree program and college plan for providing those services for baccalaureate level students. Include a description of financial aid services and academic advising for student admitted into the program.</p> <p><b>Comment</b></p> <ul style="list-style-type: none"> <li>• advantage to be located at UW</li> <li>• Appreciate the comments about all services being available online since the students are off site</li> <li>• Confused about the Advising comment about connecting students to faculty advisors early, do faculty advise for prereqs?</li> <li>•</li> </ul>
5. Commitment to build and sustain a high-quality program	<p>Provide a financial plan for the first five years of program operation. This plan should include (1) types of funds to be used to support the program; (2) projected program expenses; (3) appropriate facilities to be (4) equipment, technology, and instructional resources needed for the program; and (4) anticipated revenue. Document the college's ability to sustain the program over time.</p> <p><b>Comment</b></p> <ul style="list-style-type: none"> <li>• Building a partnership to share facilities is the best way to ensure sustainability.</li> <li>• I realize Dental Hygiene programs have high completion rates, but assuming 0 attrition seems too ambitious</li> <li>• Page 21 says the shift will move to a positive net income, but table 2 shows ongoing losses</li> <li>•</li> </ul>
6. Program specific accreditation	<p>Indicate whether the institution will seek specialized program accreditation. If so, describe plans for accreditation and identify appropriate accreditation body. Include a statement of college's plan to seek accreditation through NWCCU and/or current status of</p>

	college's standing to offer applied baccalaureate degrees.
	<b>Comment</b>
7. Pathways options beyond baccalaureate	Describe opportunities and articulation agreements for the place bound BAS graduate to continue their education onto a graduate (Master's) degree program. Detail specific discussions with public and private baccalaureate institutions (when applicable) regarding post-baccalaureate pathways for graduates.
	<b>Comment</b>
8. External expert evaluation of program	The institution will select two external experts to review the program. External experts should come from a university level institution, i.e. departmental professor, academic dean or department head. The expert should be a practitioner/instructor from within the content area of the proposal.  In a separate document, provide copies of external evaluators' report or letters. Summarize the institution's responses and subsequent modification to the proposal based on evaluator's recommendations. Attach a short bio of the evaluators.
	<b>Comment</b> <ul style="list-style-type: none"> <li>• strong evaluator comments</li> <li>• Outstanding external evaluations.</li> </ul>

**Overall comments evaluation:**

**Recommendations-Please select (highlight) one of the following. Provide additional comments, where necessary:**

- Request additional information or clarification before recommending program approval– the budget issues need resolution before submission
- Recommend approval but request minor revisions prior to State Board meeting
- Recommend approval; no revisions requested
- Do not recommend approval

Reviewer:

Date:



# References

Accreditation Standards for Dental Hygiene Education, Aug 2019. Commission on Dental Education, 211, East Chicago Avenue Chicago, Illinois, 60611.

*American Dental Hygienists' Association*, Transforming Dental Hygiene Education and the Profession for the 21<sup>st</sup> Century white paper, p.3, 18-19, 2015.

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<https://classic.nga.org/files/live/sites/NGA/files/pdf/2014/1401DentalHealthCare.pdf> on Dec. 15, 2018.

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Shoreline Community College, Dental Hygiene Student Handbook, 2021.

Washington State Dental Practice, Revised Code of Washington (RCW) Chapter 18.29 and Washington Administrative Code (WAC) 246-815.