

# Foothill College Special Report: Baccalaureate Degree

Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

June 6, 2017

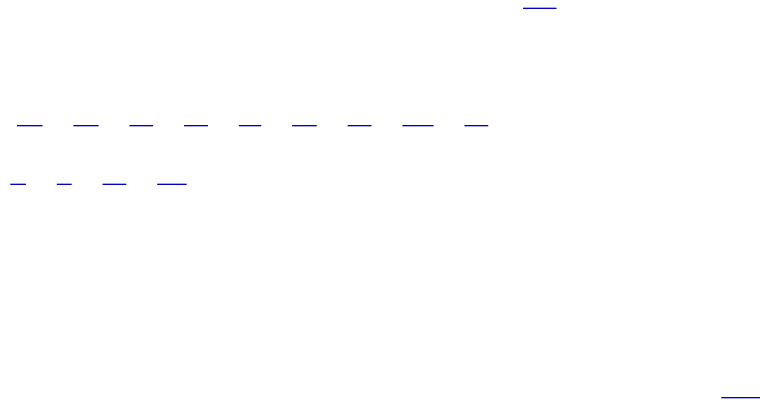
*The institution is authorized or licensed to operate as a postsecondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.*

Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

- Authority requires that an institution be authorized or licensed as a postsecondary institution to award degrees. An institution wishing to gain approval for a baccalaureate degree will have to provide evidence of the institution's authorization to o

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Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations,



The projected demand for the program is based primarily on three factors:

Labor market information projecting strong growth in dental hygiene employment in the San Francisco Bay Area.

Increasing demands for dental hygiene professionals who can educate and care for an aging and underserved population.

The quality reputation achieved by a program that has served the community for 50 years.

The Employment Development Department (EDD) published "2010-2020 Fastest Growing Occupations" for San Jose-Santa Clara-Sunnyvale, with the projected growth rate for dental hygiene at 29%, higher than the projected statewide growth of 23.4% (36). The economy of the greater Bay Area is booming and the robust regional economy is an additional reason that Foothill College is an excellent site for the baccalaureate pilot program (4).

*The institution uses data to determine how e*

Student achievement and learning outcomes assessments are up to date. The dental hygiene program recently completed a comprehensive program review examining both student learning outcomes and achievement data. The Program Review Committee (PRC) examines program review data as part of its integrated planning and resource allocation process. [\(23\)](#), [\(24\)](#), [\(25\)](#)

The program enrolls students from diverse backgrounds and aims to achieve high course success rates. Success rate data that are reviewed regularly include students taking prerequisite dental hygiene courses, as well as students admitted to the dental hygiene program [\(3\)](#).

*The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.*

document annually, which addresses program outcomes, student demographics, changes in the

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The CSU or IGETC transfer pattern for general education is required for the BS degree in dental hygiene. The current Foothill BSDH degree includes 67 lower division units and 13 upper-division units in general education distributed across the curriculum (see Figure 82 below).

■ **Foothill College Dental Hygiene General Education Pattern Compared to CSU**



Outcomes Assessment:

- National Board exam scores
- RDH licensing exams
- E-portfolio capstone project

Related Institutional Learning Outcomes:

- Communication
- Creative, critical and analytical thinking
- Computation
- Community/global consciousness and responsibility

The Foothill College Bachelor of Science in Dental Hygiene degree graduate will be competent in the performance and delivery of oral health promotion and disease prevention services in public health, private practice and alternative settings. The graduate will be able to exercise evidence-based practice, critical thinking and communicate effectively in all professional employment settings.

Outcomes Assessment:

- National Board exam scores: Professional Responsibility and Liability section
- State of California Law & Ethics for the RDH exam scores
- E-portfolio law and ethics project

Related Institutional Learning Outcomes:

- Communication
- Creative, critical and analytical thinking
- Computation
- Community/global consciousness and responsibility

One-hundred percent of dental hygiene graduates will submit a comprehensive e-portfolio demonstrating competency in the four domains: dental hygiene process of care, health education, infection and hazard control, and ethical/legal practices.

One of the capstone projects is the electronic portfolio that students create throughout the two years of the dental hygiene program. The e-portfolio is based on the four competency domains listed below. Each quarter students have a major submission to their e-portfolio that involves current evidence-based research and original project-based work by the student. Our e-portfolio project has been presented at the League for Innovation, California Dental Hygiene Educators meeting and the American Dental Education Allied Program Directors meeting. It is also featured in the seminal textbook for dental hygiene education, "Theory and Practice of Dental Hygiene" (Darby, M. L., & Walsh, M. M. (2010), Saunders/Elsevier, 4<sup>th</sup> edition).

**Dental Hygiene Process of Care:** Dental hygiene graduates must be competent in assessing the oral health needs of diverse populations and providing comprehensive dental hygiene care for persons of all ages/stages of life.

**Health Education Strategies:** Dental hygiene graduates must be competent in health education strategies for the prevention of disease and the promotion of health for individual clients and the community.

**Infection & Hazardous Waste Management:** Dental hygiene graduates must be competent in infection control and hazardous waste management.

*The institution assures the clarity, accuracy, and integrity of information provided to students and*

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and agrees to disclose information required by the commission to carry out accrediting responsibilities. All disclosures by the College are complete, accurate and honest.

The Commission on Dental Accreditation (CODA), hereafter referred to as "the Commission," accredits the Foothill College Dental Hygiene Program. The Commission is a specialized



*The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.*

- The purpose, content, course requirements and learning outcomes of the baccalaureate programs are clearly described.

Specified baccalaureate program information can be found on the program's website, including program learning outcomes, program goals, accreditation status, application procedures, degree requirements, curriculum sheet for the current academic year, course information, "frequently asked questions" for prospective students, clinic information, links to the directory of faculty

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The mission of the Foothill College Dental Hygiene Program is in accord with the mission of the Foothill-De Anza Community College District.

The purpose of the dental hygiene program is to educate students who will positively impact the oral health status of the community. This education will include courses in the basic, social and dental sciences, liberal arts and public health, with emphasis on the clinical aspect of the dental hygiene practice. This education will provide the student with a foundation to pursue lifelong learning.

The dental hygiene program is consistent with the College mission statement and so is its dental hygiene BS pilot. (1) The new dental hygiene program is consistent with the College mission statement to offer a BS degree in dental hygiene and it also provides students with "career

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The general education requirements are consistent with levels of quality and rigor appropriate to higher education (ER 12, Standard II.A.5 and II.A.12). Students awarded the Foothill College BSDH degree must complete a CSU or IGETC transfer pattern for the lower-division general education, which totals 67 quarter units. Upper-division coursework in critical thinking, writing and research have been added at the upper-division level for the baccalaureate degree. This includes 13 units of upper-division general education consistent with CSU requirements in statistics, composition, critical reading, analysis and thinking to bring depth and rigor to the baccalaureate level. Figure 82 compares the general education for the Foothill BSDH degree to the CSU GE pattern.

The Foothill College BSDH is 194-quarter units (129 semester units), exceeding the minimum number of units in general education and core courses. The first two years of the baccalaureate dental hygiene degree is preparation for the major and includes the general education courses required for the major and the supporting science and social science courses, which include English, math, chemistry, anatomy and physiology, microbiology, nutrition, pharmacology, health, psychology, sociology, communication and humanities for a total of 94 quarter units for the first two years of the program. The first two years of preparation for the major can be taken at another accredited college as long as the courses are equivalent. Following acceptance to the dental hygiene program, the second two years of the BSDH degree pilot program would be 100 units of dental hygiene core courses, inter-professional allied health courses, and upper-division general education. This curriculum plan and coursework has the rigor and depth of the bachelor's degree level. (See Figure 82, **Dental Hygiene General Education Pattern Compared to CSU**).

\* Established expectations in higher education (also, appropriate for, accepted in, common to, accepted norms in, etc.):  
Shared and time-honored principles, values and practices within the American community of higher education.

*The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.\* (ER 9)*

- Baccalaureate courses are scheduled to ensure that students will complete those programs in a reasonable period of time.

Regarding the policy on institutional degrees and credits, the program will be 197.5 quarter units. This plan follows other accredited dental hygiene programs at institutions offering the bachelor's degree. (See Figures 80 & 81, Lower Division & Upper Division Courses for a sample year-by-year course plan.)

*The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)*

- Baccalaureate degrees and the course credit in those programs are based on student learning outcomes. These outcomes are consistent with generally accepted norms and equivalencies in higher education, especially in relation to upper-division courses.

Foothill dental hygiene faculty have based the BSDH degree curriculum on CODA curricular mandates, California Dental Hygiene Committee regulations for dental hygiene education programs, and professional standards for the practice of dental hygiene from the American



ILOs encompass the whole student experience. Foothill has defined four core competencies (4-Cs) as its Institutional Learning Outcomes.

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*The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation*



The dental hygiene curriculum is a focused study of dental hygiene and the related sciences, social sciences and general education that support the major, as mandated by CODA. The upper division core dental hygiene courses address the full scope of practice of the registered dental hygienist in various employment roles including clinician, corporate, public health, educator and administrator. The upper-division course work includes didactic, clinical and laboratory experiences. Each course



The Foothill College Learning Resources Center (Library) maintains access to a collection of learning resources appropriate for dental hygiene at the baccalaureate level, including professional journals, online medical-dental databases, textbooks and references for the dental field. Students currently access the library to support research papers. These services are continuing to satisfy the needs of the new program.

*The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.*

- The job descriptions for faculty members teaching in the baccalaureate degree accurately reflect the duties and responsibilities associated with the position.

Foothill College's new dental hygiene program will replace the existing associate degree program



*The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.*

- There is at least one full-time faculty member assigned to the baccalaureate program.

Foothill College has an adequate core of qualified faculty with full-time responsibility to support the College's educational programs. The faculty contract clearly denotes the responsibilities of faculty members. Faculty members are responsible for conducting program review, curriculum development, and assessment of learning outcomes. Faculty duties and responsibilities are clearly outlined in the Faculty Agreement.

**The BSDH Program Currently Has Two and a Half Full-Time Faculty Members:**

Program director/instructor/first year clinic coordinator,

Radiology instructor/coordinator (shared with the dental assisting program), and

Second-year clinic coordinator.

All faculty hold master's degrees or higher and qualify to teach at the baccalaureate level. They have experience with research, curriculum development, educational methodology, and program evaluation.

*To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

dividing the space into two classrooms, one for dental hygiene and the other for dental assisting. Measure C and E funds were allocated for these projects.

The dental program classrooms have a maximum capacity of 35. The classroom has the following available: two overhead projectors, two projection screens, video visualizer, projection system for computer, VCR/DVD player, and a laser pointer.

The department monitors equipment, and the clinical, laboratory and classroom facilities for needed upgrades to keep current with dental technology and science. The department has been given funding through the program review and resource allocation process annually to update facilities and dental-related technology such as digital radiographic equipment, electronic patient records, lasers, ultrasonic scalers, instruments for interim therapeutic restorations, new student chairs and

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- curriculum development
- planning, operating and assessing facilities
- monitoring faculty teaching loads and program productivity
- advisory board meetings and member selection
- updating and maintaining student policy manuals
- overseeing dental hygiene student registration
- supervision of dental programs administrative assistant

The program administrator, a full-time dental hygiene faculty member, is given the authority by the division dean to take responsibility of all of the items cited above, with the exception of faculty supervision in relation to disciplinary actions, dismissal and reduction in teaching loads. The following are examples of the program director's authority and responsibilities:

**a. Curriculum development and coordination**

- Coordinates the schedule of classes and faculty assignments.
- Develops and implements student, graduate and employer surveys for the purposes of curriculum evaluation.
- Coordinates state-required updates for course outline.
- Plans, develops or obtains approval for new courses or revised courses, in consultation, with program faculty, administration and/or the advisory board.
- Coordinates SLOs for each dental hygiene course and document through the College Curriculum Management System (C3MS) on the Foothill College website.

**b. Faculty recruitment, assignments, supervision and evaluation**

- Works with the employment services department to promote, interview and hire part-time instructors for the program.
- Is responsible for assigning courses to instructors following the guidelines of the faculty union contract as indicated.
- May perform faculty evaluations at the request of the division dean. However, faculty supervision in relation to disciplinary actions, dismissal and reduction in teaching loads is the responsibility of the division dean.

**c. Initiation of program or department in-service and faculty development**

- Meets with faculty to determine dates for faculty meetings, calibration and other forms of faculty development.
- Appoints and supervises faculty chair(s), such as clinic coordinator, and dental radiology coordinator.

**d. Assessing, planning and operating program facilities**

- Works closely with dental assisting program to assess, share, and operate the program facilities.
- Works closely with dental assisting program to develop plans for upgrading dental equipment for the programs.

**e. Budget preparation and fiscal administration**

- Meets with faculty to determine equipment needs and supplies, and prioritizes requests.
- Orders and remits payment of program supplies and equipment.
- Is responsible for budget development and account reconciliation.
- Is responsible for grant requests and tracking of grant funds.

**f. Coordination, evaluation and participation in determining admission criteria and procedures as well as student promotion and retention criteria**

- Responsible for evaluating, planning, revising, and implementing admission criteria and procedures within accreditation guidelines.
- Meets with and coordinates faculty to determine student academic and clinical status.

1. College Mission Statement

<http://www.foothill.edu/president/mission.php>

2. Dental Hygiene Mission Statement

<http://www.foothill.edu/bio/programs/dentalh/index.php#miss>

3. Program Review Data

[https://foothill.edu/sta/\\_irs/programplans/PR\\_Data\\_16-17/DH\\_Overall.pdf](https://foothill.edu/sta/_irs/programplans/PR_Data_16-17/DH_Overall.pdf)

4. CCC Bachelor's Degree Study Group

[http://californiacommunitycolleges.cccco.edu/portals/0/reportsTB/2014\\_01\\_BacDegree\\_Study-Group\\_WEB.pdf](http://californiacommunitycolleges.cccco.edu/portals/0/reportsTB/2014_01_BacDegree_Study-Group_WEB.pdf)

5. FHDA Board of Trustees Resolution

[http://www.\\_da.edu/\\_downloads/Highlights03.03.14.pdf](http://www._da.edu/_downloads/Highlights03.03.14.pdf)

6. Minutes of Planning and Resource Council (PaRC) on October 15, 2014

[http://www.foothill.edu/president/parc/minutes/parc2014-15/parc11.19.14/parc\\_minutes10.15.14.pdf](http://www.foothill.edu/president/parc/minutes/parc2014-15/parc11.19.14/parc_minutes10.15.14.pdf)

7. Minutes of Chancellor's Advisory Council on October 24, 2014

[http://www.\\_da.edu/\\_about-us/\\_participatorygovernance/\\_CACSum\\_102414.pdf](http://www._da.edu/_about-us/_participatorygovernance/_CACSum_102414.pdf)

8. Announcement of Initial California Community College Board of Governors Approval  
[http://californiacommunitycolleges.cccco.edu/Portals/0/DocDownloads/PressReleases/JAN2015/PR\\_4yrDegree-January-20-2015\\_final.pdf](http://californiacommunitycolleges.cccco.edu/Portals/0/DocDownloads/PressReleases/JAN2015/PR_4yrDegree-January-20-2015_final.pdf)

9. California Community College List of Initially Approved Programs, January 2015  
[http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2015\\_agendas/January/California\\_Community\\_Colleges\\_Baccalaureate\\_Degree\\_RECOMMENDED\\_PILOT\\_PROGRAMS\\_final\\_Jan-2015.pdf](http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2015_agendas/January/California_Community_Colleges_Baccalaureate_Degree_RECOMMENDED_PILOT_PROGRAMS_final_Jan-2015.pdf)

10. Biological and Health Sciences Division Dean Discussion at PARC, January 21, 2015  
[http://www.foothill.edu/president/parc/minutes/parc2014-15/parc2.18.15/parcminutes1.21.15\\_final.pdf](http://www.foothill.edu/president/parc/minutes/parc2014-15/parc2.18.15/parcminutes1.21.15_final.pdf)

11. Foothill College Dental Program Advisory Board Minutes  
<http://www.foothill.edu/president/documents/DH-advbrd-minutes-2015jan28.pdf>

12. Biological and Health Sciences Division Meeting, March 13, 2015  
<http://www.foothill.edu/president/documents/divisionminutes.pdf>

13. California Community College Board of Governors Approves Program for Pilot, March 16, 2015  
[http://californiacommunitycolleges.cccco.edu/Portals/0/DocDownloads/PressReleases/MAR2015/PR\\_4YearDegreeMarchApp\\_March-16-2015.pdf](http://californiacommunitycolleges.cccco.edu/Portals/0/DocDownloads/PressReleases/MAR2015/PR_4YearDegreeMarchApp_March-16-2015.pdf)

14. PaRC, First Read of Substantive Change Proposal, March 18, 2015  
[http://www.foothill.edu/president/parc/minutes/parc2014-15/parc3.18.15/PaRCagenda\\_3.18.15.pdf](http://www.foothill.edu/president/parc/minutes/parc2014-15/parc3.18.15/PaRCagenda_3.18.15.pdf)

15. FHDA Board of Trustees Ratifies Substantive Change Proposal, April 6, 2015  
<http://www.foothill.edu/president/documents/boardminutes.pdf>

16. PaRC Second Read and Approval of Substantive Change Proposal, April 15, 2015  
<http://www.foothill.edu/president/documents/parcaprilminutes.pdf>

17. Letters of Support from ET/Tc1 Tf [(13. Calif).1 O5.1 (ET/Tc ((f S) 6 (support) 17 (fr) 15.1.pHiz1 Tf BT 10 Osiden) 5.1 (t)/22.

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23. 2015-16 Dental Hygiene Annual Program Review  
[https://foothill.edu/cms/slo.download.php?act=downipr&rec\\_id=338](https://foothill.edu/cms/slo.download.php?act=downipr&rec_id=338)
24. Dental Hygiene Annual Program Review Data Sheet  
[https://foothill.edu/sta/\\_irs/programplans/PR\\_Data\\_16-17/DH\\_Overall.pdf](https://foothill.edu/sta/_irs/programplans/PR_Data_16-17/DH_Overall.pdf)
25. Dental Hygiene Comprehensive Program Review Workforce Data  
[http://foothill.edu/sta/\\_irs/programplans/docs/2013-2014datasheets/WorkforceDentalHygiene.docx](http://foothill.edu/sta/_irs/programplans/docs/2013-2014datasheets/WorkforceDentalHygiene.docx)
26. University of the Pacific Curriculum Plan  
[http://www.pacific.edu/Admission/Undergraduate/Applying/Dental-Hygiene.html?utm\\_source=Link&utm\\_medium=Redirect&utm\\_campaign=DentalHygiene](http://www.pacific.edu/Admission/Undergraduate/Applying/Dental-Hygiene.html?utm_source=Link&utm_medium=Redirect&utm_campaign=DentalHygiene)
27. Dental Hygiene Program Faculty Resumes  
<http://www.foothill.edu/president/documents/dhfacultyresumes.pdf>
28. American Dental Hygienists Association: White Paper on Transforming Dental Hygiene Education  
<http://www.adha.org/adha-transformational-whitepaper>
29. Instructional Program Reviews  
[http://www.foothill\\_da.edu/schedule/instructional\\_program\\_reviews.php](http://www.foothill_da.edu/schedule/instructional_program_reviews.php)
30. Commission on Dental Accreditation  
<http://www.ada.org/en/coda/current-accreditation-standards/>
31. Planning and Resource Council  
<http://www.foothill.edu/president/parc/index.php>
32. Dental Hygiene Program Course Catalog  
[http://www.foothill.edu/bio/programs/dentalh/catalog.php?Department=D\\_H&act=1](http://www.foothill.edu/bio/programs/dentalh/catalog.php?Department=D_H&act=1)
33. Dental Hygiene Program  
<http://www.foothill.edu/bio/programs/dentalh/>

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Foothill College Dental Hygiene Curriculum:

DH 300A	ORAL BIOLOGY I	SLO #1 The student will be able to identify the location in the dental

DH 305D	DENTAL RADIOGRAPHY IV	<p>SLO #1 Students will be able to list the advantages of using the buccal object rule in dentistry and perform the SLOB rule on a dental mannequin.</p> <p>SLO #2 Given a list of technical or procedural radiographic errors, students in groups of three will recreate the error and demonstrate or illustrate the correction to the class.</p>
DH 308	CLINICAL TECHNIQUE	<p>SLO #1 The student will perform assessments on a student partner, document the exam findings and prepare a patient assessment project research paper, including treatment plan and scientific evidence-based research related to the patient's specific needs with a score of at least 75% on the grading rubric.</p> <p>SLO#2 The student will differentiate between dental hygiene instruments, including sickle scaler, universal curets and gracey curets, and demonstrate safe instrumentation technique on a final clinical examination.</p>
DH 310	DENTAL MATERIALS	<p>SLO #1 Students will be able to assess and categorize a patient's caries risk and propose a plan to either arrest the patient's caries process or reduce further risk of decay.</p> <p>SLO #2 Students will be able to evaluate a patient's dental and restorative conditions and chart significant findings with an accuracy of 75% or better on the final evaluation.</p>
DH 312	EMERGENCY PROCEDURES	<p>SLO #1 Students will be able to describe the signs and symptoms of common medical emergencies and perform the appropriate intervention.</p> <p>SLO #2 Students will be able to identify the medications in an emergency drug kit, including the use, dosing and indications/contraindications.</p>
DH 314	DENTAL HEALTH EDUCATION	<p>SLO #1 Students will be able to research and submit an e-portfolio project on an oral health product as documentation of their competency in patient education and dental products.</p> <p>SLO #2 Students will be able to research an oral health product and write a research paper citing evidence-based data on the product. The student will give an oral presentation on their research project to the class. Both parts of the project must be passed with a score of 75% or higher.</p>
DH 316A	PERIODONTICS I	<p>SLO #1 Students will be able to identify the enamel, gingival connective tissue, junctional epithelium, internal basal lamina, external basal lamina, epithelial cells, desmosomes, and hemidesmosomes on an unlabeled drawing depicting the microscopic anatomy of the junctional epithelium and surrounding tissues.</p> <p>SLO #2 Students will be able to list, describe and differentiate the various periodontal diseases according to the current classification system established by the American Academy of Periodontics.</p>
DH 316B	PERIODONTICS II	<p>SLO #1 Students will be able to identify the 3 mechanisms in which local factors can increase the risk of periodontal disease.</p> <p>SLO #2 Students will be able to list 4 out of 6 systemic risk factors that influence the progression of periodontal disease.</p> <p>SLO #3 Students will be able to distinguish the phases involved in the management of patients with periodontitis.</p>

DH 318	INTRODUCTION TO CLINIC	<p>SLO #1 The student will choose an appropriate pediatric or adolescent patient to complete a patient competency project, including the clinical requirements and a research paper documenting the competency and evidence-based decision making, with a score of 75% or higher.</p> <p>SLO #2 The student will select an appropriate quadrant, analyze periodontal assessment data and complete a periodontal probing evaluation with a grade of 75% or higher.</p>
DH 320A	CLINICAL DENTAL HYGIENE I	<p>SLO#1 The student will analyze periodontal assessment data and complete a probing evaluation with a score of at least 75%.</p> <p>SLO#2 The student will evaluate assessment findings and prepare a patient competency project, including clinical dental hygiene treatment and scientific evidence-based research on the child or adolescent patient with a score of at least 75% on the grading rubric.</p>
DH 320B	CLINICAL DENTAL HYGIENE II	<p>SLO#1 The student will evaluate assessment findings and prepare a patient competency project, including the clinical dental hygiene treatment and scientific evidence-based research on the geriatric patient with a score of at least 80%.</p> <p>SLO#2 The student will apply the principles of dental hygiene instrumentation and complete a clinical mock board examination with a score of at least 75%.</p>
DH 320C	CLINICAL DENTAL HYGIENE III	<p>SLO#1 The student will apply the principles of dental hygiene instrumentation and complete a test case examination with a score of at least 75%.</p> <p>SLO#2 The student will evaluate periodontal assessment data and complete a probing evaluation with a score of at least 85%.</p>
DH 320D	CLINICAL DENTAL HYGIENE IV	<p>SLO#1 The student will evaluate assessment findings and prepare a patient competency project, including the clinical dental hygiene treatment and scientific evidence-based research, on the periodontally-involved patient with a score of at least 85%.</p> <p>SLO#2 The student will create a seminar presentation on a dental specialty including all components within the grading rubric.</p>
DH 322	LOCAL ANESTHESIA	<p>SLO #1 Students will be able to analyze the pharmacology of</p>





## Foothill College Dental Hygiene Curriculum:

**COLLEGE**