

Foothill College Substantive Change Proposal
Baccalaureate Degree in Dental Hygiene

DRAFT

Concise description of the change and request to add a baccalaureate program, including:

Foothill College is proposing that its existing Associates in Science Dental Hygiene program be modified to meet the requirements of a Bachelor of Science Degree in Dental Hygiene as part of the Board of Governors approved pilot program for California Community Colleges.

This modification will be accomplished through the following changes to curriculum:

- 1) Revision of 2 existing capstone courses - Community Dental Health I, II
(DH 58 A, B, Upper Division General Education)

- 2) The addit

(Math, 10 GE Area: Communication & Analytical Thinking)

- 4) New requirement for - Composition, Critical Reading and Thinking
(English 1B, GE Area: Communication and Analytical Thinking)

The new program will begin in fall 2016 and includes 86 General Education quarter units spread across the lower and upper division, and 100 Dental Hygiene major quarter units, totaling 186 quarter units, or 124 semester units.

The new program will replace the existing Associates in Science program and will use existing faculty, learning, and student support resources. Students



Evidence that the field of study for the degree is consistent with the institutional mission

Foothill College Mission Statement:

Foothill College offers educational excellence to diverse students seeking transfer, career preparation and enhancement, and basic skills mastery. We are committed to innovation, ongoing improvement, accessibility and serving our community.

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

The mission of the Dental Hygiene Program is to educate students to be eligible for licensure as dental hygienists and who will positively impact the oral health status of the community. This education includes courses in basic, social and dental sciences, liberal arts, dental ethics and jurisprudence, and public health with an emphasis on the clinical aspects of dental hygiene practice. This education will provide the students with a foundation to pursue life-long learning.

<http://www.foothill.edu/bio/programs/dentalh/>

The new Dental Hygiene program is consistent with the college mission statement to focus on career preparation and enhancement) R R W K N0WOW0W J

The new program will provide additional pathways appropriate for bachelor degree graduates such as

- x Employment in public health, research, and the health care industry
- x Clinical supervision,
- x Education,
- x 0DVWHU¶V GHJUHH SURJUDP V

B. A description of the new program to be offered; level and rigor of upper division courses commonly accepted as appropriate to the baccalaureate degree; program length; identification of delivery mode for the courses

The first two years of the baccalaureate dental hygiene degree will be 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 86 quarter units for the first two years of the program. The second two years of the dental hygiene would be 10 On-RW dental hygiene courses, inter-professional allied health courses, and upper division general education. This curriculum plan will bring FRQWHQW XS WR EDFKHORU¶V GHJUHH OHYHO

Upper division general education and writing requirements will be met in the senior year dental hygiene research courses. The dental hygiene curriculum currently has two dental health/research courses. We plan to modify these two courses and add a third research course in the senior year to bring depth to the baccalaureate level.

The first research course in the series of three emphasizes research methodology and oral health disparities. Course content consists of: research methodology, literature review project, field work with target populations & outreach programs. Target populations for the project are selected from diverse groups, such as under-served children, special needs teens, geriatric patients, cancer patients, pregnant women, limited English populations and others who lack knowledge and access to oral health services.

The second quarter emphasizes development of program proposal, including: assessment, analysis, goals and objectives, lesson plans/program activities and methods of evaluation. Students develop a timeline for implementation and evaluation of program. By end of winter quarter, students submit a literature review and program proposal for their e-portfolio submission. Students contact target groups to set up dates for visits for assessment, implementation and evaluation of groups.

During spring quarter, implementation, evaluation and final analysis of community dental health projects is emphasized. The final addition to the e-portfolio project includes written analysis of results and conclusion of project, including documenting their projects, research



A description of the planning process which led to the request for the change

Planning for the program has been ongoing for many months and is based on the college mission, needs of the field, and needs of the community. Administrator and faculty leaders have been involved with efforts at the state level to authorize a baccalaureate pilot since 2013. Since only one program in the District could apply for the pilot the Chancellor requested programs at Foothill and De Anza to



October 15, 2014

Foothill College Planning and Resource Council (PaRC)

President Miner announced that the process to select a baccalaureate pilot program had begun.

Miner commented that only one application for each District would be considered. Chancellor

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Automotive Management Program.



CODA site visit for Foothill College Dental Hygiene Program
Admit students from Community College Partners

2019-2020 Admit the 4th DH pilot program class, graduation June 2021
2020-2021 Admit the 5th DH pilot program class, graduation June 2022
2021-2022 Admit the 6th DH pilot program class, graduation June 2023
2022-2023 Graduation for the last class in the pilot program June 2023
Baccalaureate pilot program ends June 30, 2023
Pilot program participant final report due August 31, 2023

Recurring annual tasks:

- x Pilot Program reporting,
- x CODA accreditation reports,
- x collecting program data & outcomes,
- x curriculum review & planning with faculty,
- x college program review,
- x reporting on Student Learning Outcomes & Program Learning outcomes,
- x Advisory Board meeting/consultation.

The program director will receive a sabbatical leave in Spring 2015 to work on baccalaureate curriculum and accreditation processes. Planning and implementation costs will be funded by a

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Foothill College academic counselors and financial aid departments are aware of the possible pilot program and are ready to meet the need if Foothill College is chosen to participate.

The Foothill College Dental Hygiene offers you state-of-the-art clinical facilities, experienced, caring faculty, and comprehensive college support services designed to help you succeed. Students are supervised during their clinic experience on patients. Students who successfully complete the program receive a college degree in Dental Hygiene and are qualified to take the Dental Hygiene National Board Examination and state or regional licensing examinations.

Evidence that:

The institution has received all necessary internal and/or external approvals

Many letters of support have come from current and former students, professional organizations, industry partners, and educational institutions. A consistent theme is the need for such a program given the increasingly complex and varying requirements in the practice of dental hygiene. Additionally, graduates would be qualified to apply for jobs outside of private dental practices in the domains of research, education, public health, and corporate/industry jobs.

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URL:

PaRC Minutes March 18, 2015, April 15, 2015

FHDA Board of Trustee Minutes April 6, 2015

Verification the institution is authorized by its state/government to offer the proposed baccalaureate degree

Approved by the BOG on March 16, 2015

See URL:

Data from the annual EPSDT Participation Report by the U.S. Department of Health and Human Services, Centers for Medicare and Medicaid Services, fiscal year 2011, showed that 58.6% of Medicaid-enrolled children did not receive dental care in 2011 in California. In a & DOLIRUQLD 'HQWDO \$VVRFLDWLRQ &' \$ UHSRUW Wiers



The Foothill College Dental Hygiene program has a 100% pass rate on Dental Hygiene National Board Examination for the history of the program. This is a remarkable achievement, particularly given that the average failure rates on the Dental Hygiene National Board Examination range from 2 ±6%, depending on the year cited. In 2008 the Joint Commission on National Dental Examinations (JCNDE) discontinued program ranks based on Dental Hygiene National Board Examination results. However, the JCNDE continues to report data on Dental Hygiene National Board Examination results and dental hygiene programs receive data on their average. Foothill College has consistently scored above the national average in every one of the subject matter areas on the Dental Hygiene National Board Examination. The program admits twenty-four students each year. The academic rigor and success of the Foothill College Dental Hygiene program make it an ideal candidate for the pilot program.

The chart below summarizes our enrollment projections based on potential partnerships with Bay Area community colleges offering Dental Hygiene:

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Foothill	50	50	50	50	50	50



Evidence that each Eligibility Requirement will still be fulfilled, specifically related to the change

Evidence that each Accreditation Standard will still be fulfilled specifically related to the change and that all relevant Commission policies are addressed

The new program is consistent with the college mission. Student achievement and learning outcomes assessments are up to date. The program recently completed a comprehensive program review examining both student learning outcomes and achievement. Program review data is examined by the Program Review Committee as part of an integrated planning and resource allocation process.

http://www.foothill.fhda.edu/cms/slo.download.php?act=downipr&rec_id=305
<http://foothill.edu/staff/irs/programplans/docs/2013-2014datasheets/BHS-DH-1314.pdf>
<http://foothill.edu/staff/irs/programplans/docs/2013-2014datasheets/WorkforceDentalHygiene.docx>

The program monitors degree completion, licensure passage rates and job placement on a continuous basis. The department engages in a continuous dialogue about student learning and program improvement within the colleges and with its advisory board. These practices will continue with the move to the baccalaureate degree program.

Pursuant to W K H & R300 and S1117 Equity plans, Foothill College has robust outreach and retention programs to increase the enrollment and success of underrepresented populations, including but not limited to Latinos, African-Americans, and Filipinos. The baccalaureate pilot will have focused strategies to ensure broad diversity of participants to fulfill the college mission and Educational Master Plan goals.

The program has four full-time faculty members:

1. a program director/instructor/first year clinic coordinator,
2. a radiology instructor/coordinator,
3. second year clinic coordinator,
4. classroom lecturer.

\$ O O K D Y H P D V W H U T V G H J U H H V R U K L K H U D O G T X D O L I \ W R
experience with research, curriculum development, educational methodology, and program evaluation. An additional nine part-

Evidence that the baccalaureate program meets the minimum requirements for the degree (120 semester units or equivalent)

Evidence that the baccalaureate program meets the minimum baccalaureate level General Education requirements:

- 1. 36 semester units or equivalent**
- 2. Distributed across the major areas for General Education (arts/humanities, natural science, mathematics, social science, and oral/written communication)**
- 3. Integrated throughout the curriculum (distributed to both lower and upper division courses)**

The CSU pattern for general education can be met with the courses that are required support courses for a degree in dental hygiene.

CSU GE	Subject matter	Foothill course	Number of required units
Area A-1	Oral Communication	COMM 1A	
Area A-2	Written Communication		



DH Program Summary (detail on following pages)

Dental Hygiene Baccalaureate Program Curriculum

Freshman Year

Fall (14 units)

Recommended courses

ENGL 1A (GE II) Composition & Reading

Quarter units

5

Junior Year

Summer (1 units)

Recommended courses

DH 50 Orientation to Dental Hygiene

Quarter units

1

Fall (14.5 units)

Recommended courses

Quarter units



Freshman Year



Junior Year



Evidence that faculty qualifications are rigorous and appropriate in regard to:

- 1. Discipline expertise**
- 2. Level of assignment (at least one degree level above the baccalaureate degree for faculty assigned to baccalaureate degree courses or equivalent)**

Phyllis Spragge, RDH, MA, was hired as a faculty member in 1998 and appointed Director of the Dental Hygiene Program in 2000. She receives 40% reassigned time for program administration and may receive up to 75% for CODA accreditation site visits. She has been granted a sabbatical leave in Spring 2015 to work on baccalaureate curriculum and accreditation processes if Foothill were to be selected for the pilot.

Patti Walter Chan, RDH, MS, serves as the clinical coordinator of the dental hygiene program. She has an extensive background in research, clinical education and community dental health. She will be working with the program director on the curriculum for the pilot program.

The program has four full-time faculty: (1) a program director/instructor/first year clinic coordinator, (2) a radiology instructor/coordinator, (3) second year clinic coordinator, (4) FODVVURRP OHFWXUHides of \$100K and qualify to teach at the baccalaureate level. They have experience with research, curriculum development, educational methodology, and program evaluation. An additional nine part-time faculty are qualified to teach baccalaureate students.
