COLLEGE OF MARIN

REGISTERED DENTAL ASSISTING PROGRAM

1800 Ignacio Boulevard
Novato, CA 94949

Phone: 415-457-8811, Ext. 8427
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Accreditation Visit June 8th & 9th, 2011
### College of Marin

**Dental Assisting Program**

**Self Study**

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Administrator Verification
Self-Study Guide for the Evaluation of a Dental Assisting Education Program

The Commission requires appropriate administrators of the institution to verify that the content of the application are factually accurate.

SPONSORING INSTITUTION

Name: College of Marin
Street Address: 1800 Ignacio Boulevard
City, State, Zip: Novato, CA 94949

Chief Executive Officer
Name: David Wain Coon, Ed. D
Title: Superintendent/President
Phone: 415-485-9400

Signature: ________________________________________________
Date: ____________________________________________

Chief Administrative Officer
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Phone: 415-457-8811, extension 8506
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Date: ____________________________________________

Program director/administrator
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E-Mail: grace.hom@marin.edu

Signature: ________________________________________________
Date: ____________________________________________

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Summary of Factual Information
SUMMARY OF FACTUAL INFORMATION ON THE DENTAL ASSISTING PROGRAM

The purpose of providing the following information is to give the reader of the completed self-study document a brief summary of critical factual information about the dental assisting program.

Admissions

a. Number of classes admitted annually: 1

b. Current enrollment:
   1st year students: 18
   2nd year students*: 13
   Maximum enrollment:
   1st year students: 24
   2nd year students*: 6

   (*To be completed by two-year programs only)

Facilities

a. Identify program(s) which share facilities with the dental assisting program, e.g., dental hygiene, dental laboratory technology, nursing.

   The dental facilities is not shared with other programs

b. Number of clinical treatment areas: 6

c. Number of radiography units: 6

Program Faculty

a. Number of dental assistants
   Full-time: 1
   Part-time: 4

b. Number of dentists
   Full-time: 0
   Part-time: 0

c. Number of dental hygienists
   Full-time: 0
   Part-time: 0

d. Number of other faculty
   Full-time: 0
   Part-time: 0
Curriculum

a. Name of term:  
   Fall, Spring, and Summer

b. Number of terms: 3

c. Number of weeks per term: 16 in the fall and spring; 4 weeks in the summer

d. Total number of weeks: 36

e. Award granted at completion: Certificate of Completion

f. Credit-to-clock hour ratio for: lecture: 32; laboratory: 39; clinic: 55

Setting/Curriculum Delivery

a. List all sites where preclinical/laboratory instruction occurs.
   
   Dental Assisting Laboratory and Clinic Area.

b. Note if all or part of the curriculum is delivered via distance education technologies and/or non-traditional methods.
   
   No distance education or non-traditional methods used

Financial Support

a. Total direct cost budgeted for current fiscal year: $309,056.00
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Previous Site Visit Recommendations
PREVIOUS SITE VISIT RECOMMENDATIONS

Using the program’s previous site visit report, please demonstrate that the recommendations included in the report have been remedied.

Standard 2 – Educational Programs

1. **It is recommended that curriculum be reviewed and revised to include:** a) course outline including topics to be presented for DA 173; b) specific instructional objectives for DA 173; c) learning experiences including time allocations for each experienced for DA 188 and DA 173 and d) evaluation procedures for DA 173 and DA 187 (DA standard 2-6b,c,d,e)

Corrective Action: In 2005, DA 173 was deleted. Since the 2004 site visit, all Dental Assisting program curricula including DA 188 and DA 187 has been revised to include learning objectives in all courses, and success for learning objectives are evaluated as evidenced in evaluation documents used for all courses. In addition, time allocations for each experience is documented and evaluated.

Student learning outcomes (course objectives) are included in the syllabus for each class, and students are evaluated on progress in skills and knowledge against those objectives.

(See Previous Site Visit Recommendations Exhibit # 1 – Responses to ADA Accreditation Site Visit and Progress Report Date of site Visit March 10 and 11, 2004, pages 1-3)

2. **It is recommended that graduates be competent in the skill required to perform a variety of clinical supportive treatments, including a) assist with and or placement and removal of rubber dams and by b) provide oral health instruction (standard 2-8, f and h).**

Corrective Action: Rubber dam is taught in DA 180 Chairside. The students practice placement and removal on a typodont for a given tooth. Upon pre clinical competency, the student places, assists and removes a rubber dam on a fellow classmate. The student must follow strict infection control measures at all times. Floss is used in place of rubber dam clamps because anesthetics are not used.
Oral health instruction is taught both in DA 176 and DA 183. The lecture portion is introduced in DA 176 as part of preventive oral care and reviewed in DA 183 where the clinical portion is evaluated.

(See Previous Site Visit Recommendations Exhibit # 1 – Responses to ADA Accreditation Site Visit and Progress Report Date of site Visit March 10 and 11, 2004, page 4)

3. It is recommended that graduates be competent in the knowledge and skill required for business office procedures, including maintaining supply and inventory (DA standard 2-9, e)

Corrective Action: Supplies and Inventory is part of DA 190 – Office Management. Before the move to the Indian Valley campus, supplies and inventory procedure practices were taught, however, there was limited opportunity for demonstration and practice because of limited space available to perform an actual inventory of supplies inventory.

Now that the program is housed in the new facilities at the Indian Valley Campus, there is a central storage area as well as increased drawers and cabinets in the classroom, wet lab, sterilization, darkroom and dental operatory to keep similar items stored together. Graduates are now evaluated on expected competencies in the knowledge and skills required for business office procedures, including maintaining supply and inventory.

(See Previous Site Visit Recommendations Exhibit # 1 – Responses to ADA Accreditation Site Visit and Progress Report Date of site Visit March 10 and 11, 2004, pages 4-5)

4. It is recommended that as students progress through the clinical phase of the program, their levels of performance are expected to elevate. (DA Standard 2-27).

Corrective Action: The progress evaluations start with the simplest procedure advancing to a more advanced procedure with progressively shorter time period allowed for each skill. Each time a skill is performed, the student is expected to do so in a shorter time period with greater accuracy. The student must perform at a 100% accuracy in the areas of infection control.

(See Previous Site Visit Recommendations Exhibit # 1 – Responses to ADA Accreditation Site Visit and Progress Report Date of site Visit March 10 and 11, 2004, pages 6-7)

5. It is recommended that the program employ objective student evaluation methods that measure all defined laboratory, preclinical, and clinical course objectives for DA 172, DA 174, DA 176, DA 182, DA 183, DA 184, DA 186, DA 188 and DA 192 (DA standard 2-32).
Corrective Action: All course student learning outcomes have been updated and listed in the course syllabi along with the evaluations.

(See Previous Site Visit Recommendations Exhibit # 1 – Responses to ADA Accreditation Site Visit and Progress Report Date of site Visit March 10 and 11, 2004, pages 8-9)

Standard 5; Health and Safety Provisions

6. It is recommended that the program demonstrate its compliance with institutional policy and applicable regulations of local, state and federal agencies including but not limited to blood borne and infectious diseases. It is further recommended that policies be continuously monitored for compliance.

Omission of prescriptions for coronal polish under the direct supervision of a dentist were observed. Cross contamination and non compliance with clinical dress codes were observed.

Corrective Action: The program requires a written dentist prescription for coronal polish, x-ray exposure and pit and fissure sealant application before the procedure can begin.

Since 2011, the Board does not require that a dentist be present to supervise the pit and fissure application. However, a dentist is present to supervise the final evaluation of the coronal polishing procedure. The program has a supervising dentist who periodically monitors the diagnostic quality of film produced by the students.

Since the 2004 site visitation a dress code policy has been enforced. Students must wear complete clinical attire in any laboratory class that involved direct patient or classmate care. Clinical attire includes scrubs, lab coat and closed nursing type shoes. The students are also required to wear the PPEs of gloves, eyewear, and masks when practicing on fellow classmates and during procedures with outside patients. Infection control is also enforced on any chairside procedure.

(See Previous Site Visit Recommendations Exhibit # 1 – Responses to ADA Accreditation Site Visit and Progress Report Date of site Visit March 10 and 11, 2004, pages 9-10)
Compliance with Commission Policy
COMPLIANCE WITH COMMISSION POLICIES

Please provide documentation demonstrating the program's compliance with the Commission's "Third Party Comments" and "Complaints" policies.

A. Third Party Comments

The program is responsible for soliciting third-party comments from students and patients that pertain to the standards of policies and procedures used in the Commission's accreditation process. An announcement for soliciting third-party comments is to be published at least 90 days prior to the site-visit. The notice should indicate that third-party comments are due in the Commission's office no later than 60 days prior to the site visit. Please review the entire policy on "Third Party Comments" in the Commission's Evaluation Policies and Procedures manual.

1. Please provide documentation and/or indicate what evidence will be available during the site visit to demonstrate compliance with the Commission's policy on "Third Party Comments."

   In compliance with the Commission’s policy, Third Party Comment Form has been posted, dated and posted for public view on the Bulletin Board in the classroom IVC main building 27, room 224.

B. Complaints

The program is responsible for developing and implementing a procedure demonstrating that students are notified, at least annually, of the opportunity and the procedures to file complaints with the Commission. Additionally, the program must maintain a record of student complaints related to the Commission’s accreditation standards and/or policy received since the Commission's last comprehensive review of the program. Please review the entire policy of "Complaints" in the Commission's Evaluation Policies and Procedures manual.

If a student, faculty, and other interested parties such as patients feel that they have been wrongfully treated by the College of Marin, Dental Assisting Department, the following procedures should be followed:
NON-COMPLIANCE WITH THE ACCREDITATION POLICY

Dental Assisting students are informed of their rights to file a complaint to the Commission regarding accreditation standards and/or policies in the Dental Assisting Student Regulations and Infection Control Occupational Hazard and Waste Disposal Training Program, referred to as the “Student Handbook”. See Standard 5 Exhibit 1. This form letter will be forwarded to ADA, Commission on Accreditation. The student is also advised that they may attend the Dental Advisory Committee meetings to discuss their concerns with any Commission complaint. This meeting would then justify if the complaint has merit and the next course of action for the dental assisting student.

Any formal complaints regarding the College of Marin, Dental Assisting Program non-compliance with accreditation standards/policy will be filed in the instructor’s office under ADA Commission Complaints. To date, no student has ever filed a complaint to the Commission.

(See Compliance With Commission Policies Exhibit #1 – Posting Form for Policy on Third Party Comments)
(See Compliance With Commission Policies Exhibit #2 - Complaints)
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Standard One
1-1 The program must demonstrate its effectiveness using a formal and ongoing planning and assessment process that is systematically documented and includes:

a. A plan with program goals
b. An implementation plan
c. An assessment process with methods of assessment and data collection, including measures of student achievement.
d. Use of results for program improvement

A. Description

1. A plan with program goals.

Upon completion of the dental assisting program the student will be able to:

- Perform the components of preventive and restorative dentistry with regard to nutritional diet analysis, oral hygiene instruction, caries detection, pit and fissure sealants, dental radiographs, diagnostic models, infection control, chairside assisting and coronal polishing procedures.
- Explain the ethical parameters of the Dental Law as it relates to the dental assistant.
- Sit for the State Registered Dental Assisting Examination administered by the Dental Board of California and National Dental Board to seek entry level employment in the dental field.
- Be employed as a Registered Dental Assistant

The program Goals provide the framework for the planning and assessment process. Planning for and evaluation of the program occurs on a regular basis as described below.

2. Implementation plan.

The program uses the college program review process to determine if it has reached its program goals. Program Review is a yearly process. The college collects data on the following:
demographics, degrees and certificates as well as success in courses. The Dental Assisting faculty complete a thorough review of all aspects of the program through this process. This is validated by the Department Chair and the Dean of Workforce Development. See Program Review reports.

- The program measures the number of degrees and certificates. All degrees require completion of general education coursework to earn either an AS or AA degree and may also prepare students for external licensure and certification.
- Employment competencies are updated by the input of Advisory Committees, employment attainment and retention. The Dental assisting disciplines convene advisory committee meetings twice a year to obtain industry feedback and ensure that students are meeting employment standards in the field. Dental assisting also evaluates professional competencies thorough employer surveys about the program graduates.
- The program review discipline requirements and standards to prepare student for licensure. These rigorous standards prepare students for certification by external agencies. When developing or revising specific content for vocational courses, faculty members typically confer with their colleagues and the industry advisory committee which provides expertise in the relevant content area. The proposed/revised course outlines are then submitted to the Curriculum Committee. The College requires student learning outcomes be identified for all courses. As Student Learning Outcomes are developed, they are evaluated for consistency in light of certification and program improvement.
- Annual program review enables vocational programs to evaluate and improve the program based on student success data.
- Vocational and Technical Education Act (VTEA) provide Perkins CTE funding and uses core indicators produced annually for occupational programs, show the numbers and/or percentages of students who complete programs and who are employed in the field. As the college’s data and research system evolves to collect critical data for enrollment of career students, the Workforce Division is collecting data in career classes to help support data collection real-time. Some of the Workforce Development Departments monitor placement and employment of students in their fields. A priority articulated in the college Master Plan is to outline the “structural requirements, market opportunities, and service priorities that will enable College of Marin to offer services the business community.” To assure ongoing dialogue and relevancy of content competencies in existing career program and to identify emerging needs, the Workforce Development Division participates in many organizations and partners with many organizations to keep the college well integrated with the community and labor demand. Quarterly, a report on partnership development is provided to the Board of Trustees.
3. Outcomes measures utilized to determine degree to which these stated goals are achieved are:

- Each student must achieve chairside competency skills performance at a minimum of 75%.
- Pass rate greater than 83 percent (above state average)
- 90% of graduates employed in the field

(See Standard 1 Exhibit 1 – Program Goals and Assessment)

4. Assessment process with methods of assessment and data collection, including measure of student achievement.

Assessment methods utilized
Student course completion, student graduation, graduate job placement and National certification and state licensure results are used to determine if the program is meeting their goals and objectives

- Graduation surveys
- Employer surveys
- Exam results
- Program review
- Course completion rates
- Program certificates issued
- Employment rates
- RDA results

(See Standard 1 Exhibit # 2 – Alumni Employer Survey)

5. Use of results for program improvement:

Certification and Licensure results are reviewed when they become available online from the ADA and DANB websites. All results of these surveys are reviewed by the program administrator and shared with the instructors. Discussion of results and need for
adjustments are assessed at the faculty meetings at the beginning and end of each school year.

(See Standard 1 Exhibit # 3 – Success Rates for College of Marin)

6. The results of data detailed above is used to change or improve the program. Strategies under consideration for improving the success rate include retaining the tutor, increasing the number of times to practice the RDA practical examination functions, increasing chair time for practicing chairside skills, and increasing the number of radiographs exposed using digital format. In addition, an on-line remediation test bank that students could use to prepare for the written examination after graduation is under development.

Many students who complete certificates and degrees enter the workforce equipped with valuable skills and fill vacant slots in much needed areas, especially in allied health fields. Graduates in these areas demonstrate proficiency in their programs and continue on to pass industry or state exams. The programs which prepare students for licensure have high pass rates of their exams.

The dental assisting program also conducts an alumni survey to learn of students’ ability to obtain licensure and employment. In addition, the Student Learning Outcomes (SLO’s) in course outlines reflect industry standards. The SLO’s assessments are used as part of the grading criteria in each course.

On an average, the program has a 90.5 % success rate of graduates from the fall of 2002 to the spring of 2007 and an even higher percent of retention rate of 95.6% over this same period. For the current semesters, Dental assisting has a passing course success rate of 237 students or 94.9% for the spring of 2009, 272 students or 93.0% for the fall of 2009, 274 students or 93.9% for spring 2010 and 239 students or 74.9% for the fall of 2010. This exceeds the 74.33% average for all students enrolled at the College of Marin.

The program awarded 193 students Certificate of Completion from fall 1999 to fall 2009. The program graduated 25 students in June 2010. The program started with 27 students and graduated 25 students or 93%. One student is on maternity leave and will return to complete her studies in the summer of 2011. One student dropped out of the program in the spring semester of 2010 and pursued a career in business.

For the June 2010 graduating class of 25 graduates, 21 or 88 % have full or part time employment in the dental field, 2 students (8%) are continuing their education at
College of Marin working on pre-requisites for dental hygiene or dental school, and one student has moved out of the district and is unavailable for tracking.

Results on National Certification and State RDA Licensure are a measurement that the program has prepared the graduate for these examinations. For the class of 2010, 72% took the state licensing examination. Of these 18 students, 72% passed the practical and/or written portion. None of the 25 students took the National examination. This program has set a goal of an 85-100% pass rate. The program is evaluating strategies to raise these test results. A key strategy has been to employ the services of a tutor. This tutor is a seasoned RDA and currently works in the field and has over 15 years of work experience. Tutorial services provides outside classroom time to practice and go over the concepts, chairside functions, radiographic procedures, anatomy, provisional restorations or crowns, and whatever the student needs.

Two students from the Class of 2010 are pursuing prerequisites for dental hygiene or dentistry and are currently enrolled at the College of Marin. Students transferring to four-year institution are a reliable measure of graduates pursuing further professional education such as dental hygiene, dentistry or teaching.

Strategies currently under consideration for improving student success rate include retaining the tutor, increasing the number of times students practice the RDA practical examination functions, increasing chair time for practicing chairside skills, and increasing the number of radiographs exposed using digital format. In addition, an on-line remediation test bank that students could use to prepare for the written examination after graduation is in development.

FINANCIAL SUPPORT

1-2 The program must have a strategic plan which identifies stable financial resources sufficient to support the program’s stated mission, goals, and objectives

The College of Marin has the financial resources required to develop and sustain the program on a continuing basis. The ability to employ a full-time faculty, replace and add equipment, procure supplies, reference materials, and teaching aids is reflected in annual budget.
Financial allocations ensure that the program will be in a competitive position to recruit and retain qualified faculty. Annual appropriations proved for innovations and changes necessary to reflect current concepts of education in the discipline.

**The College Budget Process**

The integrated planning process developed in 2007-08 made the connection between planning and resource allocation more explicit than ever before. Consequently, in the fall of 2009, the Institutional Planning Committee and the Budget Committee were merged into the Planning and Resource Allocation Committee (PRAC) to improve the linkage between planning and resource allocation. The college’s commitment to ongoing, collegial, self-reflective dialogue is explicit in the integrated planning process, which requires periodic assessment of progress made on key planning components and assessment of the planning process itself.

The fiscal state of the college is sound and the district budget is well managed. Financial planning begins in the Fiscal Services office, which produces tentative and adoption budgets founded on realistic projections and effective fiscal decision-making. The college consistently meets its obligations and maintains a healthy reserve to assure long-range financial stability. Budget documents are made available to all planning bodies and are available to all constituencies upon request. Integration of planning and budget processes has been effectively undertaken through the college’s participatory governance process. This process has been refined and streamlined based on thoughtful assessments, allowing all constituencies within the college appropriate opportunities to participate in development of plans and budgets. The PRAC is now the primary participatory governance body for planning and budget. The finances of the district are audited annually according to state and federal standards.

The following is the College Board Policy on budget:

**BP 6200 BUDGET PREPARATION College Board Policy**

**References:**
Education Code Section 70902(b)(5);
Title 5 Sections 58300 et seq.;
Title 5 Sections 58191-58194;
Accreditation Standard III.D

Each year, the Superintendent/President shall present to the Board a budget, prepared in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual. The schedule for presentation and review of budget proposals shall comply with state law and regulations, and provide adequate time for Board study.
Budget development shall meet the following criteria:

- The annual budget shall support the District’s master and educational plans.
- Both short-term and long-term goals and objectives, and broad based input are coordinated with District educational planning.
- Assumptions upon which the budget is based are presented to the Board for review.
- A schedule is provided to the Board by October of each year that includes dates for presentation of the tentative budget, required public hearing(s), and approval of the final budget. At the public hearings, interested persons may appear and address the Board regarding the proposed budget or any item in the proposed budget.
- Unrestricted general reserves shall be no less than the prudent reserve defined by the State Chancellor’s Office and Board Budget Priorities.
- Changes in the assumptions upon which the budget was based shall be reported to the Board in a timely manner.
- Budget projections address long-term goals and commitments.
- Business practices for fiscally sound financial planning will be followed.

The PRAC committee utilized the technology committee and governance instructional equipment committee to fund technology and instructional equipment requests for institutional programs that come from general, categorical and foundations funds. Special requests can be made to these committees for budget augmentation for emergency situations such as equipment repair or replacement. An example of this was the replacement of a faulty sterilizer and broken compressor unit. For the 2009-2010 budget, budget requests for the Accreditation visitation was approved for increased duplicating, and release time for accreditation preparation and special equipment to comply with Assembly Bill 2637.

The Health Science Director and Workforce Development Dean are responsible for the final approval of the dental assisting budget. The program coordinator is responsible for submitting budget requests, coordinating the approved dental assisting budget, generating purchase orders, all faculty provide input into budget requests.

**District Funding**

The California Community Colleges have historically received funding from the State of California based of Full-time equivalent students FTES. Under this type of funding, the level of enrollment has been essential to funding and has affected both course offerings and faculty employment. The financial support for the College of Marin, however is provided through a funding method called “Basic Aid”. Under basic aid, funding to the college is based on community property taxes regardless of the student enrollment. If the property taxes exceed a
given amount, the District can then use a specific percentage of the surplus for funding of community college programs. Therefore, college funding would be generated directly from Marin property taxes and need not rely exclusively on funding based on FTES (full time equivalent student).

The Dental Assisting Program benefits from basic aid funding as the numbers for enrollment fluctuate from year to year. It is to the advantage of the program to be on basic aid, as it guarantees a solid budget regardless of the number of enrolled students in the program. The program is limited to 30 students because of facilities and equipment constraints as well as lab student instructor ratios. A significant part of the supply budget is generated from student lab fees. The college allocates $500.00 for one academic year for supplies from the general fund, and that budget is augmented by CTE funds. The program also receives lottery funds which are used for infection control solutions, cleaning agents, infection control barriers, instrument pouches, chair and dental operatory barriers which are not covered under the student material fee umbrella. Lottery monies vary from year to year depending on the percent of funds received.

The department requests equipment from the general fund one year in advance. Those general fund requests go through the PRAC Committee for approval. The program coordinator secures additional funding to augment supplies not otherwise covered. Student fees are limited to the type of materials purchased. The limitation is that material fees can only be used for materials that become the property of the student and that those materials can then take home.

In addition to the fund development described above, the Dental Assisting program offers community education classes in the evening or weekends to bring in additional material and supply funds to purchase x-ray film, infection control barriers, PPEs and coronal polish materials. These weekend courses have provided funding to purchase or repair the x-ray dexter heads due to the increased usage with offering such courses to the dental community.

Currently, the total cost to the student is estimated to be $3,000 for either the one or two year program. This includes books, lab fees, tuition, uniforms, examination fees and vaccinations. This is very cost effective compared to privat dental assisting training programs that charge up to $12,000. Even with this very competitive cost, many of our current students need financial assistance for their education. The program has a scholarship fund which helps students with book purchases, vaccinations, and state board examination fees.

The Dental Assisting program has received Federal funding through Carl Perkins grants over the last eleven years. This Perkins CTE funding provides approximately $2,465 a year to the
program for the professional development, stipend for coronal polish supervising dentist, tutoring and classroom equipment not covered by the college budget. Through the collaborative efforts of the Director of Health Sciences, the Dean of Workforce Development, program faculty and the Advisory Committee, our program continues to receive this funding. This funding source has also provided new equipment to replace outdated equipment. As categorical funds see some reductions, the program has been very fortunate with the timing of the Measure C Bond that has provided very significant funding to replace virtually all the equipment required to run the Dental Assisting Program labs. The bill required the program to include new functions in the dental assisting curriculum which required the purchase of new equipment by January 2010.

To comply with this mandate and to replace out dated equipment, the program purchased the following equipment with grant funding or donations: electronic caries device, facebows, digital blood pressure cuffs, digital x-ray sensors, printers for digital x-rays, self ligating orthodontic models, banded orthodontic typodonts, defibrillator, pulse oximeters, digital camera, patient monitoring EKG device, and a capnographic device.

The program was also awarded a state WIA grant in 2009-2010. This provided for a tutor, grant monitor, and the purchase of a CAD/CAM digital scanner and 2 digital x-ray sensors.

The last three years would have been especially difficult with the passing of State Assembly Bill #2637 were it not for the Measure C funds and the additional support of the Workforce Investment Act funds.

There are opportunities for faculty to apply for individual research and development (IR&D) grants for one or two semesters. These funds are for the exclusive purpose of:

- Evaluation and developing new curricula deemed feasible
- Evaluation and improvement of instructional effectiveness
- Improve student learning
- Increase student enrollment and retention
- Encouraging the adoption of instructional, learning or technical innovations

There are also opportunities for faculty to apply for Educational Excellence and Innovation Fund (EEIF) grants. EEIF grants are awarded to college faculty and staff to encourage the development of new programs that address emerging workforce issues, introduce new teaching methods and link closely to needs in the community. Faculty and staff can submit requests for EEIF grants each fall and spring semester.
1-3 The sponsoring institution must ensure that support from entities outside the institution does not compromise the teaching, clinical and research components of the program.

The Dental Assisting Program’s current outside funding sources:

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
<th>Dates</th>
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<tr>
<td>Workforce Investment Act</td>
<td>$106,500</td>
<td>2009-2012</td>
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<tr>
<td>Perkins CTE</td>
<td>$2,994</td>
<td>Year to Year July/June</td>
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<tr>
<td>Measure C Bond</td>
<td>$1,775,389</td>
<td>until fully spent</td>
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(See Standard 1 Exhibit #4 - Workforce Investment Act Contract)
(See Standard 1 Exhibit #5 - Perkins Career Technical Education Application)
(See Standard 1 Exhibit #6 - Measure C Bond)

Even with budget reductions, the college has been supportive in finding emergency funding for equipment repair, replacement, or items of a safety nature. Over the last five years the college has paid for repairs of a 20 year old compressor, a sterilizer, and an ultrasonic cleaning unit.

The program is also very fortunate to have benefited from the Measure C Modernization Bond. The Bond provided for a move to a new building at the Indian Valley Campus, updating equipment, adding four new dental units, an intraoral camera, six fiberoptic handpieces, a digital panographic machine, new compressor, new vacuum unit, a water distiller unit, dental operatory monitor and computers, a new Miele disinfecting unit, six ultrasonic scaler units, 12 new laboratory vibrators, new audio visual equipment, two dip x-ray developing tanks, four operator adjustable operatory chairs, four dental assistant adjustable operatory chairs, and a classroom computer.

These funding sources provide support to the program and do not compromise the integrity of the program.

1-4. The authority and final responsibility for curriculum development and approval, student selection, faculty selection and administrative matters must rest within the sponsoring institution.
Description

See response 1-2.

Curriculum development and approval:

Curriculum development and approval is under the purview of faculty. Faculty members participate in collegial consultation and work with the Advisory Committee, state and local regulators colleagues from other institutions to assure that curricula is rigorous, relevant and comprehensive.

After development or revision of any curriculum by faculty, the department chair and dean review and forward to the curriculum committee, a committee appointed by the Academic Senate that includes faculty and staff members representing different academic departments of the district.

After review and input by at least three faculty members and corrections and or revisions required to meet district and academic standards are completed, the Academic Senate brings all curricula to the college district board of trustees for approval.

Student selection:

College of Marin is a post secondary institution. The college has an open admission policy. Eligibility to attend is satisfied if the one of the following the College of Marin Board admissions Requirements are met.

College of Marin Admissions Policy

College of Marin has an open admissions policy. Eligibility to attend is satisfied if you have met at least one of the following requirements:

- You are 18 years old on or before the first day of instruction for the term which you are applying
- You are a high school graduate.
- You are the equivalent of a high school graduate, i.e., you have passed the G.E.D. or a state’s high school proficiency examination.

Applicants for the dental assisting program include all of the general college entrance requirements in addition to:
• Minimum English Requirement - Qualify for English 98 or ESL English 98
• A valid Health Care Provider CPR certification
• Vaccinations/Testing Tuberculosis, Tetanus, Hepatitis B and MMR records

All Dental Assisting candidates must complete a Dental Assisting Program Application.

Faculty Selection:

BP 7120 EMPLOYMENT RECRUITMENT

References:
Education Code Sections 70901.2, 70902(b)(7) & (d), 87100 et seq., 87360, and 87400;
Title 5 Sections 53000 et seq. and 51023.5;
ACCJC Accreditation Standard III.1.A

The Superintendent/President shall establish procedures for the recruitment and selection of employees including, but not limited to, the following criteria:
• An Equal Employment Opportunity plan shall be implemented according to Title 5 and BP 3420 titled Equal Employment Opportunity.
• Academic employees shall possess the minimum qualifications prescribed for their positions by the Board of Governors of the California Community College System.
• The criteria and procedures for hiring academic employees shall be established and implemented in accordance with Board Policies and Administrative Procedures and in accordance with the Academic Senate’s role in local decision making.

The Office of Human Resources is responsible for guiding the Screening Committees through the sequence required to select finalists who represent the background, training, education and experience that are most applicable to faculty position(s).

Marin Community College District is an Equal Opportunity employer that provides each and every job applicant and candidate a fair and objective assessment of their skills.

During the screening and selection process, the Human Resources department designee serves the Committee as the Equal Employment Opportunity representative. Each member of the Screening Committee is responsible for assuring that their candidate assessments and conduct of the screening, interview and selection process comply with the District’s commitment to Equal Employment Opportunity.

During the screening process, Committee members are reminded that the criteria used to screen and select candidates at each stage of the process consists only of the job-related knowledge, skills and abilities (KSAs) that are required to successfully enter into this particular position.
The selection process is designed to ensure that meaningful consideration is given to the extent to which candidates demonstrate sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students, particularly for faculty and administrative selections.

The same set of standards are used to assess and rate each of the candidates. These standards are designed to be non-biased and to assure that no individual or group of individuals are adversely impacted during this process.

The Office of Human Resources will be responsible for notifying all applicants and candidates of their status.

The Screening Committee recommends top candidates for final selection by the President/Superintendent of the District. The President/Superintendent recommends candidates for hire by the Board of Trustees. The Board of Trustees is responsible for approval of all district hires.

**Administrative matters:**

All administrative matters are handled through the administrative reporting order. The program coordinator may recommend on administrative matters, but the first level administrator is the Director of Health Sciences. The Director of Health Sciences reports to, and consults with the Dean of Workforce Development and College-Community Partnerships on administrative matters affecting the Health Sciences Programs. The Dean reports to, and consults with the Vice President of Student Learning on Administrative matters affecting the Workforce Development Division that includes all health science programs as well as all career programs. The Vice President reports to, and consults with the President on all administrative matters affecting student learning in the district. The President reports to, and consults with the Board of Trustees on all administrative matters affecting the institution. The Board of Trustees are ultimately responsible for all administrative matters affecting the district.

(See Standard 1 Exhibit # 7 Integrated Planning & Program Review from COM Self Study page 45-49)
(See Standard 1 Exhibit # 8 College of Marin Integrated Planning Manual Timeline Chronological Schedule)
(See Standard 1 Exhibit # 9 Planning Cycle Including Academic Planning, Budget Planning, and PRAC Planning)
INSTITUTIONAL ACCREDITATION

1-5 Programs must be sponsored by educational institutions that are responsible for postsecondary education and accredited by an agency recognized by the United States Department of Education or an officially recognized state accrediting agency.

1. College of Marin (COM) is a public California Community College began in 1926 and is located approximately 15 miles north of San Francisco. Formerly named Marin Junior College and renamed College of Marin in 1947. In 1971 Indian Valley Colleges was founded. In 1985, the two colleges merged and are now a two-campus single district college with campuses in Novato and Kentfield. The College offers courses for students to complete their freshman and sophomore years of study and transfer to public and private four-year universities. The College offers more than 70 degree programs leading to an Associate of Arts or Associate of Science degree. A variety of two year vocational and career programs leading to an associate degree are also offered to prepare students for entry into technical or semi-professional fields. There are over 36 Skills Certificate and Certificate of Achievement is awarded in vocational and technical programs which includes Dental Assisting.

2. College of Marin from its inception in 1926 was accredited by the University of California and by the California State Department of Education. During the spring semester of 1953 College of Marin became fully accredited by the Western Association of Schools and Colleges and has maintained continuous accreditation to date.

(See Standard 1 Exhibit #14 -WASC Accreditation Letter)

1-6 All arrangements with co-sponsoring or affiliated institutions must be formalized by means of written agreements which clearly define the roles and responsibilities of each institution involved.

1. The program has an affiliation with University of California in San Francisco for the clinical externship since 1987. Students rotate through this Dental School for 8 consecutive days during intersession between the fall and spring semester.
A new MOU with UCSF has been updated.

During externship at the University of California in San Francisco, the students are exposed to all phases of dentistry including general, endodontics, periodontics, orthodontics, oral surgery, fixed and removable prosthodontics. This gives the students a wide range of exposure to the different specialties that they might not have in the private sector.

All arrangements are made through David Gonzales the clinical coordinator at UCSF. An orientation is given to the students on the first day of rotation. The student is apprised of infection control standards, emergency procedures, charting and names of clinic floor supervisors prior to being allowed on the clinical floor.

The student’s eight-day rotation at UCSF affords the student to gain the self-confidence they need prior to their internships in private dental offices. The pace at UCSF is slower and the dental students are very patient with our dental assisting students.

The private dental office internships with members of the Marin County Dental Society which has membership of over 235 general and specialty dentists in Marin County. It is through this affiliation that the society mails out a solicitation letter for participation in internships at the end of each year for the following spring semester.

Office rotations occur in the spring semester in late February after the student has completed Dental 186 and Dental 186 Lab and earn their Radiation Safety Certificate. This is to ensure the rotation office that the student has had the training and pre clinical as well as clinical experience to expose dental radiographs during their internship.

Students rotate through three different dental office or clinics for their internship during the spring and summer semester for a total of 35 days. Every student has the opportunity to be placed in a specialty office of their choice as well as general practice offices.

(See Standard 1 Exhibit #15 – Affiliation Agreement Between The Regents of the University of California and COM)
(See Standard 1 Exhibit # 16 Memorandum of Understanding between the County of Marin and COM)
(See Standard 1 Exhibit # 17 College of Marin Dental Assisting Program Cooperative Agreement of Affiliation with Dental Office)
COMMUNITY RESOURCES

1-7 there must be an active liaison mechanism between the program and the dental and allied Dental professionals in the community.

A. Description

1. In compliance with ADA accreditation standards Section 107.b (b) the Dental Advisory Committee consists of five dentists and five working dental assistants. This committee meets twice each year—once in the spring and once in the fall semester. These meetings provide the opportunity for members to provide input, keep the staff and faculty apprised of any changes in the profession that directly affect their practice of RDA licensure, and provide advise regarding facilities, equipment and curriculum.

The duties and responsibilities of the individuals involved in the liaison activities of the College of Marin Advisory Committee are described in the Bylaws for the College of Marin Dental Assisting Advisory Committee.

2. (See Standard 1 Exhibit # 18 Bylaws for the College of Marin Dental Assisting Advisory Committee)
   (See Standard 1 Exhibit # 19 Dental Advisory Committee Member List)
   (See Standard 1 Exhibit #20 Advisory Committee Minutes)

3. In addition, the Marin County Dental Society provides the program with dental internship offices through its membership. The Society distributes request forms to member dentist soliciting for internships participation. Annually, the dental assisting students present Table Clinics to the society members and their staff during the Staff Appreciation Night held during the spring semester. Students must research the state of the art developments, products or equipment related to dental treatment or patient care.

The program administrator is a visible liaison between the program and the dentists and dental assistants in the community by attending meetings, serving on the advisory committees and participating in community events. It is through this affiliation that students are also able to obtain a pool of patients for their x-ray, coronal polish and pit and fissure certification.
This program administrator also works collaboratively with the Marin County Dental Society in their fund raising events and provides student volunteers for their dental and orthodontic screenings.

The program administrator is on the voting board for the Marin County Dental Assistant’s Society (MCDAS). This organization provides monthly educational meetings for local practicing dentists as well as dental assistants to earn continuing education units. The MCDAS has annual meetings to determine the content and coordinate guest speakers for the next 10 months. In collaboration with the MCDAS, the program provides the continuing educational credits through the Dental Board of California. This affiliation also provides insights to local employment opportunities upon graduation.

The program offers Dental Radiation Safety and Coronal Polish Certification through the college community education department on evenings and weekends. This serves the working dental assistants in the local and surrounding community. The Dental Board requires that any dental employee who exposes dental radiographs must have their State Radiation Safety Certification. The program has offered this weekend course for over 16 years and as often as four times a year.

The Coronal Polish Certification is a pre requisite for working dental assistants who apply for the State Registered Dental Assisting Licensure Examinations. The program has offered this weekend course over 19 years 2-3 times a year and as often as 3-4 times a year.

The dental assisting students must volunteer for at least ten community service hours. The types of volunteer activities depend on the community dental events. Students have volunteered for the Head Start dental screenings, Marin County Dental Clinic pre-natal dental screenings and children’s dental services, Marin Community Service’s senior dental screenings, Marin County Dental Care Foundation’s orthodontic screenings, and Oral Health of Marin in providing dental oral hygiene education at local schools in Marin County.

The dental assisting program works collaboratively with the Marin Head Start in an annual two day dental screening using the College of Marin dental facilities. Local dentists volunteer their time and the dental assisting students provide the chair side assisting of charting, sterilization patient management. There is a follow up clinic day at the local Marin dental clinics to provide basic dental treatment for those screened and who cannot afford private dental services. The dental assisting students volunteer on weekends to help with these dental treatment days at the clinics.
The program coordinator is a voting member of the Marin County Dental Foundation. This organization focuses on raising funds to help subsidize low income children with dental care. The coordinator has been active in the Sports Day Fund raiser event and co chairs the tennis, bocce ball or bowling events and participates in the live auction to raise $9,000 to $10,000 in revenue.

Biennial orthodontic screenings are preformed at the College of Marin dental facilities. Dental assisting students volunteer to help with the charting and sterilization during these orthodontic screenings.

The program coordinator is a voting member of the Marin Community Foundation. This committee’s mission is to provide local schools with dental health education and/or dental screenings in the community. The program coordinator has set up the Senior Faire Dental booth to provide educational material to seniors and resources for low cost dental care facilities.

The Oral Health of Marin is a division of the Marin Community Services. The program coordinator is an advisory board member which meets 3-4 times a year to discuss the dental services available in the community, volunteer opportunities for the dental assisting students, and state and municipal legal issues that affect providing dental screenings, education or services to low income children.
Divider

Standard Two
27

STANDARD 2 – EDUCATIONAL PROGRAMS

Admission

2-1  Admission of students must be based on specific written criteria, procedures and policies.

A. Description

1. Admissions Criteria: College

College of Marin is a post secondary institution. The college has an open admission policy. Eligibility to attend is satisfied if the one of the following the College of Marin Board admissions requirements are met.

Marin Community College District Policy No. 5010

BP 5010 ADMISSIONS

Student Services

References:
Education Code Sections 76000, 76001, and 76002;
Labor Code Sections 3074 and 3077;
Title 5 Section 58008;
Apprenticeship Attendance Report (CCFS-321)

The District shall admit students who meet one of the following requirements and who are capable of profiting from the instruction offered:

- Any person over the age of 18 and possessing a high school diploma or its equivalent.
- Other persons who are over the age of 18 years and who, in the judgment of the Superintendent/President or his/her designee, are capable of profiting from the instruction offered. Such persons shall be admitted as provisional students, and thereafter shall be required to comply with the District's rules and regulations regarding scholastic achievement and other standards to be met by provisional or probationary students as a condition to being readmitted in any succeeding semester.
- Persons who are apprentices as defined in Labor Code Section 3077.
- Secondary school students and other special admit students who are able to demonstrate their ability to benefit from advanced scholastic or vocational work and who meet the specified admissions and enrollment criteria per applicable Education Code, state regulations, and Board policies and administrative procedures.

International Students

International students seeking admission to the College of Marin credit program under an F-1 student visa must file a Foreign Student Admissions Application by the published deadlines. These students must meet all United States Immigration requirements and District’s admissions requirements as published in the current Catalog. (See AP 5012 titled International Students).
International students seeking admission to the College of Marin Intensive English Program under an F-1 student visa must file an Intensive English Language Application for Admissions by the published deadline dates. These students must meet United States Immigration requirements.

Admissions to Special Programs
In addition to meeting the standards for admission to the District, students wishing to enroll in a special course of study or to an impacted program must satisfy additional admission requirements. Specific criteria for admission to such programs shall be approved by the Superintendent/President and published in the Catalog. The Superintendent/President or designee shall establish procedures regarding ability to benefit and admission of high school students, including students who are home-schooled and/or exempt from compulsory high school education. Those procedures will be described in AP 5011 titled Admission of High School and Other Young Students and the current Catalog.

Admission of Special Part-Time, Full-Time, and Summer School High School Students
Any high school student is eligible to attend as a special part-time, full-time, or summer school student provided he/she is able to demonstrate his/her ability to benefit from advanced scholastic or career/technical courses and who meet the specified admissions and enrollment criteria per applicable Education Code, state regulations, and Board policies and administrative procedures as described in AP 5011 titled Admission of High School and Other Young Students.

Admission of Other Young Students
The Superintendent/President or designee shall establish procedures regarding evaluation of requests for special full-time, part-time, or summer school enrollment by a pupil who is enrolled in grades kindergarten through eighth grade or identified as highly gifted. If the request for admission is denied, the applicant may appeal according to the process below.

Denial of Requests for Admission of High School and Younger Students
If the Board of Trustees denies a request for special full-time or part-time enrollment by a pupil who is identified as highly gifted, the Board will record its findings and the reason for denying the request in writing within 60 days. The written recommendation and denial shall be issued at the next regularly scheduled Board meeting that occurs at least 30 days after the pupil submits the request to the District.

Claims for State Apportionment for Concurrent Enrollment
Claims for state apportionment submitted by the District based on enrollment of high school pupils shall satisfy the criteria established by statute and any applicable regulations of the Board of Governors.

The Superintendent/President or designee shall establish procedures regarding compliance with statutory and regulatory criteria for concurrent enrollment.

Date Adopted: July 27, 2010

Admission Criteria: Dental Assisting Program

Applicants for the dental assisting program include all of the general college entrance requirements in addition to:
- Minimum English Requirement - Qualify for English 98 or ESL English 98
- A valid Health Care Provider CPR certification
- Vaccinations/Testing Tuberculosis, Tetanus, Hepatitis B and MMR records
- High School Graduate or equivalent

All Dental Assisting candidates must complete a Dental Assisting Program Application.

(See Standard 2 Exhibit #1 - Dental Assisting Program Application for Admission & Health Clearance Form)

2 & 3 The prospective student is referred to the college catalogue, class schedule, program brochure and college website for resources on the procedures on admission and program goals. The program brochure and handout lists the functions performed by the dental assistants. General employment opportunities or trends are discussed during the interview process. Qualifications for the National Certification and State Registered License after graduation are discussed. Career advancement for trained dental assistants is also reviewed with prospective students. Grace Hom, the program administrator meets with prospective applicants in a face to face interview. At this time the prospective student completes an application and health form. A discussion ensures to find out the career expectation of the applicant, the need for financial services, the full time and part time student workload, age and English requirements, high school graduate or equivalent, health vaccinations and testing requirements, certificates received upon completion the program, professional dress code and fees. Dental Assisting students must be formally admitted to this course of study by the Program Administrator.

(See Standard 2 Exhibit #2 – Dental Assisting Program Brochure)

4. Depending on the student’s deficiency, the candidate is referred to the following College of Marin Resources:

- Intensive English – Program Coordinator - Sara Oser
- Basic Skills Initiative –Interim Director of EOPS - Becky Reetz
- Counseling – Career counselor Letta Hlavacheck

2-2 Admission of students with advanced standing must be based on the same standards of achievement required by students regularly enrolled in the program. Transfer students with advance standing must receive an appropriate curriculum that results in the same standards of competence required by students regularly enrolled in the program.

COM accepts students for advanced standing based upon successful passing of Credit by Examination testing for each course completed at another institution. The students must pass the COM mid-term and final examination for the equivalent course. The Credit by Examination
petition must be completed and filed by the published semester deadline which is available in each semester schedule of classes and on the COM website.

The college has a 12 unit limit per department on credit by examination. The college also has a course substitution policy. Substitution for any required course must be approved through student petition to the Academic Standards Committee. An official transcript and catalog description must accompany the petition. For non-comparable courses, Department chairs will be consulted to determine course acceptability.

To date, the program has not encountered any requests for advanced standing or course substitution.

(See Standard 2 Exhibit # 3 – College of Marin Credit By Examination Policy & Procedure)

2-3 The number of students enrolled in the program must be proportionate to the resources available.

A. Description

1. The dental assisting program admits one class each August. Students may enter as a part time or full time student. Part time students may begin their course of study in January; however, only 2 classes in this semester do not have prerequisites.

2. In the fall 2010, 32 students were admitted into the program. Of these, there were eight returning students. All students met the minimum admission criteria.

3. Dental Assisting classrooms have 24 lab workstations and six x-ray workstations which allow an enrollment of 24 full time students and 12 part-time students. The faculty is staffed according to State instructor to student ratios.

(See Standard 2 Exhibit #4 - Enrollment and Attrition Data from 2006 to 2011)

CURRICULUM MANAGEMENT

2-4 The curriculum must be structured on the basis of, a minimum of, one academic year of full-time study or its equivalent at the postsecondary level.

The curriculum is designed for full-time students to complete the course of study in 10 months comprised of a fall, spring, and summer semester. Part-time students complete the course of study in 18 months. Students who complete the program are qualified to take both the State and National examinations.

(See Standard 2 Exhibit # 5 - Sequence of Dental Assisting Curriculum)
2-5 The curriculum must be designed to reflect the interrelationship of its general education, biomedical sciences, dental sciences, clinical sciences and clinical practice. This content must be integrated and of sufficient depth, scope, sequence of instruction, quality and emphasis to ensure achievement to the curriculums defined competencies.

1. Below is the COM Board Policy on Criteria for Associate Degrees and General Education requirements.

**Board Policy 4025 CRITERIA FOR ASSOCIATE DEGREE & GENERAL EDUCATION**

**References:**
ACCJC Accreditation Standard II.A.3;
Title 5 Section 55061

Courses that are designated to fulfill the general education and depth requirements shall meet the following criteria:

The awarding of an Associate degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the District to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics, to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest. Central to an Associate degree, general education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most important, general education should lead to better understanding. In establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major social problems.

The Associate Degree in Dental Assisting reflects the interrelationship of both the general education and dental assisting requirements.

Course curriculum is reviewed and revised every 2 years.
2-6 Written documentation of each course in the curriculum must be provided and include the course description, course content outline including topics to be presented, specific instructional objectives, learning experiences including time allocated for didactic, laboratory, and clinical experiences and course evaluation procedures.

The course outlines and syllabi contain the required elements of each course.

2-7. Graduates must demonstrate competency in the knowledge and skills required to systematically collect diagnostic data, including:

a. medical/dental histories
b. vital signs
c. assist with and/or perform extra/intraoral examination
d. dental charting
e. radiographs
f. preliminary impressions/study casts/occlusal registrations

Medical/dental histories are covered in Dental 176 and 176 Lab in the first semester of the student’s studies.

Vital signs are covered in Dental 176 and 176 Lab in the first semester of the students’ studies.

Assist and performing extra/intraoral examinations is covered in Dental 176 and 176 Lab and the intraoral examination is performed when taking dental radiographs in Dental 186 Lab and 183 Lab for coronal polish and 192A Lab for pit and fissure sealants.

Dental charting is covered in Dental 176 and 176 Lab. The student also chart during their internship and office rotations in Dental 188.

Dental radiographs are covered in Dental 182 and 182 Lab. Advanced radiographic techniques are covered in Dental 186 and the clinical exposures of dental radiographs on patients are in Dental 186 Lab. Dental 186 and 186 Lab is completed in 4 weeks. Students successfully
completing both Dental 182, 182 Lab, 186 and 186 Lab earn their California Dental Radiography Certificate prior to dental office rotations.

Preliminary impressions, study casts and occlusal bite registrations are covered in Dental 174 and 174 Lab. Students also take preliminary impressions during their internship at University of California Dental School and dental office rotations. Impressions are also taken when the students fabricate bleaching trays and mouth guards in Dental 183 Lab. Bite registrations are taken in Dental 174 lab and again in Dental 184 Lab when they perform facebow transfers.

2-8 Graduates must demonstrate competency in the knowledge and skills required in performing a variety of clinical supportive treatments including:

a. Manage infection and hazard control
b. Prepare tray set ups
c. Prepare and dismiss patients
d. Apply current concepts for four handed chairside assisting
e. Assist with and/or apply topical anesthetic
f. Assist with and/or place and remove rubber dam
g. Assist with and/or apply fluoride agents
h. Provide patient preventive education and oral hygiene instruction
i. Provide pre- and post- operative instructions prescribed by a dentist
j. Maintain accurate patient treatment records
k. Maintain treatment area
l. Assist in the management of medical and dental emergencies
m. Administer cardiopulmonary resuscitation when indicated
n. Fabricate custom trays
o. Clean and polish removable appliances
p. Fabricate provisional restorations
q. Manipulate dental materials

All required functions are included in the Dental Assisting Curriculum.

Knowledge and pre clinical skills are measured to ensure competency in each course.

2-9 Graduates must demonstrate competency in knowledge and skills required for business office procedures including:

a. Manage telephones
b. Control appointments
c. Perform financial transactions
d. Complete insurance/reimbursement forms
e. Maintain supply inventory
f. Manage recall systems

g. Operate business equipment including computers

Office procedures as listed in a – g above are covered in Dental 190 and 190 Lab. With the move to new facility, the program has the capabilities to have every student on a computer in the computer lab to practice appointment control, financial transactions, recalls and complete insurance reimbursement forms. With the modernization move the program administrator has implemented a supply and inventory system that will be used for ordering purposes.

2-10 If additional functions beyond listed in 2-7 to 2-9 are included in the curriculum, they must be taught at least to the level of laboratory/preclinical competence.

There are additional functions that are part of the curriculum and required by the state Dental Board, these include:

- Facebow - preclinical
- Caries detection - preclinical
- Pit and fissure sealants - clinical
- Coronal polish - clinical
- Ultrasonic scaling – clinical

Facebow recordings are covered in Dental 184 and 184 Lab to pre clinical proficiency. A student may receive clinical practice in their dental office rotations but not all offices have or use facebows in their practice.

Caries detection is covered in Dental 184 and 184 Lab to pre clinical proficiency. The students practice on each other using a digital caries finder device. Clinical practice takes place in their dental office rotations or their UCSF internships. However, not all offices have, utilize or allow students to use these devices.

Pit and fissure sealants are covered in 192A and 192A Lab over 4 weeks in the summer to clinical proficiency. Students practice on extracted teeth and plastic sealant teeth before practicing on each other with faux sealant material. Students are allowed to perform the procedure on clinical patients only after demonstrating proficiency of the skill.

Coronal polish is covered in Dental 183 and 183 Lab over 6-weeks to clinical proficiency. Students practice this skill on typodons and each other prior to their outside patients. A supervising dentist comes to evaluate the student on their final evaluation.
Ultrasonic scaling for the removal of excess orthodontic cement on bands is taught in Dental 183 and 183 Lab to clinical proficiency.

For subjects not taught to pre clinical proficiency, such as facebow records and caries detection, students are made aware of their ethical and legal responsibilities during Dental 184 and 183 courses. Students are also referred to the Dental Board web site for a list of the legal functions for auxiliaries. The student also studies California Law and Ethics in Dental 190 where the ethical & legal ramification of performing these additional procedures.

2-11 The curriculum must include content in 5 areas: general education, biomedical sciences, dental sciences, clinical sciences and clinical practice.

The general education requirements are outlined in College of Marin Board Policy 4025 referenced in section 2-5.

Biomedical sciences, dental sciences, and clinical practice are taught in the Dental Assisting curriculum.

Biomedical sciences, dental sciences, clinical sciences and clinical practice are built into the dental assisting curriculum in Dental 172, 176 and 178. Anatomy and physiology and Microbiology are taught in the first semester. Microbiology is covered both in the first semester. Nutrition is taught in Dental 178.

Dental sciences i.e. dental materials, oral anatomy, oral histology oral embryology and oral pathology and therapeutics are taught in the first year. Oral anatomy, histology embryology is covered in Dental Science I. Oral pathology and therapeutics are covered in Dent 178.

Dental material is covered in the first semester. The students manipulate gypsum products, alginate impressions, polyvinyl impressing wax and silicone occlusal registration, custom tray fabrication, dental cements, bonding agents and composites and composite assisting, fixed prosthetic assisting and provisional crown fabrication. This prepares the student to assist with materials manipulation during their January externship at UCSF.

Clinical Sciences such as general dentistry, specialty dentistry, practice management, chairside assisting, oral health education, management of dental and medical emergencies and the legal/ethical aspects of dentistry are covered in the first year.
GENERAL EDUCATION

2-12 The general education aspect of the curriculum must include content at the familiarity level in:

a. Oral communications
b. Written communications
c. Psychology of patient management and interpersonal relations

Oral/written communications and psychology are addressed in the second semester of study. The students are involved with oral and written reports. One such project is an oral and written presentation to the Marin County Dental Society in the form a Table Clinics in Dent 184. The students research, outline and prepare both a written document and oral presentation on a dental related issue or topic that is relevant to current practice. In Dent 178, the student is required to research, prepare a written and oral presentation on dental diseases or conditions.

Psychology is covered in Dental 174, 183 and 186 as students learn and develop communication skills with patients who may be uncomfortable in a dental setting. Students must interact with patients both in informing them of the rights to privacy, allaying any fears or anticipation regarding the procedure, and dealing with possible gagging reflexes or dental phobias. Furthermore, learned principles from psychology are employed with patients when students complete community service hours, when they recruit at local high schools for potential Dental assisting students and when students volunteer at the local Marin County Dental Service Clinic during Pit and Fissure Sealant Days, Prenatal Mothers Day, Headstart preclinical and clinical Days.

BIOMEDICAL SCIENCES

2-13 The biomedical science aspect of the curriculum must include content at the familiarity level in:

a. Anatomy and Physiology
b. Microbiology
c. Nutrition

Anatomy and physiology are covered in Dental 176. This course covers human anatomy and functions of living organism.

Microbiology and Nutrition are covered in Dental 178 which covers a deeper understanding of the human body, its functions and infection control measures.
2-14 The curriculum must include content at the in-depth level in blood borne pathogens and hazard communication standards and content must be integrated throughout the didactic, preclinical, laboratory and clinical components of the curriculum.

Blood borne pathogens and hazard communication standards are covered in Dental 172 early during the first semester as part of pre-clinical training and prior to any patient contact. Students use this training in Dental 180 to practice oral evaluation on each other and when they see x-ray patients in Dental 186, coronal polish patients in Dental 183, and finally in Dental 188 and 192 when dealing with direct patient contact in clinics or dental offices.

Students are graded on infection control during any chairside functions. Any violations result in a warning, point deduction or repeating the entire procedure.

DENTAL SCIENCES

2-15 The dental science aspect of the curriculum must include content at the familiarity level in:

a. Oral histology
b. Oral embryology
c. Oral pathology
d. Pharmacology

Oral histology is covered in Dental 176.
Oral embryology is covered in Dental 172.
Oral pathology and Pharmacology is covered in Dental 178.

2-16 The dental science aspect of the curriculum must include content at the in-depth level in:

a. Dental materials
b. Oral anatomy
c. Dental radiology

Dental materials are covered in Dental 174.
Oral Anatomy is covered in Dental 176.
Dental radiology is covered in Dental 182 and 186.

2-17 Each student must be able to demonstrate knowledge of radiation safety measures to produce diagnostic radiographic surveys on manikins prior to exposing radiographs on patients.
While practicing on x-ray manikins, students must follow the same radiation patient protection which is used for patients. Students must adjust the exposure time for the type of film being used. Students learn the ALARA concept of using the lowest possible setting to product diagnostic films. Students must also protect themselves from secondary radiation by standing 6 feet away or at a 90 degree angle from the tube head.

Each student must produce four diagnostic quality full mouth surveys and four bitewing sets prior to working with human patients. An 18 slide full mouth survey consists of 14 periapicals and four bitewing films. A full mouth survey of diagnostic quality can be interpreted as a survey that shows at least one radiograph with the required structures i.e., open contacts, lack of foreshortening or elongation, lack of apical or coronal cut off, free of cone cuts and processing errors. A maximum of three retakes are allowed which minimizes radiation exposure.

2-18 Students must demonstrate competency in taking diagnostically acceptable radiographs on patients in the program or contracted facility prior to taking radiographs during extramural clinical assignments.

Students must successfully complete Dental 186 and 186 Lab (Clinical radiology) prior to clinical assignments. Students take six sets of diagnostically acceptable full mouth surveys in Dental 186 Lab. Therefore, all students have their Radiation Safety Certificate prior to their clinical rotations.

2-19 Faculty instruction and evaluation must be provided throughout the students’ radiographic technique experience.

During Dental 182 Lab and Dental 186 Lab the instructor has a 1:6 ratio of students when they expose radiographs on teaching manikins or patients. The students self-evaluate the films they produce by naming any errors and corrections. The survey is then reviewed by self-evaluation, then validated by review with the instructor.

(See Standard 2 Exhibit # 15 - Dental 182 - Evaluation for Dental Full Mouth Surveys)
(See Standard 2 Exhibit # 16 - Dental 186 - Radiology Grading)

2-20 Through scheduled instructional sessions, students must have the opportunity to develop competence in exposing and processing bitewing and periapical radiographs on a variety of patients.

Students have the opportunity to develop competencies on exposing and processing bitewing and periapical radiographs on a variety of patients. Those opportunities are provided at externships and community outreach activities such as the Headstart community program, partially edentulous or edentulous in Dental 186 Lab when six sets of surveys are required.

Students are exposed to a variety of human patients from mixed dentition to partially edentulous or edentulous in Dental 186 lab where six sets of surveys are required. The program
works with the community dentists to refer a variety of patients from edentulous, partial edentulous, deciduous dentition, mixed dentition, patients with crowns and bridges, endodontic treated dentition, missing dentition, low palates, maxillary and mandibular tori.

**CLINICAL SCIENCES**

2-21 The clinical science aspect of the curriculum must include content at the in-depth level to include:

a. General dentistry Dental
b. Specialty procedures as they relate to general dentistry
c. Practice management
d. Chairside assisting
e. Dental related environmental hazards
f. Oral health education Dental
g. Management of dental and medical emergencies
h. Legal and ethical aspects of dentistry

1. (See Standard 2 Exhibit #17 – Courses which provide major instruction for Standards 2-12, 2-13, 2-15, 2-16 AND 2-21)
   (See Standard 2 Exhibit # 18 - Table of Minimum Radiographic Surveys)

   General dentistry and chairside assisting are taught in Dental 180.

   Specialty procedures are covered in Dental 184.

   Practice management and legal and ethical aspects of dentistry are taught in Dental 190.

   Chairside assisting is covered in Dental 180.

   Dental related environmental hazards are covered in Dental 172.

   Oral health education is taught in Dental 176 and Dental 183 Lab.

   Management of dental and medical emergencies is covered in Dental 178.

2. All content in a – h above are included in the curriculum.


4. Radiation Safety content is taught in Dental 182.
(See Standard 2 Exhibit #11 - Dental Assisting Course Outlines and Syllabi for Dental 182/186 Syllabus)

5. (See Standard 2 Exhibit # 18 - Table of Minimum Radiographic Surveys)

6. Instructors closely monitor all students during x-ray exposures both during pre clinical and clinical. The instructor/student ratio in dental radiation labs is a 1:6 ratio which allows for close monitoring and instruction.

Evaluation of x-rays is monitored using a pre determined list of criteria for acceptable and diagnostic quality films. Students do a self evaluation to identify any errors produced and cite the correction of the particular error. The instructor conducts the final evaluation.

Patient’s x-rays are sent to the patient’s dentist, who also provide another level of review and feedback for the student’s films.

CLINICAL PRACTICE

2-22 Clinical experiences assisting a dentist must be an integral part of the educational program designed to perfect students’ competence in performing dental assisting functions, rather than just basic instructions.

Students perfect their competence in dental skills via externships. The externships for Dental Assisting include:

Dental 192 = 96 hours
Dental 188 = 256 hours
UCSF externship = 64 hours

2-23 Each student must be assigned to two or more offices or clinics for clinical experience and assisting in general dentistry situation is emphasized

There are three office internships, two in the spring semester and one during the summer session. Each rotation period is between 10 to 12 days. In the spring semester students have two days a week of office rotations. Students have office rotations three days a week in the summer semester.

Each student must have at least one dental specialty of their choice as well as office rotations with general dentist. Depending on availability of participating dental offices, the student can choose dental specialties from orthodontics, pediatric dentistry, endodontics, periodontics, or oral surgery.
2-24 The major portion of the students’ time in clinical assignments must be spent assisting with or participating in patient care.

The contract with internship offices stipulates that the intern must spend most of their time at chairside under the direct supervision of an employed registered dental assistant. The contract between the program and the dental office indicates that 70% of the externship is performing chairside and sterilization functions. However, the intern may also perform office functions that are part of a dental practice.

2-25 The dental assisting faculty must plan, supervise and evaluate the student’s clinical experience.

During internships in private offices, a supervising instructor visits each office once a week. At which time the instructor observes the student at chairside and meets with the staff or dentist on the student’s progress or comments. Daily reports are generated on each student that becomes part of the student’s record. A weekly meeting is held outside the office where progress, observation or comments are discussed privately. The students can share their clinical experiences with the class without revealing names of the dentists, staff or patients. Students are evaluated at every visit for grooming, infection control, patient rapport, chairside skills, anticipation skills, staff rapport, evacuation, film exposure and topical or fluoride placement as well as progress of chairside skills.

According to the contracts with participating dental offices, it is important that the office allow the intern to perform dental assisting as well as registered dental assisting functions listed in the state Dental Practice Act under the close supervision of the employed RDA or the dentist. The attendance and progression of chairside skills is monitored, recorded and shared with the supervising instructor and or the program administrator. Upon completion of the internship, the office must complete an exit survey of the intern’s overall skills.

2-26 Students must maintain a record of their activities in each clinical assignment.

Weekly reports are submitted by the students documenting their clinical assignments. In this report the student discusses weekly activities, procedures performed, materials used and if any situations took place that required problem solving. The student also rates themselves to show progression on chairside functions performed during the week. A final evaluation is given at the end of each rotation.

(See Standard 2 Exhibit # 19 - Student Self Evaluation of Externship Program)

2-27 Seminars must be conducted periodically with students during the clinical phase of the program.

Weekly seminars are conducted on Fridays in the spring and Wednesdays in the summer to discuss the student’s experience, situations and problems. Students are not allowed to disclose
the name of the dentist’s, staff or patient’s but describes the situation to preserve confidentiality. It is a time to discuss solutions to situations and what was done or could have been done to avoid any future problems.

**2-28** When clinical experience is provided in extramural facilities, a dental assisting faculty member must visit each facility to assess each student’s progress. Provisions must be made to support travel required for faculty to supervise this activity.

The instructor will stay with the students for the entire eight day rotation at UCSF dental school and private practices and clinics. Group and private discussions are held daily to discuss the student’s experience, type of procedures, progress, and any situations the transpired. College of Marin faculty member(s) rotate through the three different internship offices. Weekly seminars are held on campus to discuss the student’s experience, types of procedures seen and any developing situations. The dental assisting budget reimburses mileage and parking for the supervising office visitations.

**2-29** Objective evaluation criteria must be utilized by faculty and office or clinical personnel to evaluate student’s competence in performing specified procedures during clinical experiences.

1. At UCSF School of Dentistry, the students rotate through the general clinic floor where they assist with procedures of general dentistry, endodontic, crown and bridge, orthodontic, periodontal and oral surgery.

2. (See Standard 2 Exhibit #20 – Externship Schedules of Dental Offices/Clinics)
   (See Standard 2 Exhibit #21 2-29B – Estimated Number of Clinical Hours Specified in Standards 2-7, 2-8 & 2-10)

3. The program administrator places the student in dental offices based on student ability and student requests. Supervision is shared between college faculty assigned to student supervision in this course.

4. Student’s expected level of performance is demonstrated during the interim attendance progress form during their externship in dental offices.

(See Standard 2 Exhibit #22 - Interim Internship Attendance and Rating Sheet)

Final evaluation form contains expected level of specified skills at the end of the rotation.

(See Standard 2 Exhibit #23 – Student Final Office Evaluation)

5. Through weekly seminars, students can share their office experiences and he instructor integrates the didactic and laboratory instruction with their clinical experiences.
6. (See Standard 2 Exhibit # 24 - Exhibit 2-29.E List of Current Dental Offices & Clinics)

7. The program goals and content are discussed in the letter sent to each dental office prior to the rotation. The agency agreement delineates the roles and goals of the program.

8. The criteria used for facility selection include the following: proximity to the campus, availability of the licensed RDS on staff, type of practice, compliance with Dental Practice Act rules and regulations and provide an environment conducive to student learning. Evaluations are performed during weekly visits to the dental offices. The faculty consult with the staff to elicit feedback on the students performance.

An evaluation form is sent to the participating offices to evaluate the interns. This evaluation monitors student progress. Students go to each office for six weeks or between 10 and 12 days. This provides opportunities for observing the student on a procedure more than once to note student’s progress.

Interviews with the staff and/or dentists provide additional information and evaluation opportunities discuss and track student progress and competencies.

STUDENT EVALUATION

2-30 Objective student evaluation methods must be utilized to measure all defined laboratory, preclinical and clinical course objectives.

A. Description

1. All laboratory, pre-clinical and clinical performances have evaluation forms. These are used as documentation and to disclose student progression. Students are required to self evaluate, have a peer evaluator and finally the instructor evaluation. Students are allowed to be re-evaluated on any task to improve their scores.

See course syllabi for evaluation forms.

(See Standard 2 Exhibit #11 - Dental Assisting Course Outlines and Syllabi)

2. During the first class orientation, course goals and objectives are discussed. Midterms and final exams along with lab finals are used to evaluate a student’s ability to continue in the program. Students must receive a final grade of C or better to continue in the program.

At midterms the student meets with individual instructors to discuss their progress. A conference form is generated for students who fall below a C grade. This form is signed by both the student and instructor at midterm and becomes part of the student’s record.
Students must pass both the lecture and the laboratory class with a grade of C or better to be allowed to continue in the program. If a student needs to repeat a course, the program adheres to the College rules on repeatability of classes and only one retake is allowed.

3. Each class instructor reviews the student’s academic performance and decides the course of action. Such issues as excessive absences, incomplete assignments, make up work or poor tests results are dealt with individually. A student conference form is completed and signed by the student and the instructor and becomes part of the student’s records.

4. Students who fall below the acceptable passing grade are referred to the tutor for remediation of skills for deficient course objectives.
Divider

Standard Three
3-1 The administrative structure must ensure the attainment of program goals.

The College Educational Master Plan 2009-2019 provides the formal provisions for program planning, staffing, direction, coordination and evaluation. The Integrated Planning Process ensures that “all college planning is part of a functional system unified by a common set of assumptions and well defined procedures and is dedicated to the improvement of institutional effectiveness” The Integrated Planning process includes the mission, Educational Master Plan, strategic plans, program reviews, resources, implementation, and assessment. The Program Review process provides that individual programs such as dental assisting undergo a yearly review and have input into the college system for allocation of resources.

College of Marin has an active Participatory Governance System that consists of nine standing committees and councils composed of faculty, classified staff, administrators and students. College Council acts as an umbrella committee that makes recommendations to the superintendent/president based on input from the standing committees and the senates. It includes representatives from the Academic, Classified and Student Senates and the President’s Cabinet.

The College of Marin is fully accredited by the Western Association of Schools and Colleges (WASC). The College of Marin uses the following WASC rubric to evaluate Program Review, Planning, and Student Learning Outcomes, staffing, direction, and college-wide coordination:

- Student Learning Outcomes (SLO) and authentic assessment are in place for courses, programs and degrees.
- Appropriate professional development opportunities are provided for assessing student achievement of SLOs.
- Results of assessment are being used for improvement and further alignment of institution-wide practices.
- There is widespread institutional dialogue about the results.
- Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.
- Appropriate resources continue to be allocated and fine-tuned.
- Comprehensive assessment reports exist and are completed on a regular basis.
- Course student learning outcomes are aligned with degree student learning outcomes.
- Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.
College of Marin 2009-2019 Master Plan and 2009-2012 Strategic Plan will both be available at the site visit.

3-2 The program must be a recognized entity within the institution's administrative structure.

1. See Organizational Charts.

   (See Standard 3 Exhibit #1 – COM Management Organizational Structure)
   (See Standard 3 Exhibit #2 – Workforce Development Management Organizational Structure)

2. The program administrator is responsible for coordinating program planning, scheduling, and implementation of the dental assisting program. The program coordinator (administrator) reports directly to the Health Science Program Director. The Director reports to the Dean of Workforce Development and College-Community Partnerships who reports to the Vice President of Student Learning. The Vice President of Student Learning reports to the college President/Superintendent and the President/Superintendent reports to the College Board of Trustees. Management decisions, staffing, budget, student conduct issues and curriculum changes are developed, implemented and monitored through this chain of command.

   This Health Science Director provides administrative support for budgeting, staffing, and curriculum. The Director also conducts all tenure track and part time faculty evaluations. This chain of command ensures that the program is in compliance with the collective bargaining agreement of the faculty and staff as well as institutional regulations.

   The college administration has provided excellent support by including the Dental Assisting Program in the Measure C bond modernization program. As a direct result of the inclusion of the Dental Assisting Program in the modernization the program, the program has a fully equipped, state-of-the-art facility built to support the achievement of its education goals.

   There are monthly meetings with the Health Science Director to discuss campus board policies, new issues and program changes and is also available through phone and email communication. The Health Science Director attends monthly Department Chairs’ Committee meetings and is a member of the Instructional Leaders Committee and a member of the Management Council that meets quarterly. The Director meets weekly with the Workforce Dean, and the Dean meets weekly with the Vice President of Student Learning. The minutes from the Department Chair meetings are regularly shared with program administrator.

3. Faculty is encouraged to participate in college committees that directly affect the program. These committees include PRAC, the Instructional Equipment Committee, College of Marin Indian Valley Campus (IVC) modernization, Health and Safety, and the Curriculum Committee. The administrator meets regularly with the Dental Assisting Program faculty and staff to maximize all opportunities to engage faculty and staff in decisions that affect the program.
As an example, to comply with Senate bill 2637, the faculty were consulted regarding where the new requirements would be taught and what type of equipment was needed to provide instruction in these new functions.

The Dental Assisting Program Administrator consulted with the Health Science Director regarding the new regulations and the impact on the program. This included budget and curriculum implications. A plan was developed to meet the new requirements. Funding was provided by grants and the college. Courses were reviewed to ensure that the new content was included.

4. Workforce Development Dean and the Health Science Director communicate any changes that directly affect the program if there is no program representative on the respective committees.

PROGRAM ADMINISTRATOR

3-3 The program administrator must have a full time commitment to the institution and an appointment which provides time for program operation, evaluation and revision.

The program coordinator (administrator) is a full time faculty member with an MA Degree. Coordinator requires a 12 month commitment. The administrator is assigned two units per semester or roughly 18 hours a week to run the operations of the program. This provides adequate time for meeting attendance, student contact and recruitment, budget management, coordination of faculty teaching schedules, updating and evaluating the curriculum, completing yearly ADA survey, regularly reporting and supervising externships. The program coordinator also teaches twelve units each semester. Thirteen units are approximately thirteen hours of classroom and/or lab instruction per week.

(See Standard 3 Exhibit #3 - Program Coordinator Job Announcement)

3-4 The program administrator must be a dental assisting or state-licensed dentist with occupational experience in the application of four handed dentistry principles. Either as a dental assistant or working with a chairside assistant.

The program administrator has 15 years of wet handed four handed chairside dentistry and dental office management; 32 years of teaching dental assisting experience of which 11 years as program coordinator for a total of 47 years dental related experience.

The program administrator has her certification by the Dental Assisting National board, RDAEF and has taught at City College of San Francisco, Diablo Valley Dental Assisting, and Contra Costa Dental Assisting before taking the position as program administrator at College of Marin.

(See Standard 3 Exhibit #4 – Resume Grace Hom)
3-5 The program administrator must have a baccalaureate degree or be currently enrolled in a baccalaureate degree program and have had instruction in educational methodology, e.g., curriculum development, educational psychology, test construction, measurements and evaluation.

The program administrator has her baccalaureate degree from San Francisco State in Health Sciences and a Masters Degree in Educational Technology. The latter course of study included curriculum development, educational psychology, test construction, measurement and evaluations. Through the California Dental Assistant’s Teachers Association, the program administrator also meets the State Dental Board’s requirements for mastery in the skills and knowledge of infection control, coronal polish, pit and fissure sealants, radiology and ultrasonic scaling.

(See Standard 3 Exhibit #5 - Teaching Methodology Certificates)
(See Standard 3 Exhibit #6 – Grace Hom Transcripts)

3-6 the program administrator must have the authority, responsibility and privileges necessary to fulfill program goals.

1. See 3-3 Narrative and 3-4 Narrative.

2. The program administrator has the authority, responsibility and privileges necessary to fulfill program goals of budget and fiscal management, curriculum development and review, selection and supervision of faculty members, monitoring course scheduling and faculty teaching assignments, recruiting and admitting eligible students, managing student off-site placements, maintaining the physical assets in proper working order and repair.

The specific job responsibilities of the Program Coordinator are:

a) Coordinate staff and activities of the Registered Dental Assisting (RDA) Program and continuing education for dental assistants and registered dental assistants.

b) Coordinate curriculum modification and innovation with the faculty in the Dental Assisting Program to maintain a standard of excellence.

c) Coordinate use of and maintain liaison with facilities of extramural sites serving the RDA program.

d) Cooperate with the faculty, students, the college and district personnel to promote educational excellence on campus.

e) Assist with the development of the fiscal budget for the program. Locate vendors and prepare purchase orders for supplies.

f) Maintain preclinical and clinical subject area competency, thus assuring current concepts on presentations for the students.

g) Prepare grant proposals and coordinate activities for categorical funding received from appropriate agencies.
h) Participate with selection of qualified faculty for the RDA program.

i) Maintain liaison with the Dental Assisting National Board, the California State Board of Dental Examiners, the Commission on Dental Accreditation and the Committee on Dental Auxiliaries.

j) Recruit students for the program.

k) Coordinate Advisory Committee meetings and work with this committee for the betterment of the program.

l) Interview prospective students and establish their eligibility according to the California Education Code Title 5.

m) Seek counseling and guidance for students in need.

n) Preparation and maintenance of program budget.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>COORDINATOR JOB RESPONSIBILITY</th>
<th>TIME ALLOCATION Hours/Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Program Administrator Duties</td>
<td>12</td>
</tr>
<tr>
<td>b</td>
<td>Recruitment</td>
<td>1</td>
</tr>
<tr>
<td>c</td>
<td>Student consultations</td>
<td>3</td>
</tr>
<tr>
<td>d</td>
<td>Committees</td>
<td>2</td>
</tr>
<tr>
<td>e</td>
<td>Teaching contact hours, office hour</td>
<td>18</td>
</tr>
<tr>
<td>f</td>
<td>Class Preparation</td>
<td>8</td>
</tr>
</tbody>
</table>

3. The Health Science Director works together with the Program Administrator on budget, contract negotiation, grants, human resource management, student issues, meeting clinical agency requirements, curriculum and scheduling. The Health Science Director has the managerial authority in these areas.

4. The UPM Agreement stipulates that faculty teaching load to be 14-16 units per semester. The coordinator of Dental Assisting has two units per semester reassigned to program coordination.

FACULTY

3-7 Dental assisting faculty must have background in and current knowledge of dental assisting, the specific subjects they are teaching and education theory, methodology e.g. curriculum development, educational psychology, test construction, measurement and evaluation.

(See Standard 3 Exhibit #7 – Faculty Resumes)
All faculty have background in and current knowledge of dental assisting in the subjects they teach. All faculty members have taken courses in teaching methodology. The following illustrates the faculty assignments and content area of instruction:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Content</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>DA 180 &amp; 180L</td>
<td>Chairside 1, Beginning Radiology, Dental Specialties</td>
<td>Grace Hom</td>
</tr>
<tr>
<td>DA 182 &amp; 182L</td>
<td>Office Rotations, Office Rotations, Pit and Fissure Sealants</td>
<td></td>
</tr>
<tr>
<td>DA 184 &amp; 184 L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA 188</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA 192</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA 192A &amp; 192A-L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA 176 &amp; 176L</td>
<td>Tooth Morphology, histology, tooth nomenclature, patients vitals, charting, and oral Inspection</td>
<td>Kathleen Rooney</td>
</tr>
<tr>
<td>DA 178</td>
<td>Oral pathology, pharmacology, Nutrition, medical emergencies, special needs patient, preventive dentistry</td>
<td></td>
</tr>
<tr>
<td>DA 188</td>
<td>Internship and Office Rotations, Sealant lab</td>
<td></td>
</tr>
<tr>
<td>DA 192A-L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA 174 &amp; 174L</td>
<td>Dental Materials, Radiology lab, Clinical Radiology</td>
<td>Elizabeth LaRocelle</td>
</tr>
<tr>
<td>DA 182 L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA 186 &amp; 186L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA 172</td>
<td>Infection Control, Anatomy, Office Management and Dental Law, Radiology lab</td>
<td>Marlene Wilgis</td>
</tr>
<tr>
<td>DA 190 &amp; 190L</td>
<td>Sealants Lab, Coronal Polish Certification</td>
<td></td>
</tr>
<tr>
<td>DA 182L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-DA 192A-L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coronal Polish under Community Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA 188</td>
<td>Office Rotations, Radiology Safety Certification</td>
<td>Juanita Tyree</td>
</tr>
<tr>
<td>Radiology Safety under Community Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3-8. Faculty providing didactic instruction must earn at least a baccalaureate degree or enrolled in a BA or BS program.
All faculty have their BA degree or higher.

- Grace Hom, MA
- Kathleen Rooney, MA
- Elizabeth LaRocelle, MA
- Marlene Wilgis, BA
- Juanita Tyree, BA

3-9 Laboratory, preclinical and clinical faculty appointed after January 1st, 2000 serving as faculty must be a CDA and other faculty must be educational qualified.

All laboratory, preclinical and clinical faculty members in the dental assisting program are Registered Dental Assistants as well as National CDA. All laboratory, preclinical and clinical faculty members have had work experience in the dental field.

(See Standard 3 Exhibit # 8 – Faculty CDA Certification)

3-10 The number of faculty positions must be sufficient to implement the program’s goals and objectives.

Lecture teaching units are calculated as one teaching unit per hour of class. Lab hours are calculated as three hours of lab equals one unit of class. Teaching units are calculated as 0.7 of the lab hours. Program goals are met by using the following faculty/student ratios:

<table>
<thead>
<tr>
<th>Type of Class</th>
<th>Faculty/Student Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>1:30</td>
</tr>
<tr>
<td>Lab/Lecture</td>
<td>1:24</td>
</tr>
<tr>
<td>Clinical Lab</td>
<td>1:12</td>
</tr>
<tr>
<td>Radiology</td>
<td>1:7*</td>
</tr>
</tbody>
</table>

*One student serves as a lab monitor

3-11 Opportunities must be provided for program faculty to continue their professional development.

The goal of the professional or staff development program is to provide resources, training and opportunities that support the professional development needs of college employees; create a cohesive and supportive environment that recognizes and celebrates achievement; and improve institutional effectiveness with the ultimate goal of supporting student success.
As part of staff development, the college provides resources, training and opportunities that support the professional development needs of college employees; Mandatory flex obligation serves these goals. Flex offerings are provided at the beginning of the fall and spring semester and are related to teaching techniques, classroom management, student learning, computer software training, hazard and bloodborne pathogens infection control training, or using technology in teaching. There are also on-line flex courses available. The flexible Calendar program allows college of Marin to take 6 days out of the required 175 annual teaching days to devote for faculty professional development. In lieu of teaching, faculty attend workshops or perform individual activities. There is also a mandatory flex day that includes the College Convocation and academic department meetings.

The number of flex obligation hours is based on number of units taught during the semester. This is based on three days of flex per semester or six days for fall and spring semester. The formula is the three of units x 0.8 = Hours of obligation is used to calculate the number of flex obligation hours. These flex hours are documented and submitted to Human Resource Department.

The college also provides professional development by allowing faculty to attend conferences, training and travel requests up to three days per year. Funding for faculty to attend conferences and other professional development activities is available up to $1,000 per year. All full time faculty and all part-time faculty with a load of 40% per semester or that averages 40% for the academic year are eligible to apply for the Professional Advancement funds.

Faculty are provided opportunities to attend annual Conferences of the California Association for Dental Assisting Teachers (CADAT) in northern and southern California. This conference provides professional development as it relates directly teaching dental assisting, as well as updates on the laws that affect the dental assisting teacher and curriculum. Funding is provided to cover conference fees, lodgings and travel expenses through both the district general fund Perkins CTE funds.

Some of the other professional development conferences available for instructors are: @One Technology Training and Resources for California Community College Faculty, California Association of Post Secondary Education and Disability Annual Conference (CAPED): Mission Possible: Universal Design, Community College League of California Annual Conference; League for Innovation in the Community Colleges Conference & League Information; 4CSD, California Community College Council for Staff and Organizational Development.

3-12 Faculty must be ensured a form of governance that allows participation in the program and institution’s decision making process.

1. The College’s policy on Participatory Governance System Plan is as follows: Any system of governance is dependent upon the cooperation and collaboration of all of its components to function effectively. The whole is greater than the sum of its parts and it is the interdependence of those parts that is important to the success of any effort by the whole. Members of the
College community need to respect each other's professionalism and encourage trust and a sense of team work. To that end, the College of Marin has established a participatory, advisory system of governance which includes a commitment to participation from all segments of the college community in making recommendations for the policies and procedures that govern the college. It is expected that the Superintendent/President will always give careful consideration to the recommendations made through participatory governance. However, it should be understood that all recommendations are advisory to the Superintendent/President, who will provide written rationales when not following those recommendations. The Board of Trustees holds the final decision-making authority.

College of Marin’s governance system is guided by of the California Education Code as specified in the Education Code section 70901(b)(1)(E) which reads: governing boards of community college districts will “ensure faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards as well as other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.” Further, the College of Marin governance system aspires to establish and practice transparency in decision-making.

**LEGALLY DEFINED AREAS OF PARTICIPATION IN TITLE 5 AND OTHER CODES**

**Academic Senate (Title 5, Section 53200)**

For the purposes of this Section, the term "academic and professional matters" means the following policy development and implementation matters:

1. curriculum, including establishing prerequisites and placing courses within disciplines
2. degree and certificate requirements
3. grading policies
4. educational program development
5. standards or policies regarding student preparation and success
6. district and college governance structures, as related to faculty roles
7. faculty roles and involvement in accreditation processes, including self-study and annual reports
8. policies for faculty professional development activities
9. process for program review
10. process for institutional planning and budget development
11. other academic and professional matters as are mutually agreed upon between the governing board and the academic senate
Other code sections that legally require participation by faculty:

1. Ed. Code 66450 - distribution of academic presentations
2. Ed. Code 87458 - administrative retreat rights
3. Ed. Code 87359 - equivalencies to minimum qualifications
4. Ed. Code 87360 - faculty hiring
5. Ed. Code 87663 - faculty evaluation
6. Ed. Code 87610.6 - faculty tenure
7. Ed. Code 87743.2 - faculty service areas
8. Title 5, Section 55022 - curriculum committees
9. Title 5, Section 53204 - academic senate/union agreements

Staff (Title 5, Section 51023.5)

For purposes of this Section, district and college policies and procedures that have or will have a significant effect on staff include the following:

1. district and college governance structures, as related to staff roles
2. processes for institutional planning and budget development
3. staff roles and involvement in accreditation process, including self study and annual reports
4. policies for staff professional development activities
5. any other district and college policy, procedure or related matter that the district governing board determines will have significant effect on staff.

Faculty can volunteer for any of the following committees as part of shared governance.

- Curriculum Committee
- Academic Standards Committee
- Governance Review Council
- Institutional Planning Committee
- Educational Planning Committee
- Student Access and Success
- Facilities Planning Committee
- Instructional Equipment Committee
- Technology Planning Committee
- Budget Committee
- Union Health and Safety Committee
- Professional Development
- Modernization Committee

2. All dental assisting instructors participate in the Dental Advisory Committee which meets twice a year. While this is not part of the College’s governance for decision making, it is a viable
part of the program decision making process. Changes, legal issues, funding is discussed at these meetings. Open discussions on issues that directly affect the program are also discussed and suggestions are taken accordingly. The Dental Advisory Committee:

- Assists the department in the evaluation of the curriculum and recommending revisions
- Offers recommendations for the instructional facilities
- Assists the department with recruitment and publicity
- Serves as an avenue of communication between the dental assisting department and the dental community
- Advises the department on fiscal matters and establishes a method of attaining community involvement
- Assists the department in their mission in providing education for students to become a member of the dental profession

Faculty is encouraged to join college committees such as budget, equipment, basic skills. The program administrator has previously served on the curriculum and health and safety committees. Since 2007, the program administrator has been preparing for the move of the dental assisting program from the Kentfield campus to IVC and has attending meetings, communicating with administrators, architects, facilities coordinator, and vendors. She has been an integral part in the selection of dental equipment, the general layout of the facilities, determining the number and size of cabinets, the number of electric outlets, types of dental units, dental chairs, types of audio visual equipment, the type of new equipment to ensure that the program is meeting program goals of providing sufficient space and state of the art dental equipment. These tasks have involved working with the facilities, modernization, and instructional equipment committees.

3-13 A defined evaluation process must exist that ensures objective measurement of the performance of each faculty member.

A. Description

1. Please see information in Standard 3 Exhibit #6, Faculty Resumes.
   (See Standard 3 Exhibit #9 – CPR Certifications).

All faculty are salaried. Part time faculty are hired each semester.

2. (See Standard 3 Exhibit #8 Faculty Teaching Assignments).

3. There is one full time position in the program. There are no vacant positions. The program FTE is 2.0 for the fall and spring semesters. The summer session adds .4 FTE.

4. One FTE is filled each semester by part time faculty.
5. Full time faculty are first given a teaching assignment. The remainder of the units are filled per UPM agreement, ETCUM status, availability and subject expertise.

6. Teaching load is designated in the UPM agreement and is the same for all faculty including dental assisting faculty. Full time load is 14-16 units per semester. Part time teachers may be assigned up to ten units per semester. The Union District Workload committee determines the number of students in each course. In Dental Assisting, the number of students is determined by the classroom size, the equipment available and state instructor to student ratios.

7. Article 1.3 in the UPM agreement designates two coordinator units per semester for the Dental Assisting Program.

8. See Standard 2 Exhibit 6 - Outline of Dental Assisting Curriculum for faculty/student ratios.

9. Faculty meetings are held to discuss teaching assignments and coordination of instruction. Electronic communication is conducted throughout the semester.

10. See Section 3-11 of Standard 3.

11. See Section 3-11 of Standard 3.

12. During faculty meetings and end of the semester discussions, faculty are given an opportunity to evaluate the program.

(See Standard 3 Exhibit #10 College of Marin Dental Assisting Staff Meeting Minutes)

13 through 15. The purpose of the instructor evaluation is to provide suggestions for improvement in accordance with the collective bargaining agreement. The frequency for permanent full time unit members is once every 3 years alternately through either self-evaluation or through the Performance Observation process. A permanent unit member is entitled to a clear, fair and equitable evaluation procedure. The content of the evaluation must be a summary of information provided through the contractual agreed upon evaluation processes and instruments.

Evaluees who receive an evaluation that includes specific recommendations for professional improvement may—with consultation from their Union advisor—complete an agreement with the District in which they shall describe a recommended plan of action for accomplishing the required professional improvement in their performance.

The frequency of part time instructor evaluations are as follows:

1) First semester of employment and once every six semesters of active service thereafter; may occur in any semester/work year and action dates may be adjusted for Spring evaluation.
2) The second evaluation the evaluatee or any member of the evaluation team may request a second evaluation be made in the same academic/work year.

The frequency for permanent unit members is once every three years alternately through either self-evaluation or through the Performance Observation process, and beginning in 2011, the Instructional Dean will participate in evaluation of tenured faculty.

The evaluation team consists of the following:

- Peer evaluator of a qualified permanent unit member
- An appointed Union member to advise the evaluatee
- The unit member being evaluated
- A College of Marin manager in Dental Assisting - this is the Health Science Director

Part time Credit instructors have the same evaluation team members as the full time instructors with the exception that the evaluatee may request that the Department chairperson serve on the evaluation team. The frequency of part time instructor’s evaluation is as follows:

1) First semester of employment and once every six semesters of active service thereafter; may occur in any semester/work year and action dates may be adjusted for Spring evaluation.

2) The second evaluation the evaluatee or any member of the evaluation team may request a second evaluation be made in the same academic/work year.

The Health Science Director is responsible for providing a summary to the instructor in a confidential meeting. Evaluatees who receive an evaluation that includes specific recommendations for professional improvement may—in consultation with his or her Union advisor—complete an agreement with the District in which they shall describe a recommended plan of action for accomplishing the required professional improvement in their performance.

3-14 Services of institutional support personnel must be adequate to facility program operation.

1. There are two full time administrative assistants and a program lab technician that help the program with secretarial and clerical support.

The Health Sciences Administrative Assistant is shared between nursing, medical assisting, emergency medical technology, dental assisting and early childhood education. This administrative assistant, who is the administrative assistant to the Health Science program director support in clerical duties as they relate to such items as documentation for accident reports, faculty absentee forms, class scheduling, and support to new employees and independent contractors.
There is another Administrative Assistant on the IVC campus. The Career Programs Administrative Assistant provides administrative support for on-site duties such as issuing keys, room signage postings, technology support for computers and software, management information systems access, telephone service and building issues. This person was assigned to help with the Dental Assisting Self Study.

The program laboratory technician also helps to maintain everyday secretarial and clerical support of filing student records, tallying students’ submissions, preparing contracts with rotation dental offices and clinics, typing correspondence, and preparing the lab set ups. The lab tech provides support 7 ½ hours a week.

2. Additional campus services support the program including:

- Building maintenance who provides cleaning of classrooms and labs
- Media services who provides audio-visual-computing equipment and support for classrooms
- Media resource center where students can use computers for studying and completing assignments
- Counseling services for students in course of study planning, career planning, and financial aid.
- The office of Instructional Management provides support for scheduling and curriculum
- Testing Center provides English placement tests
Divider

Standard Four
STANDARD 4 – EDUCATIONAL SUPPORT SERVICES

4-1 The program must provide adequate and appropriately maintained facilities to support the purpose/mission of the program and which are in conformance with applicable regulations.

1. In December 2010 the dental assisting program was moved to brand new facilities at the Indian Valley campus and is now located in Building 27, West Hall, second floor Rooms 220 and 224. The program has 2,317 square feet of space which houses a general classroom, wet laboratory, sterilization area, storage room, darkroom, six clinical operatories, panoramic station, locker room, compressor and mechanical room.

In late December the program was moved to the new facility at the Indian Valley campus. For the first three weeks of January the program administrator and staff spent considerable time unpacking and reorganizing for space for the spring semester which began on Monday, January 24th. The program is operational and the last piece of equipment had just been installed in mid March 2011.

The program has sufficient facilities and equipment to achieve its goals of preparing to provide the student with basic entry level chairside skills. There are six permanently preassembled trays for each procedure for students to use as a study guide that include amalgam restorations, composite restorations, endodontic procedures, and crown and bridge procedures, which can accommodate up to 12 students at one time during labs. There is a student kit for each student.

Although the program administrator is responsible for the replacement/repair budget and projecting needs of the program during the semester, the college does allow for emergency repairs if it affects the patient or student’s safety. Such items that have been replaced or repaired since the last site visit: repairing the compressor, replacing an ultrasonic cleaner unit, repairing faulty dental units and replacing a faulty sterilizer. The program coordinator also depends on networking with Advisory Committee members, dentists at the internship rotations, and the faculty to make suggestions for any facility or equipment changes.

2. Through the annual program review process, the coordinator, faculty members, staff and administrators collaborate to evaluate program needs including support for instruction, staffing, equipment, supplies and recommendations to improve student success.
CLINICAL FACILITIES

4-2 A clinical facility must be available for students to obtain required experience with faculty supervision.

The clinical facility of the program is available from 8:00 am to 4:00 pm, Monday through Friday in the fall semester with faculty supervision and 8:00 am to 4:00 pm on Monday, Wednesday and Friday in the spring semester. The clinical facility is open from 8:00 am to 4:00 pm for the first four weeks of the spring semester for Dental 186 L when the students earn their Radiation Safety Certification. After this accelerated course, the students go to their private office rotations.

Students can use the clinical facilities any time that the facilities are available with supervising staff during their Dental 187 Practicum to practice functions, perform make up work or use the computers.

4-3 Each treatment area must contain functional equipment including:

a. Power-operated chairs for treating patients in a supine position
b. Dental units and mobile stools for operator and assistant designed for application of current principles of dental assisting utilization
c. Air and water syringe
d. Adjustable dental light
e. High and low speed handpieces
f. Oral evacuation equipment
g. Work surface for chairside assistant

The facility includes all functioning equipment as detailed here.

4-4 Each treatment area must accommodate an operator and a patient as well as the student and faculty.

The operatories can accommodate the patient, the operator, the assistant and faculty. There are two operatories which are larger and can also accommodate a wheelchair.

4-5 The sterilizing area must include sufficient space for preparing, sterilizing and storing instruments.

The sterilization area is 108 square feet. This area can accommodate three students at a time. There are two autoclaves, two Statim sterilizers, one cold disinfectant container, one Miele disinfector, one ultrasonic cleaner unit, one double sink, and two distilled water faucets. There are six wall cabinets, six drawers and four base cabinets for storage of sterilization solutions, paper goods, supplies for tray set ups and sterile bagged instruments.
There are two counter spaces one area for instrument processing and a clean area for preparing trays.

4-6 Instruments must be provided to accommodate students’ needs in learning to identify, exchange, prepare procedural trays and assist in procedures as they relate to general dentistry.

   a. Diagnostic
   b. Operative
   c. Surgical
   d. Periodontal
   e. Orthodontic
   f. Removable and fixed prosthodontics
   g. Endodontic
   h. Pediatric

1. Students are provided all needs to identify, exchange, prepare procedural trays and assist in procedures as they relate to general dentistry as detailed here. Each treatment area can accommodate up to five students. Generally, there are only two students per treatment area.

There are six fully functional treatment areas available for preclinical and clinical instruction and practice.

2. The program has six functional operatories that contain the following:

   - powered operated adjustable dental patient chair
   - dental unit
   - adjustable operator chair
   - adjustable dental assisting chair
   - air and water syringes, one for the operator and one for the assistant.
   - adjustable overhead patient light
   - keyless autoclavable high speed handpieces
   - slow handpieces
   - two high evacuation
   - two low evacuation equipment one for the operator and one for the assistant.
   - three working surfaces, 2 side counters and one dental cart
   - locked wall sharps container
   - x-ray dexter head
   - wall mounted x-ray unit
   - light view box
   - computer, keyboard and mouse
   - monitor screen
   - ultrasonic scaler unit
• curing light
• amalgamator
• teaching chair mount typodont

3. Clinic is not shared with other programs.

4. See Section 4-5.

5. (See Standard 4 Exhibit # 1 – List of Specialized Reference Materials
(See Standard 4 Exhibit # 2 – Small Lab Equipment Inventory)
(See Standard 4 Exhibit # 3 - Hand Instrument Inventory)
(See Standard 4 Exhibit # 4 - List of Student Study of Hand Instruments and Trays)
(See Standard 4 Exhibit # 5 - Floor Plan for the Dental Assisting Program)
(See Standard 4 Exhibit # 6 - List of Specialty Instruments

RADIOGRAPHIC FACILITIES

4-7. A radiography facility must accommodate initial instruction and practice required for students to develop competence in exposing and processing radiographs with faculty supervision.

In the first semester, the course Dental 182 Dental Radiology Lecture provides initial instruction and Dental 182 Lab provides practice required for students to develop competency in exposing and processing radiographs with faculty supervision.

There are six functional x-ray units to develop competency in exposing radiographs. There are two manual developer units and four automatic processing for students to process radiographs.

4-8 Each radiographic exposure room must be equipped with:

a. Dental radiography units which meet applicable regulations
b. Radiographic teaching manikin(s)
c. A number of viewboxes to accommodate several students simultaneously

1. There are six wall mounted x-ray units in each of the six operatories, eight adult teaching x-ray manikins, three pediatric x-ray manikins and one skull with plastic teeth for panoramic exposures. There are six viewboxes in the clinical area and 13 portable viewboxes in the classroom.
2. The following lists the radiographic equipment used by the program:

- 4 Planmeca wallmounted x-ray units installed January 2011
- 1 Planmeca wall mounted x-ray unit installed July 2008
- 1 Protegy wall mounted x-ray unit installed July 2006
- 1 Planmeca digital panoramic unit installed February 2011
- 2 Nomad portable x-ray units purchased July 2006
- 6 digital x-ray sensors
- 6 monitors, keyboards and mice to display the digital radiographs
- 4 color printers to print the digital radiographs
- 6 Radiation monitoring devices
- 1 computer, monitor, keyboard, printer and mouse for the digital panoramic unit
- 4 lead aprons with thyroid collars
- 4 non lead aprons with thyroid collars
- 34 XCP film holders
- 25 Snap A Ray film holders
- 2 boxes of Stabe disposable film holders

3. Patterson Dental designed the operatories to be compliant with local and state regulations. The toggle switch on the dental x-ray units have a long extension cord to ensure that the operator distance is 6 feet from the x-ray source.

4. Type and quality of processing equipment provided in Darkroom that accommodates up to six students:

- 2 dip manual processing tanks
- 6 perio probe automatic processing units with day loaders
- 1 quick developer unit
- 2 duplicators
- 6 ceiling mounted safety lights
- 2 thermometers
- 2 sinks
- 5 drying rod poles for film racks
- 75 metal film racks
- 5 timers
- 4 developer/ 4 fixer mixing paddles
- EPA hazardous chemical waste container for spent fixer
- Container for lead foil recycling
- Waste receptacle
5. Mounting and viewing of exposed radiographs are in each of the six operatories and there are 13 portable viewboxes for the general classroom which accommodates up to 19 students simultaneously.

LABORATORY FACILITIES

4-9 An adequate laboratory facility must be provided for effective instruction.

1. The general classroom serves as a lab with three long tables with 24 work stations with fixed bench mounts. The classroom may be expanded with six additional chairs using clamp bench mounts to accommodate larger classes. There are six workstations that can accommodate wheelchairs with portable student carts. There are also three long wall counter spaces for students or instructors use along the west, east and north wall. The lab/classroom also provides adequate electrical outlets, exhaust and storage space. Students have access needed to develop proficiency in performing all procedures.

2. There are 48 typodonts for student kits which have the following contents:

- Mouth Mirror
- Explorer
- Cotton Forceps
- Scissors
- Hollenback Carver
- Discoid/Cleoid Carver
- Burnisher
- Condenser
- Plastic Instrument
- Tofflemire Retainer and assorted bands
- Table lamp
- Student chair with footrest
- Bench mounts for typodont
- Battery operated handpiece and assorted abrasive stones/disks
- Electrical outlet at each station
- Individual student drawer and cabinet

There are 24 work stations in the general classroom for dental materials with the capability to add six additional students with clamp bench mounts. The wet lab can accommodate three students simultaneously for model trimming, polishing dentures and pouring models. Since there are 19 model vibrators, some students use the counters on the North wall in the general classroom to pour models. There are two plaster control devices that promote cleanliness and efficiency.
Equipment for each work area includes:

- 24 fixed bench mounts
- 25 portable clamp bench mounts
- 20 small rubber bowls
- 30 large rubber bowls
- 10 metal lab spatulas
- 5 plastic lab spatulas
- 12 lab knives
- 2 plaster nippers
- 20 beavertail metal spatulas
- 20 rubber base metal spatulas
- 2 measuring scales
- 2 digital measuring scales
- 26 dispensing guns or cartridges impression materials

3. The wet Lab equipment includes:

- 3 model trimmers with splash guards
- 19 vibrators
- 2 lathes with splash guards
- 2 vacuum hose dust collectors
- 3 vacuum stent machines
- 1 Triad machine
- 3 electrical powered alginate mixer
- 4 auto mix impression dispensers
- 1 CAD/CAM digital impression unit
- 2 sinks
- 4 electrical outlets
- 2 plaster traps
- 4 wall cabinets
- 6 base cabinets
- 7 drawers

There is a separate supply storage room in the classroom. All work areas and classroom have central air ventilation systems.
EXTENDED CAMPUS - LABORATORY CLINICAL FACILITIES

4-10 It is preferable and therefore recommended that the education institution provide physical facilities and equipment which are adequate to permit achievement of the program’s objectives. If the institution finds it necessary to contract for use of an existing facility for lab, preclinical and/or clinical education, then the following conditions must be met in addition to all existing Standards.

   a. There is a formal agreement between the educational institution and agency or institution providing the facility.
   b. The program administrator retains authority and responsibility for instruction.
   c. All students receive instruction and practice experience in the facility.
   d. Policies and procedures for operation of the facility are consistent with the philosophy and objectives of the educational program.
   e. Availability of the facility accommodates the scheduling needs of the program.
   f. Notification for termination of the contract ensures that instruction will not be interrupted for currently enrolled students.

A. Description

1. College of Marin dental assisting uses extended campus facilities for clinical instruction. UCSF and dental offices and clinics hosting externships meet all conditions for existing program standards.

There is a formal agreement between the education institution and agency or institution providing the facility.

Extramural laboratory sites are not used for the laboratory and pre-clinical instruction. UCSF dental school is used for clinical practice as an internship facility. The dental assisting students attend UCSF for eight consecutive days during the Intersession in January. UCSF is located 19.5 miles from College of Marin. Students carpool with 3-4 students per automobile to help save on costs of transportation and parking fees. Public transportation is also available to the UC campus.

The program administrator retains authority and responsibility for instruction. All instructors are responsible for course instruction.

Written contracts are in place with UCSF and all clinics and dental facilities.

All students receive instruction and practice experience in the externship facility. All pre-clinical instruction is held at College of Marin. Seminars are held at UCSF to discuss the student’s experiences and on Fridays for office rotations.
Policies and procedures for operation of the facility are consistent with philosophy and objectives of the program.

The UCSF staff and the staff of the clinics and dental offices, follow the same standards as the dental assisting program which follows the State Dental Practice Act allowable dental assisting functions.

Notification for termination of the contract ensures that instruction will not be interrupted for currently enrolled students.

Availability of the externship facilities accommodates the scheduling needs of the students as evidenced by the externship rotation schedule.

Please see Standard 1 Exhibits #15, #16 & #17.

(See Standard 4 Exhibit # 7 - List of Current Dental Offices and Clinics)
(See Standard 4 Exhibit # 8 - Sample of Externship Rotation Schedule for 2011)

CLASSROOM SPACE

4-11. Classroom space must be provided for, and be readily accessible to, the program.

1. The program has its own dedicated classroom, darkroom and dental clinical area, sterilization, wet lab and internal storage room which are not shared with other departments at the college. There is also an external storage area in the Dental Assisting Program offices. Only designated staff are issued keys to the program files.

2. The general classroom has 773 square feet which is appropriately equipped for up to 30 students and equipped with state-of-the-art equipment for effective instruction. The equipment includes (but is not limited to) the following:

   - 30 lab work stations
   - 30 adjustable mobile chairs
   - 24 permanently mounted bench mounts
   - 24 portable clamp bench mounts
   - Overhead projector
   - Document reader
   - LCD projector and screen
   - Instructors computer and monitor
   - 6 student computers and network printer
   - Copy/fax machine
   - AV podium
• DVD/VCR player
• 2 slide projectors
• 2 Caramate projectors

OFFICE SPACE

4-12 Office space must be provided for the program administrator and faculty.

1. The program administrator has a private office in Building 27, Room 209 which houses confidential files. The adjunct faculty share office workstation #3 and #6. Room 214 is a private and secure office space for the dental program. There is also a large conference room available for interviews and group meetings.

2. The program administrator’s office contains a four drawer locking file cabinet for student and program records. The program has five additional locking file cabinets to store past student files, coronal polish and x-ray documents and individual course materials.

LEARNING RESOURCES

4-13 The program must provide adequate and appropriately maintained learning resources to support the goals and objectives of the program.

College of Marin offers a wide variety of student support services designed to assist students in meeting their educational and personal goals. The college’s matriculation program provides for orientation, assessment of student needs and learning styles, and counselor interviews. Referrals are made in the context of the mandated Student Educational Plan. Student service programs are annually assessed through the program review process, and regular student surveys provide both evidence of quality and feedback on areas that need improvement.

The college offers a comprehensive array of learning resources. Those resources include:

ASSESSMENT & TESTING - Offered regularly.

BOOKSTORE– Bookstore staff available at the Kentfield Campus Monday -Friday until at least 5 p.m. and on the IVC campus as follows: Monday-Thursday, 1/24 – 2/1/2011 2:00 p.m. to 7:00 p.m., Friday, 1/28 & 2/4/2011 10:00 a.m. to 2:00 p.m. Books may also be purchased at the Kentfield Campus, and via the College Website.

CALWORKS - For CalWorks Services

CHILDREN’S CENTER - The IVC Children’s Center is open Monday through Thursday, 7:45 a.m. – 5:00 p.m. and Fridays, 7:45 a.m. – 3:00 p.m.
COMMUNITY EDUCATION - Community Education offers a variety of classes on the Indian Valley Campus and Kentfield Campus including Emeritus College classes for older adults.

COUNSELING – Counseling appointments, include both day and selected evenings.

DEAN OF WORKFORCE DEVELOPMENT COLLEGE & COMMUNITY. PARTNERSHIPS

DISABLED STUDENT ACCOMMODATIONS - for students requiring special accommodations.

EOPS - EOPS Services

ESL Credit and Non-Credit

STUDENT AFFAIRS / STUDENT GOVERNMENT / STUDENT CLUBS

TUTORING SERVICES – Special tutoring services for Dental Assisting students are offered as needed.

LIBRARY SERVICES - The Indian Valley Campus Media Center houses the reference area for the Dental Assisting Program. The new position for the IVC Librarian is expected to be filled by the Fall 2011 semester.

(See Standard 4 Exhibit # 1 - List of Specialized Reference Materials)

The Media Resource Center is now housed at the Indian Valley Campus. This library/Learning Center occupies 2,236 square feet and houses 31 computer stations for student use. There are over 50 dental holdings and students have access to printable periodicals and 19 data proprietary data bases. There are also dental related collections of books in the program administrator’s office that the students are encouraged to borrow. It is anticipated that the IVC Librarian will be hired by the Fall 2011 semester.

Students have access to printable periodicals and 19 data proprietary data bases. As of 2009, the students also have access to all the college databases and the online catalog of books and periodical titles from off campus, 24 hours a day, seven days a week. The periodicals can also be remotely accessed through a database. Computers are available for student use and wireless access is available throughout the building where the Dental Assisting Program is housed.

Dental related periodicals are available electronically online to faculty and students including:

- Tabers Cyclopedia Medical Dictionary
- Encyclopedia and Dictionary of Medicine, Nursing and Allied Health
- The Random House College Dictionary
The library faculty acts as liaisons to specific academic programs and disciplines to solicit active participation by faculty in the acquisition process—both for print material and for electronic resources. Classroom faculty are notified by mail about the procedure for requesting materials, are contacted personally for follow-up by librarians assigned to their discipline, and are notified when their requested material arrives. Printed request forms are available for faculty. The dialogue between library and other classroom faculty is positive, and faculty members who wish to initiate and/or continue to recommend acquisition or de selection of library electronic and print resources to the library faculty have the necessary means to do so (i.e., personal contact, telephone, e-mail, etc.). Additional resources are also requested through program review. Library staff work collaboratively with faculty to improve the quality, depth, and variety of resources available to students and staff. As part of the curriculum approval process, faculty members who propose new or revise their courses provide the library with the necessary information to direct collection development. This information is reviewed and approved by the Curriculum Committee. Faculty are asked about which library resources (print and electronic) are most needed. Faculty input is then taken into consideration in developing and revising the collection. Based on this information, the Collection Development Plan is periodically revised. The library faculty and staff actively participate in several campus wide committees. This participation in college governance is crucial to the planning and implementing of library programs and policies that support the college’s educational mission.

Library staff work very closely with faculty in identifying library materials that support instruction. Faculty surveys and student and orientation surveys supply the necessary feedback. The college relies on the appropriate expertise of instructional faculty and librarians to select and maintain educational equipment and materials. The college and the Learning Resource staff continually evaluate the need for equipment and educational materials. College of Marin has long been involved in a partnership with Dominican University of California (DUC) that provides some reduction of print and database acquisition costs. Both institutions currently share a subscription to Innovative Information Interfaces (III) and a server we also honor each other’s library cards so that students and faculty have borrowing rights in both libraries.

The program has a wide variety of slides, tapes and DVDs to support the instructor’s needs to accomplish their course objectives. The program also has skulls, malocclusion models, teeth morphology models, orthodontic banded models, self ligating orthodontic models, samples of partial and dentures, samples of crowns, bridges, implants, inlays, onlays, crowns, gold crowns, and porcelain crowns to support student learning.

These resources are available for student use in the general classroom. All audio visual aids are reviewed biannually by the program administrator and instructors for currency.
The program currently has the following anatomical models in the classroom:

- 3 human skulls (2 adult and 1 infant)
- 5 plastic skulls
- 1 cross-sectional quadrant model
- 2. prosthetic models that demonstrate implants, onlays, inlays, crowns, and adhesive bridges.
- 12 plaster models of individual dentition
- 19 sets of Malocclusion plaster models
- 28 Orthodontic typodonts for banding/bonding.
- 6 self-ligating orthodontic typodonts

Students also have access to the following self-instructional materials:

- Modern Dental Assisting textbook’s CD disk
- Dental Radiography: Principles & Techniques textbook CD disk
- Modern Dental Assisting textbook workbook
- Modern Dental assisting computer links for self instruction
- YouTube videos on various dental related topics using the classroom computers or the Media Resource Center
- Classroom slide and tapes to review material on their own for remediation if they missed the lecture, or need practice

All resources are available for students during normal campus business hours.

(See Standard 4 Exhibit #9 - List of Online Dental Journals)
(See Standard 4 Exhibit #10 – Dental Assisting Department Videos and Slides)

**STUDENT SERVICES**

4-14 There must be specific written due process policies and procedure for adjudication of academic and disciplinary complaints, which parallel those established by the sponsoring institutions.

A. Introduction

The counseling department provides personal, academic and career counseling. There is a designated career counselor, financial aid staff and health service aid available on the Indian Valley Campus. The career counselor and program administrator provide to the student information on furthering their education.
The school health nurse provides vaccination and immunization for the dental assisting students. The Director of Student Affairs serves as the student advocate.

1. Due Process

Student grievances fall in different categories. A complaint that involves a student and a member of the faculty can be defined as a student academic grievance. Such a grievance is limited to issues involved in grading assignments and may demonstrate mistreatment. A complaint may be lodged by a student against another student for actions on campus or at a college-sponsored function. In case of sexual harassment, the student should report the incident immediately and directly to the executive dean of human resources. Guidelines on the filing of a grievance are available in the college Catalog.

The procedures and guidelines on the filing of an academic grievance are available in the catalog and from the Dean of Student Development, Student and Special Services, or his/her designee.

Students are presented the ethical standards and policies as well as their student rights in the College Catalog.

*(See Standard 4 Exhibit# 11 - COM 2010 Catalog Sections 2 and 3)*

2. Student Records

Each instructor keeps records of student’s progress and all assignments. The instructor must keep records of the student grades and report the midterms and final grades in the MyCom Portal. A copy of the student’s grade is kept in the student file in the program administrator’s office. After the student graduates, these records are moved to a locked file where the faculty offices are located and where the Dental Assisting Program is housed. Other records in the student file include the program registration form, health information, vaccinations, CPR, MMR documents, counseling forms, and copies of certification courses. When grades are posted in the classroom, only the College of Marin student ID number are used. Student confidentiality is a college policy that is strictly enforced.

Personal student files are only accessible to the individual students, instructor, program coordinator, lab assistants or student counselor.

3. Confidentiality

Student’s Right to Privacy and FERPA regulations are found in the College Catalog.
Divider

Standard Five
STANDARD 5 – HEALTH AND SAFETY PROVISIONS

5-1 The program must document its compliance with institutional policy and applicable regulations of local, state and federal agencies including, but not limited to, radiation hygiene and protection, ionizing radiation, hazardous materials and bloodborne and infectious diseases. Policies must be provided to all students, faculty and appropriate support staff and continuously monitored for compliance. Additionally, policies on bloodborne and infectious disease(s) must be made available to applicants for admissions and patients.

1. The COM program has procedures on radiation hygiene and protection, ionizing radiation, hazardous materials and bloodborne and infectious diseases. Dental assisting students are taught these procedures through their “student handbook” entitled, “Dental Assisting Student Regulations and Infection Control, Occupational Hazard and Waste Disposal Training Program.” This student handbook is used throughout the course of study.

Faculty is apprised of changes to any Occupational Safety and Health Administration (OSHA) regulations via faculty memos and meetings.

Patients are informed of their rights by acknowledgement of the Health Insurance Portability and Accountability Act (HIPAA) form and patient consent forms.

(See Standard 5 Exhibit #1 – Dental Assisting Student Regulations and Infection Control Occupational Hazard and Waste Disposal Training Program) Commonly referred to as the “student handbook”.

5-2 Students, faculty and appropriate support staff must be encouraged to be immunized against and/or tested for infectious diseases such as mumps, measles, rubella, hepatitis B and tuberculosis prior to contact with patients and/or infectious objects or materials, in an effort to minimize the risk to patients and dental personnel.

Students are made aware of the required immunization/testing from the college website, student handbook and class schedule. During pre entry interviews, the student is made aware of required immunizations and health testing.

Students are given their OSHA training in Dental 172 which covers infection control, occupational hazards, waste disposal and bloodborne pathogens. Upon successful completion of this training, Individual Employee Training documentation is signed and maintained in the student’s file. Students must have up-to-date tests and vaccinations in order to comply with the UCSF MOU standards and participate in dental office rotations, coronal polishing, pit and fissure sealants lab and x-ray labs.
Bloodborne Pathogens poster is posted on the classroom bulletin board, visible to students and patients.

Post exposure guidelines are listed in the Student Handbook, Standard 5 Exhibit #1.

All instructors must have current Health documents, double testing for tuberculosis, tetanus, Hepatitis B vaccinations to satisfy RDA licensure, college policies, clinical agencies and for student/individual protection. The program lab technician assistant complies with college policy on TB testing.

Documents of individual health clearances are available on site.

The college provides annual pick up of hazardous waste and the program contracts with sharps vendors for sharps pick-up and disposal.

The following is the College Board policy on Health and Safety protocols for the program.

BOARD POLICY 4107 HEALTH SCIENCE PROGRAMS

References:
Title 22 Sections

Program Specific Policies and Procedures
The Health Sciences Programs have specialized program policies and procedures to prepare students for the workplace that are essential for consumer protection. The coordinators of each program and the Director of Health Sciences shall ensure that required program policies specific to each discipline are developed and implemented.

Each program ensures students are informed of the program-specific policies and procedures.
The Health Sciences Programs require that clinical affiliations with hospitals and agencies are developed and maintained. The District shall develop such affiliations as appropriate to the needs of the Health Sciences Programs. All new or continuing clinical affiliations containing substantive changes shall be approved by the Board.

BOARD POLICY 6800 INDUSTRIAL SAFETY Source College Board Policies

References:
49 Code of Federal Regulations, Part 40 and Part 655;
29 Code of Federal Regulations Sections 1910.101 et seq.;
Health and Safety Code Section 104420;
Title 8 Section 3203

The Superintendent/President shall establish administrative procedures to ensure the safety of employees as part of their assigned work duties on District sites, including the following:

Compliance with the United States Department of Transportation regulations implementing the Federal Omnibus Transportation Employee Testing Act of 1991. Specifically, the District shall comply with the regulations of the Federal Highway
Administration (FHWA) and, if applicable, the Federal Transit Administration (FTA). Compliance with these policies and procedures may be a condition of employment. Establishment of an Injury and Illness Prevention Program in compliance with applicable Occupational Safety and Health Administration (OSHA) regulations and state law. These procedures shall promote an active and aggressive program to reduce and/or control safety and health risks.

Establishment of a Hazardous Material Communications Program, which shall include review of all chemicals or materials received by the District for hazardous properties, instruction for employees and students on the safe handling of such materials, and proper disposal methods for hazardous materials.

Prohibition of the use of tobacco in all public buildings and in all District-owned and provided vehicles.

The program is compliant with the use of x-ray machines in the exposure of full mouth and bitewing surveys. The program has four new Panmeca x-ray wall units, one former Panmeca, one Protegy machine and a new Panmeca digital panographic unit. The machines were installed January and February 2011 and have been calibrated by Patterson Dental. The equipment ensures that ALARA is employed.

The program uses the fastest F film on patients for film based surveys while limiting retakes to three only if they are necessary to produce a diagnostic survey under the direct supervision of the instructor. The program is equipped to send these digital films electronically. The new digital format will reduce the patients’ ionizing radiation as much as 50%.

Patients are protected with the lead or non lead aprons and thyroid collars during any exposure to radiation.

Dental x-rays are ordered by the patients attending dentist and not solely for instruction. All exposed radiographs are sent to the patient’s dentist.

Infection Control is covered in Dental 172 during each fall semester before the student performs any pre clinical practice on fellow classmates.

Students receive training in bloodborne Infectious diseases, infection control, hazardous materials management in Dental 172. These policies are in both the Student Handbook and Dental 172 syllabus.

Infection control is part of the student’s evaluation process, and students are graded for all laboratory functions in all lab classes.

Students must use Personal Protective Equipment (PPEs) every time they work on classmates or patients. Universal precautions are followed throughout the program. Students are not
allowed to proceed with any assignment if the necessary PPE and infection control measures are not adhered to.

The instructor of record supervises all infection control measures during classes. Infection control is part of the student performance evaluation of all laboratory functions.

The student must take Dental 172 which covers infection control and bloodborne pathogens in their first semester before practicing or treating patients. Each student signs an OSHA training form. The form indicates that they understand and have been trained, provided demonstrations of protocols for infection control, bloodborne pathogens and agree to abide by its principles.

Students are made aware of the immunization and/or testing in the face-to-face interview before entering the program. These policies are reviewed at the beginning of the fall semester. Availability of these tests and immunizations are also posted at the Student Health Center at the college.

(See Standard 5 Exhibit #2 Registered Dental Assisting Program Health Clearance)

The program follows the College Board Policy on Student Health which states:

**BP 5200 STUDENT HEALTH SERVICES Source College Board Policy**

**References:**

Education Code Section 76401;
Title 5 Sections 54700 et seq.;
FERPA Guidelines;
HIPPA Guidelines

Student health services shall be provided in order to contribute to the education aims of students by promoting physical and emotional well being through health oriented programs and services.

**BP 5210 COMMUNICABLE DISEASES**

**Reference:**

Education Code Sections 76403

The Superintendent/President shall establish procedures necessary to assure cooperation with local public health officials in measures necessary for the prevention and control of communicable diseases in students.
EMERGENCY MANAGEMENT

5-3 The program must establish and enforce preclinical/clinical/laboratory protocols and mechanisms to ensure the management of emergencies: these protocols must be provided to all students, faculty and appropriate staff; faculty, staff and students must be prepared to assist with management of emergencies.

Students, faculty and staff are made aware of the programs protocols when reviewing both the “student handbook” and the Dental 178 syllabus. The program has safety and emergency procedures listed in the “student handbook” which is introduced in the first semester of study. The procedures list the protocols for handling accidents and emergencies. The program also follows COM Board policy on emergencies. All staff and faculty are required to attend the Disaster Control and Emergency training held at COM.

College Emergency Guidelines Handbook is posted in the classroom.

Please see Standard 1 Exhibit #1.

The following is the COM Board policy regarding emergency preparedness:

BP 3500 EMERGENCY PREPAREDNESS Source Board Policies

Education Code Section 67380(a)(4)
The Board of Trustees is committed to a safe and secure District work and learning environment. To that end, the Superintendent/President shall establish a District Safety Plan with minimum disruption to the educational program and ensure that it is posted or otherwise made available to students. The District Safety Plan shall include availability and location of security personnel, methods for summoning assistance of District Police, any special safeguards that have been established, any actions taken in the preceding 18 months to increase safety, and any changes in safety precautions to be made during the next 24 months.

The Superintendent/President and/or designee is authorized to close District facilities, including the campuses, delay the opening of the campuses, or dismiss classes early for emergency reasons and to protect the health and safety of the campus community.

The Superintendent/President shall develop procedures for responding to District emergencies and shall ensure that:

1. District employees maintain a standard of care for supervision, control and protection of students commensurate with assigned duties and responsibilities.
2. District employees immediately report to the Superintendent/President or designee an accident or a safety hazard.
3. Students are not required to perform work or services which may be detrimental to their health.
Date Adopted: March 17, 2009

The Dental Assisting program has the following emergency equipment:

- Two eye wash stations
- One portable positive flow oxygen tank.
- Two Fire extinguishers one located in the clinical area Classroom 224 and one located in Classroom 220. There are also 2 extinguishers in the hall outside the classroom.
- Two first aid kits mounted on near the door of Classrooms 220 and 224. There are three first aid kits mounted on the walls of the hallway outside the classrooms.

Students and faculty are instructed to call 911 in cases of emergencies. Novato Fire Station 64 is 2.2 miles east of the campus. A campus health center nursing assistant has office hours at the Indian Valley Campus twice weekly.

All accidents are reported to the campus police, campus health center, and the health and safety officer. An accident report form is generated and sent to the campus health center and Human Resources Department.

The faculty and staff must attend an annual workshop on management of emergencies through the Health and Safety Committee or campus police department.

The students learn about emergencies in Dental 178.

5-4 All students, faculty and support staff must be currently certified in basic life support procedures, including cardiopulmonary resuscitation, prior to the direct provision of patient care.

Students are encouraged to attain CPR certification before entering the program. Students are required to show certification prior to any pre clinical and clinical training and maintain current certification while enrolled in the dental assisting program. COM has CPR certified instructors and offers classes to students. Students must provide the program coordinator with a current CPR card. The program administrator reviews each student and faculty member’s certification at the beginning of each academic semester and maintains copies of current CPR records in the student’s file.

Current CPR training is required of all faculty and staff who supervise students and/or patients and is required by the RDA licensing board and National Dental Assistants Certification. Faculty records are secured in the program administrator’s office.

Please see Standard 3 Exhibit 9 - CPR Certifications.
6-1 The program must conduct a formal system of quality assurance for the patient care program that demonstrates evidence of:

   a. Standards of care that are patient-centered, focused on comprehensive care and written in a format that facilitates assessment with measureable criteria
   b. An ongoing review of a representative sample of patients and patient records to assess the appropriateness, necessity and quality of the care provided

The quality assurance policies are listed in the Program Objectives and the Dental Assisting Student Regulations and Infection Control Occupational Hazard and Waste Disposal Training Program, commonly referred to as the “student handbook”.

The program does not perform on-site dentistry because a dentist is not on Staff. However, outside dental patients are seen for the following clinical procedures:

   a. Dental Radiographic Surveys for Radiation Safety Certification as part of Dental 186 Lab
   b. Coronal Polish Certification as part of Dental 183 Lab
   c. Pit and Fissure Sealant Certification as part of Dental 192A Lab
   d. Ultrasonic Scaler Certification for removal of excess orthodontic cement or bonding agents as part of Dental 183

A post treatment patient survey is given to each patient after receiving student services. These forms are reviewed by the instructors and program administrator for patient quality of care analysis and improvement planning.

(See Standard 6 Exhibit #1 – Patient Quality of Care Questionnaire)
6-2 The program must develop and distribute to appropriate students, faculty staff and each patient a written statement of patients’ rights.

Students are taught a patient orientation unit which covers taking a patient health history, the patient consent form, the patient survey, and Health Information Portability and Accountability Act (HIPAA) regulations.

Patients seeking any of the above clinical procedures listed in section 6-1 are given HIPPA forms to complete and review and are apprised of patient’s right to privacy with health histories, student evaluation forms, and dental radiographs. Limitations of service and disclosure forms are signed by the patient before the procedure. Patient’s rights are also posted on the classroom bulletin board for patient review. Completed patient forms are reviewed by the course instructor for accuracy.

(See Standard 6 Exhibit # 2 – HIPAA Notification to Patients)

6-3. Patients accepted for dental care must be advised of the scope of dental care available at the dental assisting program facilities. Patients must also be advised of their treatment needs and appropriately referred for the procedures that cannot be provided by the program.

Patients for dental radiograph survey are required to have a permission slip from their attending dentist indicating the need for x-rays. No patient is allowed to have their dental radiographs taken if they do not have a permission slip from their dentist. An x-ray set is sent to the attending dentist and one set is kept for five years in a locked file cabinet. No radiographs are given directly to patients.

Coronal Polish patients must have a signed permission slip that indicates the procedure will be performed under the direct supervision of a program instructor. Patients must be calculus free to qualify as a coronal polish patient. Patients are informed that this procedure is NOT a dental cleaning. The patient signs a disclosure form indicating that the procedure is performed by dental assisting students and involves only the removal of superficial stain and plaque and is not considered a dental prophylaxis.

Pit and fissure sealant patients must have a prescription from their attending dentist indicating which specific teeth need sealants. This form also indicates that the procedure will be performed by a dental assisting student under the direct supervision of the instructor of record. All patients are checked by the instructor before the patient is dismissed. If corrections are
needed, the instructor will advise the student to repeat the procedure, reduce the occlusion or re-seal voids.

If patients present with obvious need for dental work, the patient is referred back to their attending dentist for evaluation and treatment.

(See Standard 5 Exhibit #3 – COM Dental Assisting Program Radiographic Consent Form)
Divider

Conclusion and Summary
CONCLUSION AND SUMMARY OF SELF STUDY REPORT

This summary culminates the self study report in a qualitative appraisal and analyses of programs strengths and weakness.

Standard 1 – Institutional Effectiveness

1. Assess the extent to which the assessment process is consistent with stated program goals.

The college has a well defined, regular data collection (assessment) of course completion, student success, degrees and certification. The program keeps records for licensing/certification examinations, as well as alumni and employer surveys for satisfaction with the program.

Employment rates provide information on the program goals for securing employment in the dental field and preparing graduates for chairside functions need for entry level employment.

Passing rates on state Registered Dental Assisting examinations provide information on the programs ability to prepare the graduate for this examination.

The program could use college assistance with developing/tracking employers and alumni surveys as well as direct data collection during the semester. This is a resource intensive process, and has been requested by all career programs.

2. How are results of assessment process utilized to evaluate the effectiveness of program in meeting goals?

The faculty and program administrator utilize the assessment tools to evaluate the curriculum, program resources, program prerequisites and budget.

The student completion rate is 89%-93%, with a 98% employment rate. Of the 18 students who graduated from the program in June 2010, fourteen students obtained a job in the field, two students returned to school for pre dental and pre dental hygiene studies, and two students fill in as substitutes.
Over the last five years, College of Marin Dental Assisting program students are passing the state examination at an average of 79%. There is a two month waiting period for graduates to sit for these examinations.

Examples of the strategies currently employed to improve passing rates include:

- An average of 33-36 hours per semester devoted to test preparation
- Three mock RDA tests are offered during the course of study
- Four weeks in the summer session are spent reviewing both the written and practical portions of the test

Over the last five years, the program has experienced an average attrition rate of 20%. The program analyzes the pass/fail rate for each dental course to see what areas are in need of improvement.

During the fall 2011 and spring 2012 semesters, the faculty and staff will research the impact of prerequisites for the program that would help with student success. In addition to requiring a higher level of English, and/or providing an online program orientation would assist in preparing students.

It is anticipated that the current class will achieve a better pass rate on the RDA examination as a result of adding a tutor with special skills and experience in providing students with remediation, practicing and preparing for their examinations.

Two additional strategies are under consideration for implementation include the possibility of providing additional mock RDA sessions as well as expanding the repository of practice written questions to help prepare for the examination.

3. **Assess the stability of programs fiscal support over the next several years.**

The College has spent $1,775,389 to upgrade the facilities and equipment for this program through the Measure C Local Bond program. The new facility was opened for instruction in January 2011. The program has adequate funding to be sustained over the next several years with district general funds and student material fees. A brand new facility and essentially all new equipment results in projected minimal needs for equipment purchases and/or replacements in the near-term.
As Perkins CTE grants are reduced, the college is expanding services for students at the Indian Valley Campus. With state board examination pass rate at 79%, it is believed that the tutoring support should continue to provide students individualized support. An additional strategy being explored is to reduce the instructor/student ratios in the preclinical lab. This would enable instructions to more readily identify the students need and weak areas.

The Perkins CTE funds supports attendance at professional conferences enabling staff and faculty the opportunity to compare success strategies with other programs. As new and expanded strategies for student success are implemented, the success rates are monitored.

4. **Assess the degree to which current financial support permits or inhibits achievement of program goals.**

The district has invested heavily in the Dental Assisting program infrastructure and has provided for state-of-the-art equipment. This investment facilitates achievement of goals to prepare the students for entry level dental assisting positions.

In addition, the general funds of the district provides ongoing budget to achieve program goals.

5. **Assess the financial allocations for faculty salaries and professional development to ensure program is in competitive position to recruit and retain qualified faculty.**

The Financial allocations for faculty are competitive with other community colleges in the bay area. 84% of the program budget is allocated to faculty and staff salaries. The faculty has received a salary raise in the recently negotiated faculty contract. In addition to the funds detailed in the program budget, the district also covers all cost associated with program administration, Information Technology, hardware and software used by the program faculty and students, maintenance and operations, security, and human resources functions including staff and faculty recruitment.

Faculty may apply also apply for Educational Excellence and Innovation Funds (EEIF) and Individual Research and Development (IRD) funds to develop innovative projects or to conduct research for the program.
6. Evaluate the effectiveness of the liaison mechanism between the program and the dental and allied dental community.

The program enjoys an excellent reputation in the dental community. The Dental Advisory Committee and other liaison mechanisms provide guidance on designing the new facility, the type and quality of equipment to be purchased and curriculum. The members participate in externships and employ program graduates.

As a result of the liaison mechanisms in place, College of Marin Dental Assisting Program boasts an employment rate of 98% and graduates have an excellent reputation in the community.

The program is well represented in the Marin County Dental Assistant’s Society and provides the service of continuing education for community dental assistants.

Standard 2 Educational Programs

1. Evaluate the admission criteria in terms of its ability to identify students with the potential for completing the curriculum and performing dental assisting functions with competence and efficiency.

The admission criteria of English 98, High School diploma or its equivalent assist in assuring the students begin the program with solid basic skills. Advisement meetings with the program administrator determine the eligibility of potential students. The program administrator uses this opportunity to review program requirements, dress codes, vaccination and age requirements, English proficiency, program scheduling and graduation requirements. This helps the potential student to make an informed decision about entering the program.

Although, there is open enrollment through the College, students who do not schedule an pre-enrollment advisement appointment often lack the necessary prerequisites or have a different expectation of the program. History has shown that It is often students who do not take advantage of the pre enrollment meeting who are more likely to drop out of the program. As pre-requisites are explored as an option to program enrollment, it is anticipated that the program pre-enrollment appointment will become a required step in the enrollment process.
2. Do enrollment statistics review any trend with which the institution is concerned? If so describe them.

According to enrollment statistics, 50% of the students are between the ages of 18-24 years old.

The attrition and fail rates of the students between 18-20 years old is quite high. It has been observed that the younger students are less academically prepared and disciplined in study skills than their older counterparts.

Attendance sheets indicate that poor attendance is also a strong predictor of course failure.

The college is investing in short term basic skills courses to boost student success for those who are academically underprepared.

The older students appear to be more focused on school work and more motivated to complete the program to gain immediate employment.

Historically about 10% of the students are male. This has remained constant throughout the last five years.

This may indicate that the program should focus more on recruiting male students. The participation of Hispanics has dropped recently. Since the Hispanic population is growing in Marin County, the program will focus more recruitment effort for this segment of population.

At the conclusion of this year, a focus group of successful students will be held to help elicit student feedback regarding all of these issues.

3. Assess the extent to which course descriptions and objectives reflect the content delineated in the respective topical outlines.

All of the course descriptions and objectives reflect the content of the course. The syllabi have been updated to reflect this.
4. Explain the rationale for overall curriculum sequence.

Rationale for sequence of courses –

The curriculum is designed from simple tasks to more complex and increases in depth and breadth as the courses progress.

During the first semester, students are introduced to foundation courses. First semester courses include:

- Dental 172 – Infection Control, Gross Anatomy
- Dental 176 – Tooth Morphology, Charting and Vitals
- Dental 182 – Preclinical Radiology
- Dental 180 – Preclinical Chairside Skills
- Dental 174 – Dental Materials

Students who successfully complete their first semester can advance to the second semester. The second semester provides opportunities for practicum courses and externships where the students practice all the skills necessary for chairside assisting function and the state RDA functions.

During the second semester, intermediate skills are covered. These include:

- Dental 184 – Dental Specialties
- Dental 186 – Clinical Radiology
- Dental 178 – Pharmacology, Special Needs Patients, Nutrition
- Dental 183 – Coronal Polish, Ultrasonic, Fluoride Treatment, Oral Hygiene, Tooth Bleaching
- Dental 190 – Office Management and California Law
- Dental 188 – Clinical Rotations

Students’ rotations in the second semester include the intersession between the fall and spring semester and two different office rotations. There is a third office rotation in the summer session.

Lab courses offered during the second semester are taken concurrently with dental office rotations.
Dental 190 prepares the student for dental office management. The business skills course provides a background for their office rotations. This course also provides the student with legal parameters and ethics of the State Dental Practice Act.

The summer session is four weeks in length. This session offers the final office rotation and the pit and fissure sealant certification as required by all RDA programs in California.

5. How does the placement of clinical practice courses within the curriculum contribute to application of other subjects?

See Item # 4 above. Clinical practice courses are taught in the second semester once the foundation has been laid. In addition the theory course is accompanied by lab. For instance, rubber dam is discussed in the lecture portion of Dental 180, and the application of this procedure is practiced during the Dental 180 Lab. Oral Hygiene, tooth brushing and flossing is covered as part of Dental 176; the clinical practice and clinical execution of oral hygiene instructions are demonstrated and evaluated in Dental 183 Lab.

6. Assess the degree to which curriculum objectives for clinical experiences are being met.

The evaluation sheets are contained in each course syllabus that reflect course objectives. Student performance is measure using these evaluation sheets.

7. Assess the degree to which the educational program provides students with background knowledge of and competence required to perform functions delineated in standards 2-7, 2-8 2-9 2-20.

The program provides sufficient entry level background knowledge for an entry level position as a chairside dental assistant or receptionist as delineated in Standards 2-7, 2-8, 2-9, and 2-10. Internship and office rotations provide clinical practice in basic chairside assisting skills.

Successful course completion, satisfactory clinical evaluations, and pass rate on state examinations indicate the knowledge and competency for Standard 2-7 to 2-10 are met.
8. To what extent have results of the student evaluation process been used to modify the curriculum?

Students who do not complete each lab experience with at least 75% accuracy, are required to practice the skill and repeat the evaluation process. Infection control requires achievement with 100% accuracy.

Peer instruction may be used pairing students with those who have mastered the skills.

If students are not improving their accuracy levels with each successive attempt, the instructor may choose to repeat the demonstration of the skill or present the skill in another fashion for better comprehension.

Faculty department meetings provide an opportunity for instructions and program administrator to evaluate the curriculum to meet course and program goals.

Standard 3 - Administrative Faculty and Staff

1. Assess the effectiveness of communication between the program administrator and institutional administrators.

There is excellent communication between the program administrator and the institution’s administration. The Health Science Director meets monthly with all program administrators to discuss upcoming events, budget issues, curriculum changes, deadlines or problems relevant to their program. The Health Science Director’s office always responds quickly to any problem or inquiry with responses. The Workforce Development dean and administrative staff are readily available to support the program.

2. What activities during the past year demonstrate that program administrator has assumed responsibility for continuous coordination, evaluation and development of program.

The program administrator duties over the last year include:

- Recruitment of new students,
- Potential student interviews,
- Coordination of Community Education weekend classes,
- Planning and coordination of teaching schedules,
- Development and management of program budget
• Purchasing of all, dental supplies, equipment, repairs,
• Grant applications and monitoring—most notably the WIA successful grant application that purchased the equipment required by Assembly Bill 2637
• Generation of grant reports,
• Monitor of post graduation surveys,
• Completion of ADA yearly survey
• Preparation of Dental Assisting Program Review
• Review and Assessment of Student Learning Outcomes
• Liaison with modernization team in design of new facilities and equipment requirements
• Coordination of move to the Indian Valley Campus
• Selection and supervision of tutor
• Coordination of Dental Advisory Committee meetings
• Facilitation of program faculty meetings
• Coordination Marin Headstart screening days and all community outreach activities
• COM representative at board meetings of the Marin County Dental Care Foundation, Oral Health alliance of Marin, Marin Community Health, and Marin Dental Assistant’s Society

3. If any faculty member(s) lack(s) a baccalaureate degree, background in educational theory and practice and/or work experience as a dental assistant, in what ways are these deficiencies being corrected? Is the institution able to provide financial assistance and/or release time to support this endeavor?

All current faculty have a baccalaureate or masters degree.

4. To what extent do faculty/student ratios during laboratory pre clinical and clinical sessions provide individualized instruction and allow evaluation of the progress as well as the end results.

The program follows the instructor-to-student ratio of the ADA accreditation standards of pre clinical ratios and clinical ratios. This is to ensure that each student receives quality instructor time during practice and clinical experiences.

The RDA Education Program regulations state that there must be a sufficient number of operatories to allow a ratio of at least one operatory for every five students at any one time and be sufficient size to accommodate an operator, a student, an instructor and a patient at one time. Our facility has six operatories which can accommodate up to 30 students. Because of the instructor/student ratio all labs except radiology have a limit of 12 students for one
instructor. In radiology labs there are seven students to one instructor. During the pre clinical or clinical aspect there are six students to one instructor and one student rotates as the lab monitor. The feasibility of reducing the lab ratio from 12:1 to 10:1 will be explored as a strategy to improve student success.

5. Compare the program faculty's opportunities to continue professional development with those of other faculty in terms of release time and financial support.

Faculty members may request a reduced load to pursue professional development activity.

Conference leaves are also supported by district funds up to $1,000 per faculty member per year across the district. Under the collective bargaining agreement (CBA) all faculty may be granted up to three days of paid conference leave per person per academic year to attend related conferences.

Sabbatical leave is granted to all faculty members who have had six years of permanent, full time service. Sabbatical leave is provided to support professional improvement to be attained by study or research. All members applying for sabbatical must fulfill all of the criteria in the CBA.

The CBA provides the dental faculty the same rights as other college faculty.

6. Assess the effectiveness of the faculty evaluation system.

Article seven of the CBA describes the faculty evaluation system.

The purpose of faculty evaluation is to provide feedback to each member for the improvement of their professional skills. The administrative dean or the program director of the discipline evaluate tenure and part time faculty. Permanent instructors are evaluated once every three years and probationary faculty are evaluated annually. Adjunct faculty are evaluated every six semester.

The indices used for evaluation of instructional faculty are agreed upon in the collective bargaining agreement and include:

1. Demonstration of knowledge of the subject or discipline,
2. Consistency and care in planning course description
3. Development and use of instructional techniques which recognize individual differences of students
4. Lecture or lab activities and test reflect course objectives
5. Use of instructional supportive materials
6. Interaction with students in accordance with the standards of American Association of University Professors
7. Instruction and student assignments reflect current standards of the discipline
8. Currency in the field of study/instruction
9. Behavior towards students

Tenure track faculty complete a self evaluation and develop professional objectives every other year.

Student evaluation results are computer analyzed and the Health Science Director meets with the faculty member to discuss the evaluation results.

This process has been very helpful and equitable to reveal the faculty’s strengths as well as any weakness. It gives impetus for the instructor to work on improving his or her teaching style or methodology.

**Standard 4 - Education Support Services**

1. **Assess the advantages and disadvantages of the capacity, design and scheduling of clinical of the clinical, laboratory and classroom facilities and equipment in relation to the attainment of program goals.**

With the funding from Measure C Bond Modernization, the Dental Assisting Program has a brand new facility with all new industry-standard, state-of-the-art equipment.

The new facility design and purchases of new equipment allow the program to attain its goals.

The capacity design and scheduling of clinical lab and classroom maximizes the number of lab sessions and lecture sessions for the program. The new lab facility has six dental units. This can accommodate two students per operatory for a total of 12 students with one instructor. This program meets the ADA student to instructor ratio. For radiology there can be one student per x-ray unit, with one student serving as a lab monitor until their turn. This satisfies the one instructor to six student (1:6) ratio for x-ray labs.
If needed, the new facility has the capability to schedule a lab session simultaneously with a lecture class.

2. Evaluate the comprehensiveness, diversity, currency and quality of the texts and periodicals pertaining to dentistry and dental assisting that are available for use.

The program uses the 9th edition of *The Modern Dental Assisting* by Bird and Robinson as one of the texts. This book is a standard among most of the Community College dental assisting programs. The 10th edition is excellent and covers the new duties for dental assistants and registered dental assistants and will be available in August. The textbook comes with a workbook and a companion CD with exercises for student learning. The second textbook is *Haring Radiology book* which has an internal workbook and accompanying CD. This text book has more in depth on radiology than *the Modern Dental Assisting* to meet the requirements for student radiology certification.

The resource textbooks and periodicals are comprehensive and current. See Standard 4 Exhibit #1 - List of Specialized Reference Materials.

The College of Marin Dental Assisting Program benefits greatly from the remarkable expansion of resources for comprehensive, diverse, quality current text and periodicals available on the internet. The Dental Assisting Program administrator will participate in the hiring process for the new IVC librarian to be hired in the 2011-2012 program year. That librarian’s required qualifications will be high competency in developing internet resources for students. It is anticipated with this hire, that the program students will enjoy excellent support in all printed and internet media.

3. Assess the budget available to purchase instructional aids and equipment.

The program has been updated with new facilities and equipment with the Measure C Modernization Bond. As technology changes or equipment is needed, general fund program budget will dictate what equipment will be purchased.

As in the case throughout the district, the program will be supported with instructional aids and equipment through the program review process and the use of categorical funds (CTE).
4. **Evaluate the support services available to program.**

There is a wide variety of support services available to the program both at the Kentfield and Indian Valley campuses.

The following lists the support services available to the program:

- Admissions and Records
- Assessment and Testing
- Basic Skills Initiative Program
- Bookstore
- CalWorks
- Children’s Center (Child Care for children from infancy up to kindergarten age)
- Community Education Lifelong Learning and Cultural Enrichment
- Academic and Personal Counseling
- English as a Second Language Program
- Financial Aid
- Food Services (to be expanded in the 2011-2012 program year at IVC)
- Health Services
- Media Services
- Reprographics
- Security (Campus Police)
- Library Services to be expanded 2011-2012 program year
- Student Affairs/Student Government/Student Clubs
- Tutoring
- Human Resources
- Job Placement
- Maintenance and Operations

Currently, there is not a staff librarian on the Indian Valley Campus. Although there is staffing at the Virtual Library and computer support for research and surfing the web. A full time librarian/resource librarian position has been approved for hire in the 2011-2012 program year.
Standard 5 - Health and Safety Provision

1. Assess the program’s polices on use of ionizing radiation.

The program utilizes x-ray badge dosimeters to monitor the amount of scatter radiation for the faculty and students. The student operator is instructed to stand 6 feet away or at 90 degrees from the x-ray tubehead. All patients are protected with lead lined or non lead lined aprons with thyroid collars. A limit of three retakes for any non diagnostic x-ray is within the state limitations on retakes. All retakes are supervised by the supervising instructor.

All patients must have a dentist permission slip prior to x-ray exposure. This form gives permission for a dental assisting student to expose full mouth survey on the attending dentist’s patient.

Patients are rescreened for eligibility for radiation exposure. Patients who are pregnant, auto immune compromised or under medical radiation therapy are not allowed as x-ray patients.

2. To what degree does institute comply with state and federal laws related to radiation?

The program has four new machines which have been calibrated. Two units were moved from the Kentfield campus and have also been calibrated. All units have been registered with the state Radiological division.

Each x-ray operatory is equipped with lead or non lead patient aprons with thyroid collars to protect the patient from secondary radiation.

The student operator is protected from being within the direct path of the x-ray source by extending the toggle switch cord six feet or 90 degrees from the x-ray source.

Any pregnant student needs a signed letter allowing for the student to participate in the clinical portion of the x-ray class. If allowed, this student will wear a protective lead or non lead apron and thyroid collar when exposing films.
3. Assess the effectiveness of the program infectious disease(s) and hazardous materials policy(s) and procedures in ensuring a safe environment for patient’s student faculty and staff.

Students are provided Standard Operating Procedures (SOP) and shown a video on infection control on setting up the operatory. All instructors use the same SOP to be consistent. Students must comply with OSHA standards in regard to infection control when involved with students as practice patients and patients for x-ray, coronal polish or pit and fissure sealant and ultrasonic scaling for ortho cement. All students must place protective barriers on the dental chair and unit and wear their PPE’s consisting of gloves, masks, clinical gown and lab coat, nurses shoes, eye protection to prevent cross contamination. Barriers are used to cover the dental chair, light switches, high and low speed evacuation, three way syringe, dental unit handles, handpieces and rheostat. Surfaces not covered with barriers are wiped with disinfectant wipes.

All students are required to comply with all procedures all the time.

The district fulfills its responsibility to provide and maintain a physically safe and healthy work environment. The district and the faculty members cooperate in the objective of eliminating accidents and health hazards in compliance with California Occupational Safety and Health Act of 1973.

The college has mandatory safety training in accordance to United Professors of Marin (UPM) collective bargaining agreement (CBA) Article II: Safety section 11.5.1. Training for courses is provided for hazardous material, chemicals and/or dangerous equipment that are routinely used and are subject to state or federal regulations mandating safety training for instructors and students. All affected unit members are required to attend the applicable training programs mandated by the state or federal regulations.

All dental assisting faculty must attend the College Hazard training program and take an Infection Control renewal course at every RDA license renewal period.

4. Assess the effectiveness of programs policy to manage emergencies which might occur in the clinic and lab facilities.

The program is equipped with blood pressure cuffs, fire blanket and a positive flow oxygen tank. Each classroom and clinical area have a current first aid kit and there is a fire extinguisher
and fire blanket in the general classroom and clinical area. There are also two first aid kits and a fire extinguisher in the hallway outside the classroom.

All faculty and students have current CPR certification. In the event of any emergency, faculty and students are directed to first call 911 then to and contact campus police. Campus Disaster kits are located in the Admissions and Records office and the Fiscal Service offices on the Indian Valley Campus. The local fire station and paramedics is located 2.2 miles from the campus and can be called on for emergencies or fires. There are fire extinguishers in the classroom and lab and two on the hallway outside the classroom in Building 27.

Emergency Handbooks are posted throughout the facility.

**Standard 6 - Patient Care Services**

1. **If program has an on-site clinic and provides dental care, assess the effectiveness of program’s system of quality assurance for the patient care program.**

The program does not offer direct dental service other than x-rays, pit and fissure sealants and coronal polishing. The program offers x-ray certification and coronal polishing under the college community education department for working dental assistants in the community.

The program has been approved by the Dental Board to provide Infection control and pit and fissure sealant courses to the working dental assistant not currently enrolled in the program through community education.

If a patient presents with clinical findings that warrant dental care during any procedure performed by dental assisting students, the patient is referred to back to his or her primary attending dentist for dental examination and/or treatment.

During all of the direct patient care courses, patients are made aware of their confidentiality and the limitation of services by student operators under the direct supervision of an instructor and/or dentist. All patients complete a post care survey of the quality of service provided. These are kept on file and used to improve the patient services to outside patients.