



**SJVC- Temecula- Dental Assisting
Advisory Board Meeting
Agenda- meeting minutes
7:30am
February 19, 2016**

Attending: Chair: Cindy Ovard, Program Director
Committee Members in attendance:
Leo Flores- RDA (Dr. Arriola's office)
Dr. Andrew Arriola- DDS Phone in attendance-
Sam Hansen- Externship Coordinator PDS (manager)
Rose Olague- RDA (Lead RDA Manager PDS)
Laura Eversull- RDA SJVC Faculty

Recorder of Minutes: Cindy Ovard

Introduction

I. Review and Approval of Previous AB Minutes

- a. –Leo Flores
- b. –Sam Hansen

II. Program Overview:

- a. **6 sessions, 3-Morning and 3 Afternoon- (47 active students)**

See handout-

Since last meeting and items that were discussed to try and implement into our program:

Partnering with Temecula Valley Study Club has been established. SJVC is hosting bimonthly CE seminars put on through the study club. (Dr. Gunderson and Dr. Anderson), we've had 60 people in attendance so far for each meeting. Next meeting- March 8th.

Have not yet established an OA course. This year we will be working on it as we put more focus on providing CEs for the dental community.

Rose concerned with students no being able to perform Snap a Ray technique (bisecting technique) with radiology because PDS offices do not use the Rinn holders (paralleling technique) with digital s-rays. PDS offices do not use analog film.. Laura said she would try to leave time in RAD course to have students practice more on snap a ray with digital. Per state regs, we are to use the RINN holders while teaching and exposing on the state examination patients, but we can teach the use of bisecting technique, just not use it as a focal point. PDS understands, but wants us to try to emphasize it.

Our program has been able to obtain one more digital sensor due to our past advisory meeting suggestions that we need to be fully digital in our RAD course by the time the state redoes their new RAD regulations this year.

As per last meeting Dr. A suggested getting with Patterson and getting Demo version of Cerec CAD/CAM. I've tried but not been able to get any information or have Patterson rep return my calls with sound

information on the demo software: ROSE from PDS suggested they have the demo software for their new hires and with Dr. A's office doing the hands on training, we could use PDS to learn the software component. We could send 12 students at a time to their Corona offices quarterly.

Sam from PDS said they could justify having students attend the training due to our partnership with Extern to Hire deal. Cindy and Laura will work with Rose to set up the quarterly seminars beginning in March. Last week of DA 305 to go to Dr. A's office, and then PDS training 2hrs 9:00-11:00am- get set up on a quarterly timeline with 12 students each time.

III. Review and Discussion of:

a. Program Review

We are undergoing a full Program Review this month.

Cindy explained- SJVC DA programs in all locations are rewriting all courses with new CLOs to align better with the new structure Ash Carter rolled out at last faculty training.

DA 230 RAD course under review to allow 3 patients for digital and 1 for analog that is in alignment with state regs. This will better help students grasp digital which better helps them in externship.

All attendees reviewed the AB booklets that show our courses outlines and course content. They agreed the CLOS per course are too many and too many complex words. They agreed for revision to narrow down what is being asked of the student and for better understanding.

IV. Student achievement data

i. See handout for RDA stats-

1. Rose asked how we know what the stats to the Written and Law/Ethics exams. Cindy said state has not released the data since June 2015. Katie Lee at state says data will be updated soon when Cindy spoke to them two weeks ago.
2. SJVC Temecula has 88% pass rate for 2015. That is the highest percentage for all SJVC DA programs. (not that we are competing with each other 😊)

V. Dental Board NEWS- still on hold: waiting to hear from Sarah Wallace/site visit

a. possible So Cal site host for the RDA practical examination.

- i. Cindy is waiting to get information from state on specs required to host. SJVC would like to host exam and meeting for So Cal location. Temecula is the perfect location for exam site. SJVC-Fresno (sister campus) is hosting the practical exam in July.

b. Changes in licensures, certifications, or exams

- **There are changes happening in the educational courses for Radiology and Infection control courses on the state level and they are looking for So Cal meeting hosts that can handle up to 200 attendees per meeting (quarterly).**
 - Rose believes that PDS would be a great site in Irvine. She will speak to her contact at the state level.

- *Cindy is waiting to get information from state on specs required to host. SJVC would like to host a meeting also.*

VI. Externship matters-

- a. **We have partnered with Pacific Dental Services .11 students with PDS offices and 4 in private offices (including Dr. A's).**
 - i. *Sam was concerned that the students need to show the offices a list of duties they should be performing while they are in externship. Cindy gave her the copy of the evaluation form the offices use to evaluate the students progress while in externship. Cindy explained that every new externship office receive the externship orientation booklet at the beginning of signing up with us. Many of the offices don't refer to the booklet and forget they have it. Tina reminds them of the booklet each time a new student is placed with them. PDS will use it to make sure the offices know what the students need to be performing.*
 - ii. *SJVC is using Dr. Anderson (endo), Dr. Whitworth (OS), Dr. Baker (Pedo) and Dr. Pesh (ortho) for observation offices and Dr. Arriola for CAD/CAM training. Our students are required to observe specialty offices while they are enrolled in the specific specialty course.*
 - iii. *Our campus was able to get our pano machine installed and configured to have no radiation output. We use it for Pano demo.*

VII. Community events-

- a. **Give a Heart- March 5th with Rancho Dental- students will volunteer time-**
 - i. *Laura will be attending with 4 of our top academic students. They've already been asked to participate.*
- b. **Football Mouthguard month JUNE every Thursday**
 - i. *- Dr. A's office wants 5 students who are in externship to be involved with his Football mouth-guard month (Every-Thursdays in June from 9-1pm) The students need to know how to take good impressions using polysiloxane ready mix- Laura can show them during DA 235 and DA 305. Fairly easy, just need to do it with students. SJVC will assign 5 DAs who are already in externship. They will need a contract signed by Dr. A for that day and count it towards externship hours.*
- c. **Freedom Day Vets- Sept 8 Thurs-**
 - i. *Dr. A would like 4 externship student from 9-12 and 4 from 12-3. – (get a contract signed and students can use it for externship hours).*
- d. **Partnered with Temecula Dental Study Club- for CEs**
 - i. **Next meeting is March 8th- 6:00pm- Go on line for more info-**
- e. **Changes in industry standards**

Board spoke about more changes regarding digital changes and digital impression and which labs SJVC might contact to have students observe this process. Leo mentioned #A1 lab in Temecula might be a possibility, since they just purchased a really nice big digital unit. Cindy will contact them.

Any other business-/questions:

No other questions or business was brought forth-

Adjourned: 8:55 AM



Program Review Report

Dental Assisting



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Executive Summary



Mission Statement:

San Joaquin Valley College prepares graduates for professional success in business, medical, and technical career fields. The College serves a diverse student population with a common interest in professional development through career-focused higher education. The College is committed to student development through the achievement of measurable learning outcomes, emphasizing a balance of hands-on training and academic instruction. The College identifies and responds to the educational and employment needs of the communities it serves. The College is committed to the success of every student.



Objective:

Program Review is a faculty-driven inquiry process that provides a structure for continuous quality improvement of each academic program. The process brings together key program stakeholders to evaluate a wide range of data about the program in order to reflect on student learning. Upon concentrated analysis of the data portfolio, stakeholders use the results to construct plans for program improvement and enhancement.

Summary:

The Dental Assisting program review was delivered in an asynchronous format. This format allowed for deeper analysis of stakeholder participation, effective timeframe and historical capture. The program review began on February 12, 2016 and concluded March 12, 2016.

A total of 16 active participants completed the Preparation Self-Assessment with an average score of 68.86%. This self-assessment was to gauge participants' understanding of data analysis as it pertains to their program and courses. Further evaluation of these foundational concepts was demonstrated in discussion forums marked *Data Observation* and *Data Analysis*. These discussion forums were guided by the Curriculum and Assessment Department staff as facilitators.

Participants included: Academic Deans, Program Directors, Instructors, CAO Academic Affairs and Career Services members, students, and employers via Advisory Board feedback.

There were nine requested changes submitted in a Program Improvement Proposal (PIP) by the Temecula Program Director, Cindy Ovard. The PIP was placed on hold during the program review in anticipation of the upcoming changes by the Department of Education (DOE) to abolish the clock hour regulation effective July 2016. In light of the change, a new Program Improvement Proposal was submitted and given priority over the PIP submitted prior from Temecula. This PIP was approved and the nine proposals submitted by Temecula's PD were re-evaluated in September 2016. Due to expected changes coming in January 2017 from the Dental Board of California, it was determined to suspend consideration of the nine original proposals until February 2017. (see Milestones on pg. 12)

The Corporate Director of Instruction, Ash Carter submitted lesson plan training and course outcome training (Backward Design) to participants in the Quality Education Unit. The focus is an institutional push to begin with outcome achievement in creating quality lesson plans for improved student engagement and mastery of course learning outcomes.

The Corporate Director of Graduate Services, Anthony Romo, reinforced the importance of soft skill enhancement with the partnership between the CS team on campus and the

instructor’s guidance in the classroom. Placement Outcome Rates were shared for Q1-Q4 2014 and Q1-Q4 2015 (see ‘Highlight’ section below for specific percentages). There was a 1% decrease in DA placement from 2014 to 2015. Declined placement was primarily due to Bakersfield’s personnel challenges in 2015 which resulted in a 20% drop from the previous year. Fresno and Visalia remained steady. Since Temecula was a new campus, data was not collected until 2015. Some challenges with DA230 should be reconciled with the approval of the PIP requesting to move this course to the last term for improved clinical skills just prior to extern (DA 230 was in term 2).

Program Achievement Highlights: 2014 to 2015

DA

- **Course Completion** improved by 3 percentage points (from 91% to 94%)
- **Attendance** improved by 1 percentage point (from 93% to 94%)
- **Placement** dipped by 1 percentage point (from 83% to 82%)
- **Graduation** declined by 14 percentage points (from 80% to 66%)
- **Learning Outcome Achievement** declined by 3 percentage points (from 95% to 92%)
- **Retention First Module** improved from 88% to 93%. All campuses saw an improvement in First Module success.
- **Retention First Term** improved from 82% to 85%. Visalia saw a 1% dip while all other campuses improved from 2014 to 2015.

Admissions:

Academic Year	DA
2014	177
2015	49

2014

Row Labels	Sum of Budget	Sum of Actual
BAK	37	30
FRE	56	42
SAN	8	0
TEM	41	42
VIS	54	63
Grand Total	196	177

2015

Row Labels	Count of Budget	Count of Actual
BAK	12	10
FRE	12	10
SAN	12	9
TEM	12	10
VIS	12	10
Grand Total	60	49

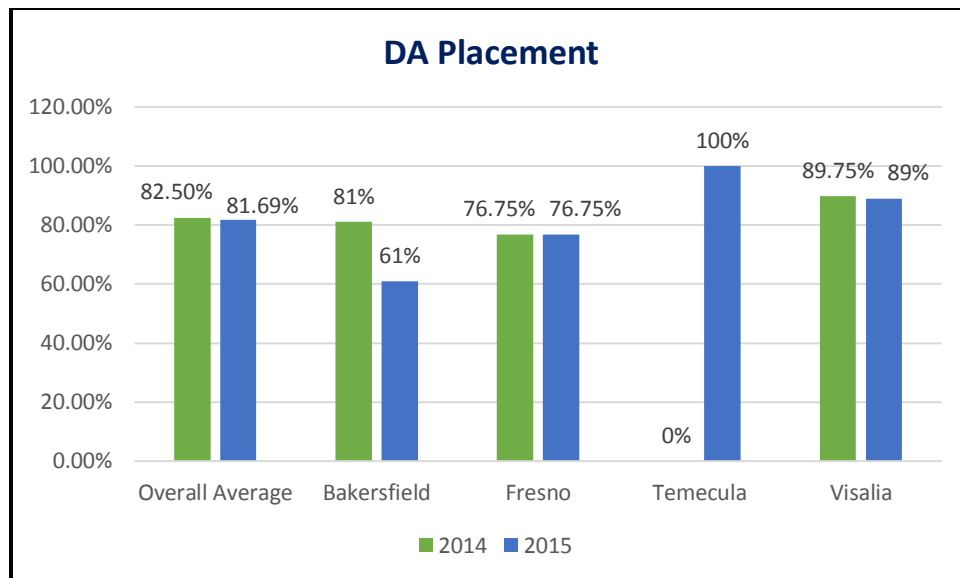
RDA Licensure:

Programmatic Accreditation w/No Threshold Requirement								
Program	Campus	Test(s)	Pass Rate 2010	Pass Rate *2011	Pass Rate 2012	Pass Rate 2013	Pass Rate 2014	Pass Rate 2015 - Data Collection Period still Open for 1 Year
Dental Assisting	Bakersfield	RDA Practical Exam	92.0%	76.0%	96.3%	83.0%	36% (8)	44% (4/9)
		RDA Written Exam	55.0%	78.0%	69.6%	44.0%	62% (18/29)	40% (2/5)
	Fresno	RDA Practical Exam	77.0%	77.0%	84.0%	93.0%	71% (12)	73% (16/22)
		RDA Written Exam	57.0%	100.0%	75.0%	83.0%	77% (24/31)	86% (6/7)
	Rancho Cordova	RDA Practical Exam	80.0%	N/A	N/A			
		RDA Written Exam	33.0%	N/A	N/A			
	Temecula	RDA Practical Exam	N/A	N/A	N/A	N/A	N/A	100% (8/8)
		RDA Written Exam						100% (8/8)
	Visalia	RDA Practical Exam	91.0%	100.0%	88.6%	96.0%	76% (25)	62% (18/29)
		RDA Written Exam	89.0%	94.0%	64.9%	82.0%	84% (37/44)	67% (2/3)

Placement:

PIRate	DDQ	↓								
CAMPUS	2014Q1	2014Q2	2014Q3	2014Q4	2015Q1	2015Q2	2015Q3	2015Q4	2016Q1	2016Q2
⊕ VIS	93%	88%	100%	78%	67%	89%	100%	100%	82%	67%
⊕ FRE	90%	89%	64%	75%	71%	71%	90%	75%	100%	80%
⊕ BAK	86%	75%	63%	100%	56%	71%	67%	50%		71%
⊕ TEM							100%		76%	50%
Grand Total	90%	84%	72%	84%	66%	81%	91%	87%	82%	68%

Student Success in Graduate Placement	
75%+	Outstanding Program Outcomes
65%+	Standard Program Outcomes
64% or Below	Poor Program Outcomes



Fresno and Visalia remained steady from 2014 to 2015. Bakersfield experienced personnel challenges in Career Services in 2015 which is reflected in lower placement percentages. Temecula started strong in their first placement with the new program achieving 100%. However, by Q2 of 2016 they fell to 50%. Fresno has been consistently above standard since Q3 of 2015.

Resources

Textbooks:

The number of textbooks was reduced and standardized based on instructor input. Bundles were separated and itemized on the Approved Textbook List to comply with the Department of Education regulation on tuition unbundling.

Library and Learning Resources Center Survey:

10/16 participants completed the LLRC Survey. Below are the summaries of that survey. See Action Plan 9 on page 14 for a response to the survey requests.

Responses	Sufficient Resources for Faculty	Sufficient Resources for Students
Yes	74%	68%
No	16%	12%
N/A	10%	20%

Resources that need improvement:

- Having an Elmo unit would be most helpful when teaching how to assemble small instruments.
- Need to update videos
- Journals or newspapers are unnecessary

Support Resources:

Increase job interviews opportunities for students throughout the institution. Fresno schedules Mock interviews with the Campus Dean and/or Dean of Students

Add a wider variety and update resources

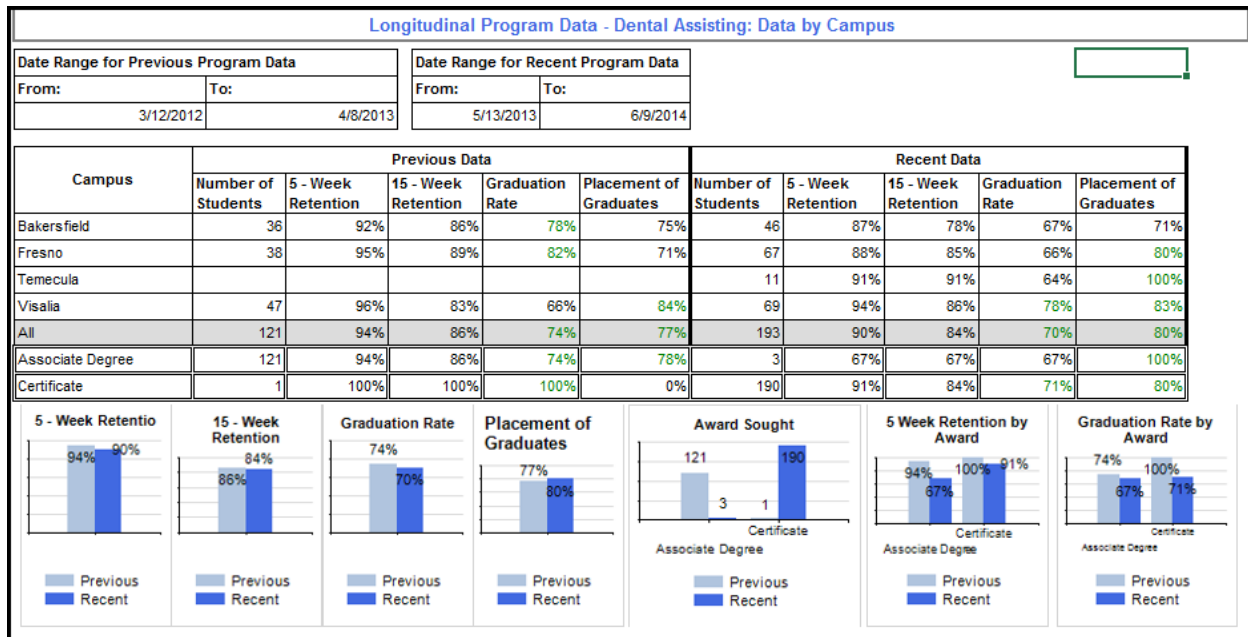
With many ebooks and online material, hard copy is not necessary

Increase online information

SJVC is improving its library collections. An institutional subscription to Ebrary Academic Complete (referred to hereinafter as "Ebrary") has been purchased. Ebrary, an online digital library database, provides access to more than 128,000 titles from leading publishers. Subject collections align with curricular foci for both core and general education courses. While library resources are being added through the library resource acquisition process, a formal evaluation of the available resources for every academic program and general education courses will be conducted in spring 2016. Based upon the evaluation results, additional resources may be purchased to ensure that library holdings effectively support instruction.

Course Statistics

DA Longitudinal Program Data by Campus

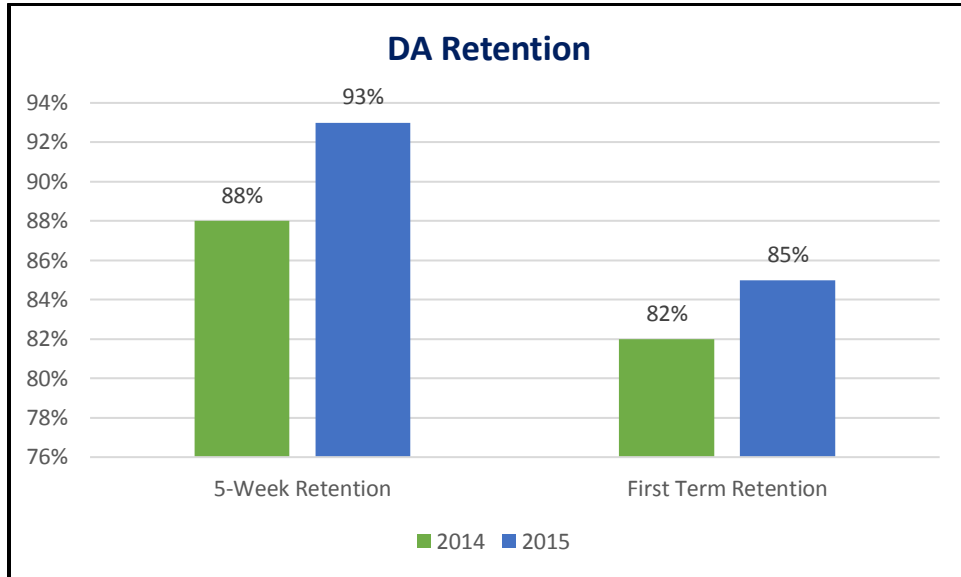


DA Longitudinal Program Data- Core Course

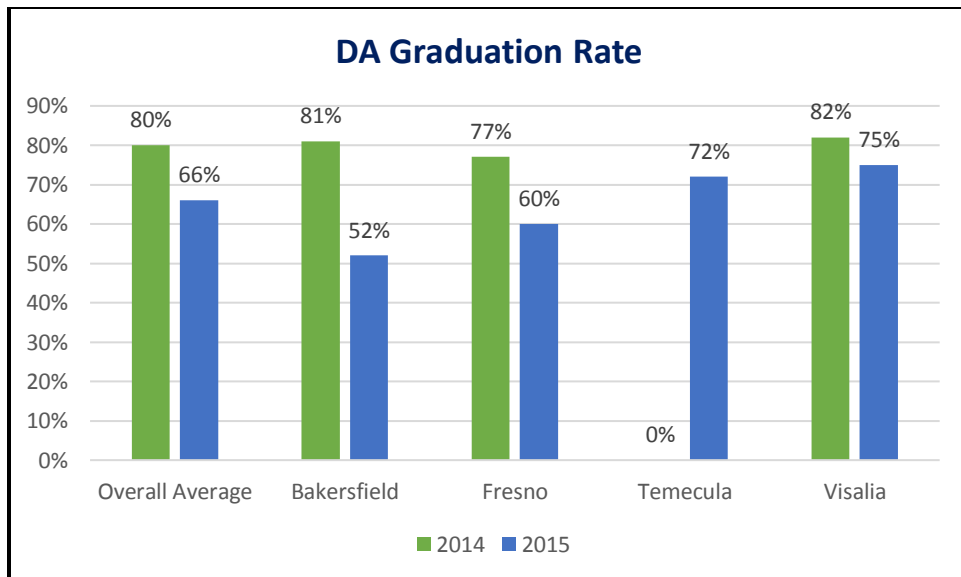
Date Range for Previous Program Review Data				Date Range for Recent Program Review Data			
From:	To:	From:	To:	From:	To:	From:	To:
3/12/2012	4/8/2013	5/13/2013	6/9/2014				

Course Category	Previous Program Data					Recent Program Data				
	Course Code	Times Taught	# Student	% Attending > 85%	% Course Complete	Course Code	Times Taught	# Student	% Attending > 85%	% Course Complete
Core	DA105	16	77	90%	94%	DA105	26	194	89%	90%
	DA110	19	93	80%	94%	DA110	27	180	81%	93%
	DA115	19	97	62%	93%	DA115	26	169	79%	96%
	DA225	5	6	50%	83%					
	DA230	23	110	75%	92%	DA230	31	185	76%	81%
	DA235	18	99	68%	93%	DA235	25	168	77%	89%
	DA305	26	102	74%	94%	DA305	33	166	73%	90%
	DA310	24	97	77%	99%	DA310	29	155	72%	97%
	DA315	24	99	72%	96%	DA315	29	155	76%	97%
	DA320	5	5	20%	100%					
	DA405	24	98	72%	93%	DA405	34	153	73%	92%
	DA505	28	100	86%	83%	DA505	10	11	55%	18%
	DA510	24	84	100%	98%					
	DA515	3	6	100%	100%	DA515	31	149	99%	93%
	DA520	5	8	50%	88%	DA520	30	145	74%	94%
Total		273	120	77%	93%	Total	342	193	79%	91%

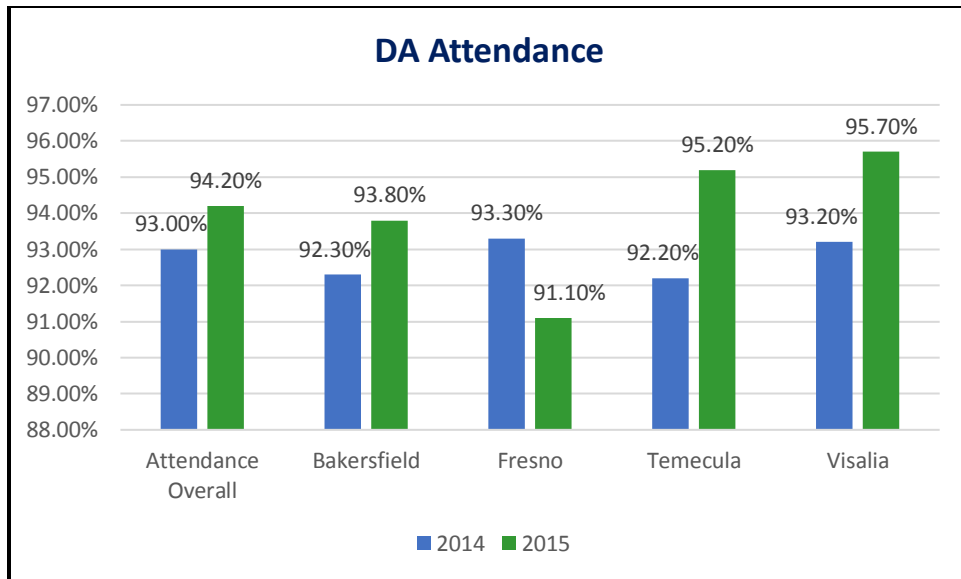
Retention:



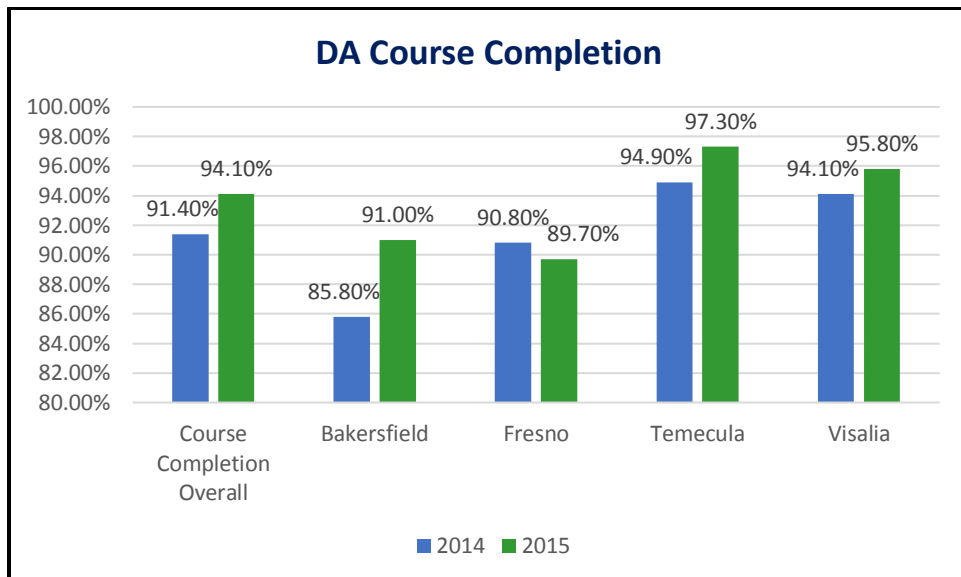
Graduation:



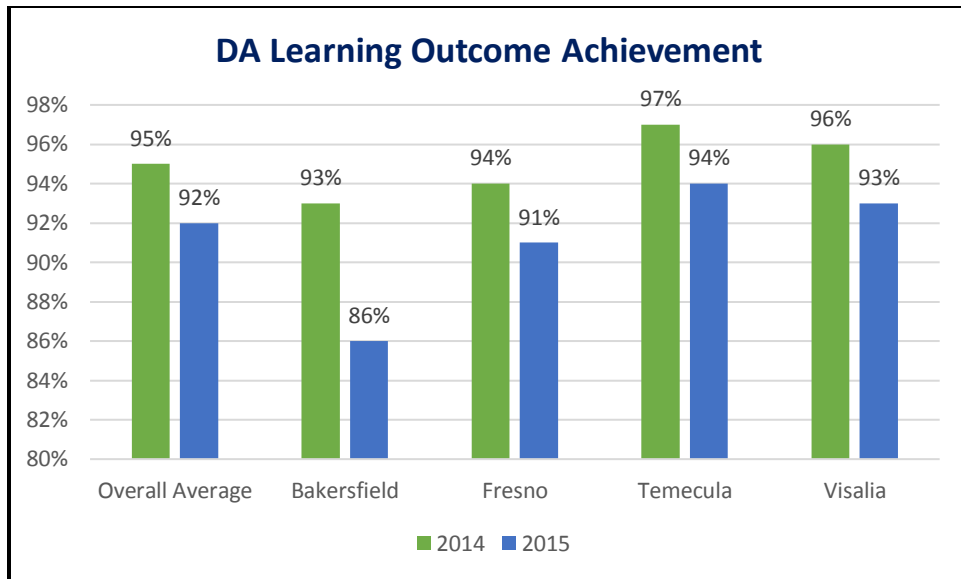
Attendance:



Course Completion:



Student Learning Outcomes:



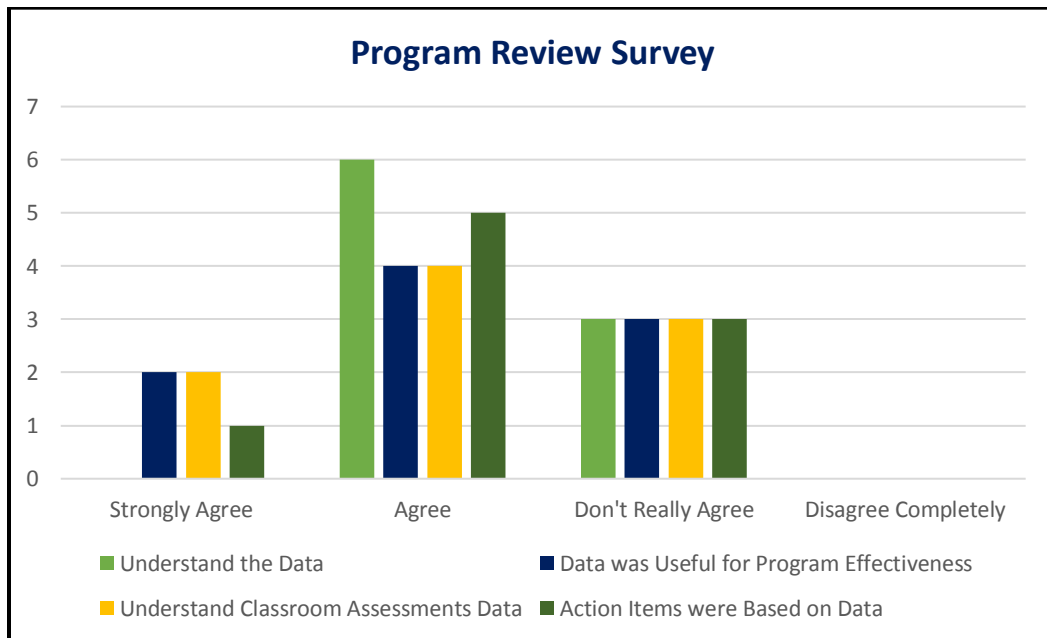
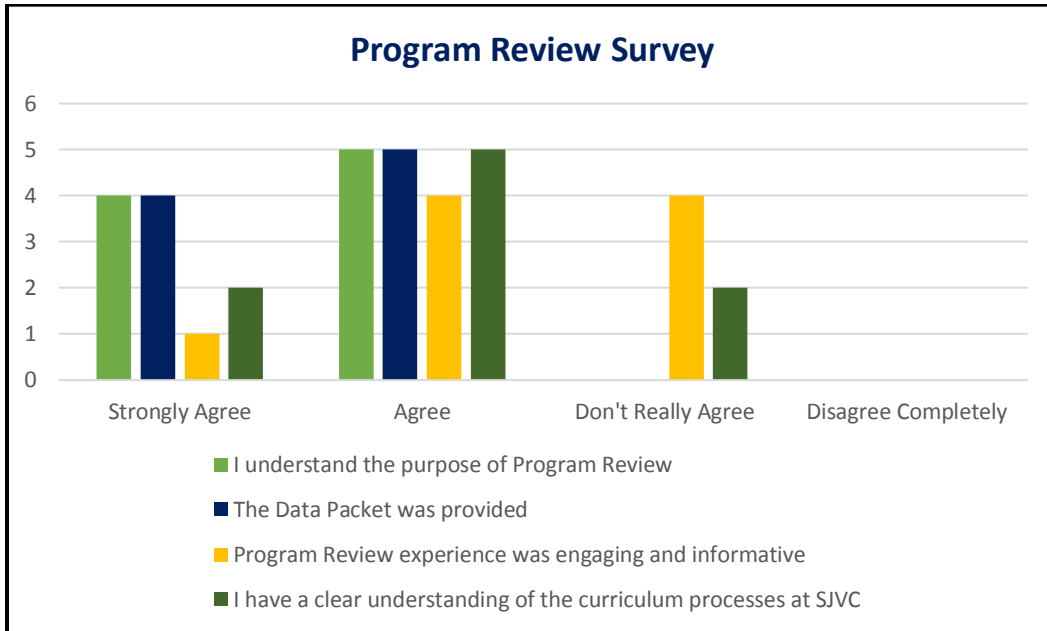
Milestones

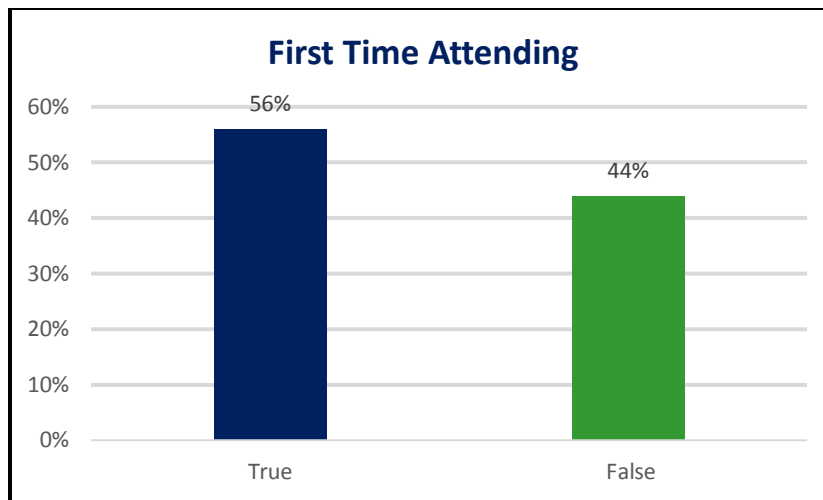
Action Items			
2016 Actions	Status	Expected Outcome	Impact
Action 1: DA105, DA110, DA115, DA230, DA235, DA305, DA310, DA315 - combine, reword, remove and create CLOs, skills booklet and assessments	On Hold until January 2017 <u>CLO mastery:</u> <ul style="list-style-type: none"> ● 2014- 96% ● 2015- 94% <u>Grad rate: 73%</u> <ul style="list-style-type: none"> ● Bak-67% ● Fre-60% ● Tem-82% ● Vis-76% 	Allows for better use of time, alignment with accrediting standards, and improved graduation rate by 2%	Honed focus, deeper understanding and improved graduation rate <u>Expected Impact: Grad Rate</u> <ul style="list-style-type: none"> ● 2014-80% ● 2015-66% ● 2016(to date)-74%
Action 2: LLRC survey responses	Completed	WASC compliance-augmented library resources	Increased quantity, depth and variety of library resources
Action 3: PIP to remove DOE Clock hours	Completed Placement rate: 83%	DOE compliance that will promote student success and increase placement	Rearranged course sequence structure, increased unit values

Closing the Loop:

Action Items from Program Review 2014			
2014 Actions	Status	Expected Outcome	Impact
Action 1: Kim Rosalez to create a task force of DA instructors revise mastery assessment rubrics which align with the expected student's performance that demonstrates mastery of the outcomes in DA105, 110, and 115.	Completed	80% achievement on all CLOs in DA105, 110, and 115	<u>CLO Achievement in 2015:</u> DA105: 94% DA110: 92% DA115: 93%
Action 2: Tamara McNealy to build a rubric to assess Infection Prevention aspect of PLO #2 in DA315.	Completed	80% achievement of PLO #2	PLO #2 achieved 99% mastery in 2015

Program Review Experience





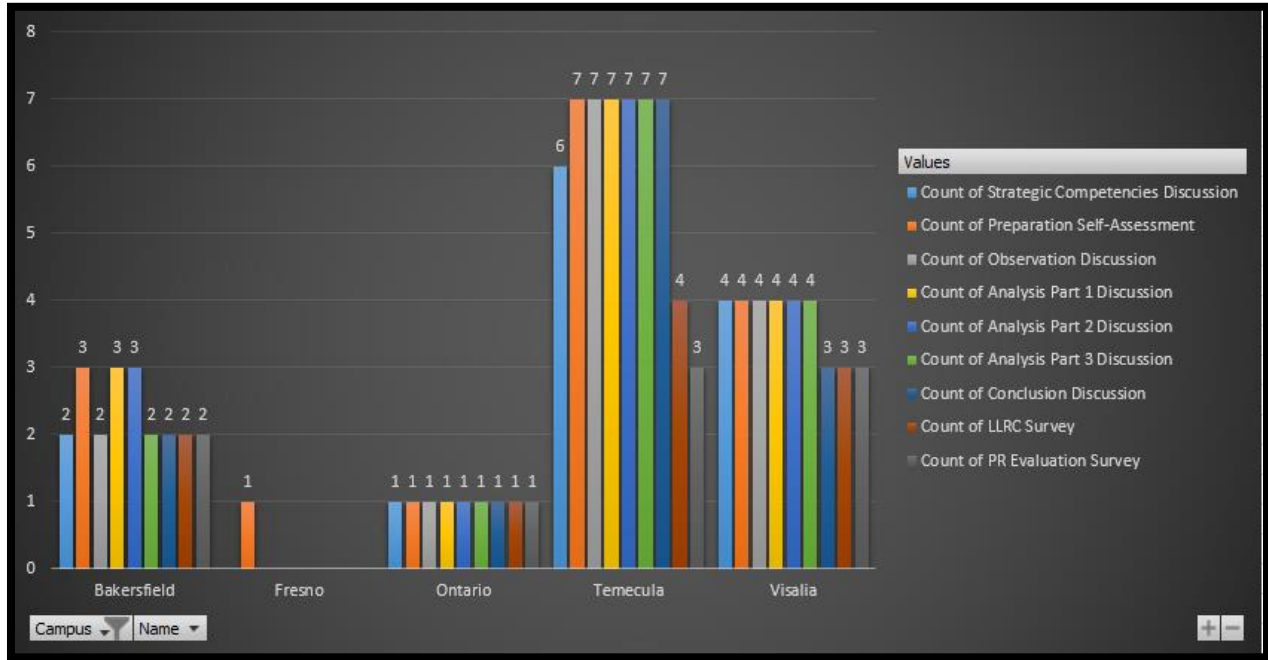
Program Improvement Proposal:

Ten Program Improvement Proposals were submitted and reviewed. Nine from Temecula which were placed on hold until the Dental Board submits regulation changes in January 2017 and one proposal from the Fresno campus to comply with the Department of Education abolishment of the clock hour regulation. This proposal affects the courses listed below. Voting took place outside of Program Review and all agreed to the changes as a result of the DOE regulation changes from clock hours to credit hours.

Previous	DA310	DA315	DA405	DA515	DA520
New	DA 321 (3 units)	DA325 (3 units)	DA410 (5 units)	DA530 (5 units)	DA525 (3 units)
	Dental Anatomy and Patient Management	Dental Regulations and Pre- Laboratory	Preventative Clinical Procedures	Clinical and Professional Experience	RDA Licensure Review Seminar

Participation

2016 DA Attendance Tracking



DA Discussion Topic Analysis								
Topic Name	Number of Posts					Post Ratings		
	Threads	Replies	Pinned	Unapproved	Scored	Up	Down	Star
Observation Discussion	12	17	0	0	0			0
Analysis Part 1 Discussion	12	6	0	0	0			0
Analysis Part 2 Discussion	14	10	0	0	0			0
Analysis Part 3 Discussion	13	6	0	0	0			0
Conclusions	8	7	0	0	0			0
Strategic Competencies	13	6	0	0	0			5
Licensure Current Status & Goals	13	7	0	0	N/A			0
Marketing Document Review	12	8	0	0	N/A			0
Total	97	67	0	0	0	0	0	5

Row Labels	Count of Strategic Competencies Discussion	Count of Preparation Self-Assessment	Count of Observation Discussion	Count of Analysis Part 1 Discussion	Count of Analysis Part 2 Discussion	Count of Analysis Part 3 Discussion	Count of Conclusion Discussion	Count of LLRC Survey	Count of PR Evaluation Survey
Bakersfield	2	3	2	3	3	2	2	2	2
Kimberly Rosalez	1	1	1	1	1	1	1	1	1
Stacy Everett	1	1	1	1	1	1	1	1	1
Tara Howard		1		1	1				
Fresno		1							
Sandra Lozito		1							
Ontario	1	1	1	1	1	1	1	1	1
Pamela Coleman	1	1	1	1	1	1	1	1	1
Temecula	6	7	7	7	7	7	7	4	3
Cindy Ovard	1	1	1	1	1	1	1	1	
Erika Hernandez	1	1	1	1	1	1	1	1	
Judy Silva	1	1	1	1	1	1	1		1
Laura Eversull		1	1	1	1	1	1		
Melissa Godinez	1	1	1	1	1	1	1		
Ronda Redding	1	1	1	1	1	1	1	1	1
Tina Butler	1	1	1	1	1	1	1	1	1
Visalia	4	4	4	4	4	4	3	3	3
Claudia Saucedo	1	1	1	1	1	1			
Lana Hover	1	1	1	1	1	1	1	1	1
Michelle Olson	1	1	1	1	1	1	1	1	1
Minerva Zepeda	1	1	1	1	1	1	1	1	1
Grand Total	13	16	14	15	15	14	13	10	9

DA Discussion Participation Detail							
[Id]	[Username]	[First_name]	[Last_name]	Program	[Threads]	[Replies]	[Read (including own)]
14127	Cindy.Ovard	Cindy	Ovard	DA	12	11	62
14421	Pamela.Coleman	Pamela	Coleman	DA	9	8	137
14533	Judy.Silva	Judy	Silva	DA	8	1	11
9798	Lana.T	Lana	Hover	DA	8	0	11
14208	Melissa.Godinez	Melissa	Godinez	DA	8	0	8
14357	Michelle.Olson	Michelle	Olson	DA	8	0	10
12645	Kimberly.Rosalez	Kimberly	Rosalez	DA	7	3	99
13434	Minerva.Zepeda	Minerva	Zepeda	DA	7	2	33
12878	Stacy.Neff	Stacy	Everett	DA	7	2	73
14220	Laura.Eversull	Laura	Eversull	DA	7	0	9
14593	Erika.Hernandez	Erika	Hernandez	DA	6	2	60
10669	Claudia.Saucedo	Claudia	Saucedo	DA	3	4	38
14595	Ronda.Redding	Ronda	Redding	DA	2	7	19
13999	Tara.Howard	Tara	Howard	DA	2	0	22
14336	Tina.Butler	Tina	Butler	DA	0	8	35
11865	todd.gervais	Todd	Gervais	DA	3	16	145
10565	AnnetteA	Annette	Austerman	DA	0	3	3

**Program: Dental Assisting
Learning Outcome Program Review Workshop Agenda
May 18-19, 2017
Thursday- 8:30 am to 4:30 pm
Friday - 8:30 am to 1:00 pm
Visalia Campus, Room 141**

Through the assistance of subject matter experts/faculty, Program Workshops is a process that will provide a new Learning Outcome Architecture for each academic program

DAY 1: Thursday the 18th

I. CALL TO ORDER / INTRODUCTIONS: Annette Austerman

II. New Learning Outcome Architecture/Learning Method: Patrick Krebs

- A. Why the change?
 - 1. Rationale
 - 2. Benefits of change
- B. Policies & Procedures
 - 1. Course Outcome Results Report
 - 2. My Instructor Summary Card

III. Student Learning Outcomes (CLOs): Todd Gervais

- A. Course Outlines
 - 1. CLOs are all accurate, well-developed, necessary, fewer than 5 in total (if applicable) and aligned with certifications (where applicable)
 - 2. Objectives are all accurate, well-developed, necessary, aligned to one CLO, and aligned with certifications (where applicable)
- B. Certifications are mapped to CLO and objectives (if applicable)

IV. Assessments: Patrick Krebs

- A. Assessments - Aligned with Certifications (where applicable)
 - 1. Questions should be higher-level questions similar to what is expected on their certification exam; feedback is optional
 - 2. Projects should be authentic and assess the CLO(s) on a higher-level
 - 3. Rubrics should be multi-level, with relevant weighted criteria, and containing concise level descriptions to accurately assess each criterion

- B. Course Assessment Plans
- C. Program Alignment Matrix
- D. Program Assessment Plan

DAY 2: Friday the 19th

V. New Syllabus/Outline One Document: Annette Austerman

- A. Combining course syllabus with course outline (standardized)
- B. Syllabi Policy

VI. Textbook Discussion: Todd Gervais

- A. Custom Publishing & Lock down editions
- B. Textbook Allocation
- C. Cengage

VII. Finalize Action Items: Annette Austerman

- A. Instructor Assignment: Checking for Understanding

San Joaquin Valley College

Course Outline

Division: Health Studies
Program: Dental Assisting

Course Number: DA 230
Course Name: Dental Radiology
Total Semester Units: 5.0
Total Hours: 90
Theory/Lecture Hours: 60
Lab-Preclinical/Clinical Hours: 16/14
Externship¹/Hours: 0

Course Description:

This course presents the principles of dental radiology, including terminology, characteristics, effects of exposure, safety precautions, protection, and monitoring. The course will also cover the clinical application of procedures involved in exposing, processing, and evaluating dental radiographs. Emphasis is given to step-by-step procedures performed by the Dental Healthcare Professional (DHCP) and will be performed on typodonts in a laboratory setting, in a pre-clinical setting on patients and clinical observation of dental practice management in an extramural facility. This course will also present principles and practices of infection control, OSHA regulations, law and ethics, practice management, and communication. Students will be required to expose radiographs on manikins and clinical patients.

A certificate of completion in Radiology Safety will be issued to the student after successfully completing graduation requirements. Students must be 18 years of age to expose and process radiographs.

Course Learning Outcomes

Upon completion of this course the student will be able to:

1. Categorize, identify, and relate legal requirements and ethical considerations of radiographic procedures by the dental team in the dental office environment
2. Apply effective communication techniques for patient management, the psychology and management of dental patients, and overall interpersonal relationships
3. Apply practice management activities in scenarios, to include principles of the treatment planning process including medical health history data collection, charting, and data entry of patient treatment
4. Identify and apply infection control regulations and procedures in accordance with the Dental Board of California and Cal-DOSH in a pre-clinical environment
5. Implement principles, protocols, armamentaria, and procedures for each duty that dental assistants and registered dental assistants are allowed to perform in dental imaging
6. Implement principles, protocols, armamentaria, and procedures for intraoral radiography exposure techniques

¹ Externship is also referred to as *clinical instruction* per DBC regulations.

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Course Outline

7. Implement principles, protocols, armamentaria, and procedures for radiation safety techniques
8. Implement principles, protocols, armamentaria, and procedures for film processing and mounting techniques
9. Evaluate a full mouth series identifying errors and corrections needed for faulty and non-diagnostic radiographs
10. Complete a full mouth series on clinical patients with 75% minimum competency
11. Pass written radiation safety examination with 75% minimum competency
12. Pass written infection control examination with 75% minimum competency
13. Report clinical observations of dental practice management in an extramural facility

Grade Item Weights

- 20% Projects/Homework
- 20% Quizzes
- 40% Skills
- 20% Exams

Unit Objectives

Unit 1: Legal and Ethical Requirements

Upon completion of this unit of instruction the student will be able to:

- 1.1 Summarize the requirements for radiation safety certification in the state of California
- 1.2 Identify California's classification of auxiliary delegation and supervision and responsibilities which may be assigned to the dental radiographer
- 1.3 Obtain patient written consent, HIPAA acknowledgement, and DDS prescription for patient participation for radiographs

Unit 2: Patient Communication

Upon completion of this unit of instruction the student will be able to:

- 2.1 Explain the benefits of radiograph utilization in dentistry
- 2.2 Role play effective communication techniques with a patient while:
 - 2.2.1 Reviewing patient medical/dental history information
 - 2.2.2 Answering common patient questions regarding the need for dental radiographs, x-ray exposure, imaging and safety techniques
- 2.3 For a minimum of two hours, observe radiographic and communication techniques in an extramural facility

San Joaquin Valley College

Course Outline

Unit 3: Practice Management Techniques

Upon completion of this unit of instruction the student will be able to:

- 3.1 Gather and enter patient data for radiographic dental record, to include:
 - 3.1.1 Patient medical/dental history
 - 3.1.2 HIPAA acknowledgement
 - 3.1.3 Patient consent
 - 3.1.4 DDS prescription
- 3.2 Schedule a patient appointment for a full mouth series radiographic procedure
- 3.3 Enter radiographic procedure notes in a patient record
- 3.4 Demonstrate the procedure for taking and recording:
 - 3.4.1 Blood Pressure
 - 3.4.2 Respiration
 - 3.4.3 Pulse
 - 3.4.4 Temperature

Unit 4: Radiation Physics, Biology, and Hazards

Upon completion of this unit of instruction the student will be able to:

- 4.1 Define the terminology used in radiography
- 4.2 Summarize the physical properties and hazards of radiation
- 4.3 Draw a detailed diagram illustrating how dental x-rays are produced
- 4.4 Explain to a fellow student how increasing and decreasing exposure factors affect the density and contrast of the radiographic image
- 4.5 Label and identify the various parts and their function of the dental radiographic machine
- 4.6 Explain to a clinical patient the benefits of radiation in the dental field
- 4.7 Create a chart listing the common sources of radiation exposure
- 4.8 Categorize genetic and somatic cells of the body from least to most affected by ionizing radiation
- 4.9 State the annual Maximum Permissible Dose (MPD) for the operator as well as the patient

Unit 5: Operator and Patient Safety Techniques

Upon completion of this unit of instruction the student will be able to:

- 5.1 Demonstrate appropriate protection for the patient, operator, and dental staff according to acceptable standards of radiation safety
- 5.2 Demonstrate the methods of reducing patient, operator, and staff risks to excess radiation
- 5.3 Journal observations regarding practice management and imaging procedures in an extramural facility

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Course Outline

Unit 6: Intraoral Exposure Techniques

Upon completion of this unit of instruction the student will be able to:

- 6.1 List and identify on the manikin the anatomical landmarks used for radiographic procedures
- 6.2 Demonstrate correct patient positioning, film placement, and center x-ray projection using various radiographic techniques, with no more than three retakes per full mouth radiographic series
- 6.3 Demonstrate correct film placement and center x-ray projection techniques utilizing various radiographic armamentarium
- 6.4 Evaluate common radiographic exposure errors, identifying cause and correction techniques
- 6.5 Justify the recommended management and radiographic technique for the following:
 - 6.5.1 Patient with the sensitive gag reflex
 - 6.5.2 Patient with a narrow palatal vault
 - 6.5.3 Patient with missing teeth
 - 6.5.4 Patient with maxillary or mandibular tori
 - 6.5.5 Pediatric patients

Unit 7: Film Development, Processing and Mounting

Upon completion of this unit of instruction the student will be able to:

- 7.1 Compare and contrast various types, speeds and function of dental radiographic film
- 7.2 Summarize proper care and storage of dental film
- 7.3 Summarize the function, use, and care of darkroom equipment
- 7.4 Review the MSDS sheet for chemicals utilized during radiographic processing and equipment maintenance; identify all potential hazards and demonstrate proper precautions taken for handling and storage of chemicals
- 7.5 Rewrite and demonstrate the step-by-step procedures involved in film processing
- 7.6 Evaluate common processing errors, their cause and correction
- 7.7 Identify intra oral structures as they appear on radiographs
- 7.8 Demonstrate two methods of film mounting and identify the preferred method
- 7.9 Mount full mouth and bitewing radiographic series utilizing anatomical landmarks of the oral cavity within three minutes
- 7.10 Write information required for labeling a patient radiographic mount
- 7.11 Determine common mounting errors and establish a protocol for mounting procedures

Unit 8: Radiographic Infection Control

Upon completion of this unit of instruction the student will be able to:

- 8.1 Apply the principle and protocols of sterilizing:
 - 8.1.1 Biological Monitoring

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Course Outline

- 8.1.2 Proper loading
- 8.1.3 Unloading
- 8.1.4 Storage
- 8.1.5 Transportation of instruments to the work area
- 8.2 Apply hand cleansing products and perform hand cleansing techniques and protocols
- 8.3 Apply, remove, and dispose of patient treatment gloves, utility gloves, overgloves, protective eyewear, masks, and clinical attire
- 8.4 Apply the appropriate techniques and protocols for the preparation, sterilization, and storage of instruments including, at a minimum, application of:
 - 8.4.1 Personal protective equipment
 - 8.4.2 Precleaning
 - 8.4.3 Rinsing
 - 8.4.4 Sterilization wrapping
 - 8.4.5 Internal and external process indicators
 - 8.4.6 Labeling
 - 8.4.7 Sterilization
 - 8.4.8 Drying
 - 8.4.9 Storage
 - 8.4.10 Delivery of instruments to work area
- 8.5 Pre-clean and disinfect contaminated operatory surfaces and devices, and properly use, place, and remove surface barriers
- 8.6 Maintain sterilizer including, at a minimum:
 - 8.6.1 Proper instrument loading and unloading
 - 8.6.2 Operation cycle
 - 8.6.3 Biological monitoring
 - 8.6.4 Handling and disposal of sterilization chemicals
- 8.7 Pass a written infection control exam with 75% accuracy

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Course Outline

Unit 9: Skill Competencies

Upon completion of this unit of instruction the student will be able to perform, in a simulated environment, the following duties of the DHCP to minimum standards:

Unit #	Skill Competency ID	Radiographic Skill Requirements for Certification	Introduce Develop Master	Minimum Performance Achieved	Performance Timing
9.1	SC #1	Manikin Bitewing set 1	I	75%	Unlimited
9.2	SC #1	Manikin Bitewing set 2	I	75%	10 min
9.3	SC #1	Manikin FMX set 1	I	75%	Unlimited
9.4	SC #1	Manikin FMX set 2	I	75%	25 min
9.5	SC #1	Clinical Patient sets 1-3	I	75%	Unlimited
9.6	SC #1	Clinical Patient set 4	I	75%	45 min
9.7	SC #1	Clinical Patient set 5	D	75%	40 min
9.8	SC #1	Clinical Patient set 6	D	75%	35 min
9.9	SC #1	Clinical Patient set 7	D	75%	30 min
9.10	SC #1	Clinical Patient set 8	M	75%	25 min
9.11	Activity	Mounting FMX radiographs	M	100%	3 min
9.12	SC # 3	Diagnostic: Mouth Mirror Inspection	D	7	2
9.13	SC # 4	Diagnostic: Patient Seating and Dismissal	D	7	2
9.14	SC # 5	Diagnostic: Take and Record Vitals	D	7	2
9.15	SC #14	Operative: Operatory and Instrument Procedure Tray Preparation <i>for radiography</i>	D	7	2
9.16	IC SC #11	Pre-Clinical Manikin: Radiography Infection Control (Digital, Darkroom, Periopro Dayloader)	I	7	1
9.17	IC SC #11	Pre-Clinical Pt. #5: Radiography Infection Control (Digital, Darkroom, Periopro Dayloader)	D	7	2
9.18	IC SC #11	Pre-Clinical Pt. #6: Radiography Infection Control (Digital, Darkroom, Periopro Dayloader)	D	7	3
9.19	IC SC #11	Clinical Pt. #7: Radiography Infection Control (Digital, Darkroom, Periopro Dayloader)	D	7	4
9.20	IC SC #11	Clinical Pt. #8: Radiography Infection Control (Digital, Darkroom, Periopro Dayloader)	M	7	5

San Joaquin Valley College

Course Outline

Instructional Strategies and Methods for Assessing Student Learning Outcomes:

1. Critical Thinking Tasks and Assignments:

Through discussions, individual and group presentations, written assignments, and research papers and projects, students will demonstrate critical thinking skills and problem solving abilities that meet the standards outlined by the Student Learning Outcomes for this course. Each instructor must maintain an instructor portfolio with examples of all required assignments and activities.

2. Required Reading, Writing, Projects, and Outside of Class Assignments:

Each instructor must maintain a listing of all homework assignments including reading assignments, writing assignments, and projects.

3. Methods to Measure Achievement of Student Learning Outcomes:

Students in this course will be graded in the following categories:

a) Writing Assignments:

- Written homework
- Research papers
- Term or other papers

b) Computational or Non-Computational Problem Solving Demonstrations:

- Exams
- Homework problems
- Quizzes

c) Skill Demonstration:

- Individual and group presentations
- Performance exams
- Skill competencies
- Case studies

d) Objective Examinations:

- Multiple choice
- Matching items
- Fill-in-the-blanks
- Essays
- Short answer
- True or false

The evaluation of student performance is based on the scores received on quizzes, homework assignments, projects, skill performance, and objective examinations. All scores earned are converted to a percentage of the total scores possible within each course. The final grade in each course is determined by the percent ranges converted to the letter grade shown in the chart below.

A grade of "C" or higher is required to pass this course.

90	-	100%	=	A
80	-	89%	=	B
70	-	79%	=	C
65	-	69%	=	D
Below		65%	=	F

San Joaquin Valley College

Course Outline

Division: Health Studies
Program: Dental Assisting

Course Number: DA 230
Course Name: Dental Radiology
Total Semester Units: 5.0
Total Hours: 90
Theory/Lecture Hours: 60
Lab-Preclinical/Clinical Hours: 16/14
Externship¹/Clinical Hours: 0

Course Description:

This course presents the principles of dental radiology for protection and safety precautions and also covers the clinical application of procedures involved in exposing and evaluating dental images. Emphasis is placed on principles and practices of infection control, OSHA regulations, law and ethics, practice management, and communication. Students will be required to expose radiographs on manikins and clinical patients and report clinical observation in an extramural facility.

A certificate of completion in Radiology Safety will be issued to the student upon course completion. Students must be 18 years of age to expose and process radiographs.

Prerequisites: DA 105, DA 110, and DA 115

Software: N/A

Textbooks: See Approved Textbook Listing

Course Learning Outcomes

Upon completion of this course the student will be able to:

1. Relate legal requirements and ethical considerations of radiographic procedures
2. Apply infection control regulations and procedures in accordance with the Dental Board of California and Cal-DOSH in a pre-clinical and clinical environment
3. Implement principles, protocols, armamentaria, and procedures for intraoral radiography exposure and safety techniques

Grade Item Weights

- 40% Skills
- 20% Quizzes
- 20% Homework and Projects
- 20% Exams

¹ Extern is also referred to as *clinical instruction per DBC regulations*
SJVC Course Outline
Revised: 03.18

San Joaquin Valley College

Course Outline

Objective	Skill Competency ID	Dental Healthcare Professional (DHCP) Auxiliary Function	Introduce Develop Master	Minimum Performance Achieved	Performance Timing
3.16	SC #1	Manikin Bitewing set 1	I	75%	Unlimited
3.16	SC #1	Manikin Bitewing set 2	D	75%	10 min
3.13	SC #1	Manikin FMX set 1	I	75%	Unlimited
3.13	SC #1	Manikin FMX set 2	D	75%	25 min
3.13	SC #1	Clinical Patient set 1*	I	75%	Unlimited
3.13	SC #1	Clinical Patient set 2-3*	D	75%	40 min
3.16	SC #1	Clinical Patient set 4*	M	75%	30 min

CLO 1: Relate legal requirements and ethical considerations of radiographic procedures

Upon completion of this unit of instruction the student will be able to:

- 1.1 Summarize the requirements for radiation safety certification in the state of California
- 1.2 Identify California's classification of auxiliary delegation and supervision and responsibilities which may be assigned to the dental radiographer
- 1.3 Obtain patient written consent, HIPAA acknowledgement, and DDS prescription for patient participation for radiographs

CLO 2: Apply infection control regulations and procedures in accordance with the Dental Board of California and Cal-DOSH in a pre-clinical and clinical environment

Upon completion of this unit of instruction the student will be able to:

- 2.1 Evaluate protocol patterns for compliance related to BBPS/OSHA such as injury/illness prevention, hazard communication, general office safety, exposure control, post exposure incidents, sharps management, laboratory areas, waterline maintenance, regulated and non-regulated waste management, and instrument processing

CLO 3: Implement principles, protocols, armamentaria, and procedures for intraoral radiography exposure and safety techniques

Upon completion of this unit of instruction the student will be able to:

- 3.1 Define the terminology used in radiography-
- 3.2 Summarize the physical properties and hazards of radiation
- 3.3 Draw a detailed diagram illustrating how dental x-rays are produced
- 3.4 Explain to a fellow student how increasing and decreasing exposure factors affect the density and contrast of the radiographic image
- 3.5 Label and identify the various parts and their function of the dental radiographic machine
- 3.6 Explain to a clinical patient the benefits of radiographs in the dental field

* Additional patients may be required

San Joaquin Valley College

Course Outline

- 3.7 Create a chart listing the common sources of radiation exposure
- 3.8 Categorize genetic and somatic cells of the body from least to most affected by ionizing radiation
- 3.9 State the annual Maximum Permissible Dose (MPD) for the operator as well as the patient
- 3.10 Demonstrate appropriate protection for the patient, operator, and dental staff according to acceptable standards of radiation safety
- 3.11 Demonstrate the methods of reducing patient, operator, and staff risks to excess radiation
- 3.12 List and identify on the manikin the anatomical landmarks used for radiographic procedures
- 3.13 Demonstrate correct patient positioning, image receptor placement, and center x-ray projection using various radiographic techniques, with no more than three retakes per full mouth radiographic series
- 3.14 Evaluate common radiographic exposure errors, identifying cause and correction techniques
- 3.15 Justify the recommended management and radiographic technique for the following:
 - 3.15.1 Patient with the sensitive gag reflex
 - 3.15.2 Patient with a narrow palatal vault
 - 3.15.3 Patient with missing teeth
 - 3.15.4 Patient with maxillary or mandibular tori
 - 3.15.5 Pediatric patients
- 3.16 Compare and contrast various image receptors, equipment and exposure techniques
- 3.17 Explain the benefits of radiograph utilization in dentistry (RID OF)
- 3.18 Perform effective communication techniques with a patients
- 3.19 Gather and enter patient data for radiographic dental record, to include patient medical/dental history, HIPAA acknowledgement, patient consent, and DDS prescription
- 3.20 Schedule a patient appointment for a full mouth series radiographic procedure
- 3.21 Enter radiographic procedure notes in a patient record
- 3.22 Demonstrate the procedure for taking and recording blood pressure, respiration, pulse and temperature
- 3.23 Report clinical observations of radiographic procedures in an extramural facility

San Joaquin Valley College

Course Outline

Instructional Strategies and Methods for Assessing Student Learning Outcomes:

1. Critical Thinking Tasks and Assignments:

Through discussions, individual and group presentations, written assignments, and research papers and projects, students will demonstrate critical thinking skills and problem solving abilities that meet the standards outlined by the Student Learning Outcomes for this course. Each instructor must maintain an instructor portfolio with examples of all required assignments and activities.

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- Quizzes

c) Skill Demonstration:

- Individual and group presentations
- Performance exams
- Skill competencies
- Case studies

d) Objective Examinations:

- Multiple choice
- Matching items
- Fill-in-the-blanks
- Essays
- Short answer
- True or false

The evaluation of student performance is based on the scores received on quizzes, homework assignments, projects, skill performance, and objective examinations. All scores earned are converted to a percentage of the total scores possible within each course. The final grade in each course is determined by the percent ranges converted to the letter grade shown in the chart below.

90	-	100%	=	A
80	-	89%	=	B
70	-	79%	=	C
65	-	69%	=	D
Below		65%	=	F

A grade of "C" or higher is required to pass this course.

DA LO Workshop Action Items

Action Item / Task #	Owner	Description	Deadline	Status
Action Item #1	Minerva Zepeda	DA 105 Verify or develop mastery questions, skills, projects, and rubrics for assessment. Complete Course Assessment Plan.	7/7/2017	Completed
Action Item #2	Minerva Zepeda	DA 110 Verify or develop mastery questions, skills, projects, and rubrics for assessment. Complete Course Assessment Plan.	7/7/2017	Completed
Action Item #3	Minerva Zepeda	DA 115 Verify or develop mastery questions, skills, projects, and rubrics for assessment. Complete Course Assessment Plan.	7/7/2017	Completed
Action Item #4	Cindy Ovard	DA 230 Verify or develop mastery questions, skills, projects, and rubrics for assessment. Complete Course Assessment Plan.	7/7/2017	Completed
Action Item #5	Tamara McNealy	DA 235 Verify or develop mastery questions, skills, projects, and rubrics for assessment. Complete Course Assessment Plan.	7/7/2017	Completed
Action Item #6	Tamara McNealy	DA 305 Verify or develop mastery questions, skills, projects, and rubrics for assessment. Complete Course Assessment Plan.	7/7/2017	Completed
Action Item #7	Tamara McNealy	DA 321 Verify or develop mastery questions, skills, projects, and rubrics for assessment. Complete Course Assessment Plan.	7/7/2017	Completed
Action Item #8	Cindy Ovard	DA 325 Verify or develop mastery questions, skills, projects, and rubrics for assessment. Complete Course Assessment Plan.	7/7/2017	Completed
Action Item #9	Cindy Ovard	DA 410 Verify or develop mastery questions, skills, projects, and rubrics for assessment. Complete Course Assessment Plan.	7/7/2017	Completed
Action Item #10	Cindy Ovard	DA 525 Verify or develop mastery questions, skills, projects, and rubrics for assessment. Complete Course Assessment Plan.	7/7/2017	Completed

Action Item / Task #	Owner	Description	Deadline	Status
Action Item #11	Tamara McNealy	DA 530 Verify or develop mastery questions, skills, projects, and rubrics for assessment. Complete Course Assessment Plan.	7/7/2017	Completed
Action Item #12	Cindy Ovard	Locate questions to develop a DA Examination Pre-Assessment and Post practice Test. Need 2x the amount for each category and must be authentic and not plagiarized.	7/7/2017	Completed
Action Item #13	Everyone	Verify the Program Alignment Matrix and indicate I/D/M where applicable for core, GE, and ILOs. Actions Items #1-11 Must be completed first	7/7/2017	Completed
Action Item #14	Everyone	Verify the Program Assessment Plan and ensure that all assessments accurately assess the PLOs	7/7/2017	Completed
Action Item #15	Everyone	Review all textbook spreadsheets and determine changes needed.	7/7/2017	Completed
Action Item #16	Cindy Ovard	Create proposal to going on digital	7/7/2017	Completed
Action Item #17	Tamara McNealy	Skills Book Updates	7/7/2017	Completed

With the direction of utilizing the CLOs/Objectives from the workshop our new **deadline is July 7th, 2017** for a tentative launch date for the July module start. Below are the details of the tasks that are needed to be completed. Please collaborate with each other and among your faculty to complete these tasks. If at any point you have any questions, please let me know. It is highly recommended to complete the following tasks in order as the knowledge builds upon each task from the previous task.

1. Course Assessments:

- a. Questions: Verify all assessment mastery questions on the DA Exam Questions Final 05.17 spreadsheet
 - i. Questions should be higher-level questions similar to what is expected on their certification exam; feedback is optional and 10+ questions per exam/CLO is recommended. Auto-gradable question types are recommended also. Remember that each exam/quiz will assess only 1 CLO
 - ii. If the course is incorrect, please add the correct course in column E.
 - iii. Please confirm and indicate the mastery CLO # in column F
 - iv. If you do not want a question to serve as mastery do not place anything in columns E or F. That will inform us to exclude them.
 - v. Remember that we will assess only one CLO per exam/quiz part. These will need to have a pool of questions to provide students a better chances at demonstrating mastery.
 - vi. If multiple CLO Assessments for the same CLO are needed, please indicate which questions should be on which assessment.
- b. Projects/Assignments: Evaluate your current mastery projects/assignments
 - i. Projects should be authentic and assess the CLO(s) on a higher-level
 - ii. Document should contain all the student expectations and assignment requirements
 - iii. Developed/revise mastery projects/assignments as needed
- c. Rubrics should be multi-level, with relevant weighted criteria, and containing concise level descriptions to accurately assess each criterion. Please see attached **mastery rubric template and example spreadsheets**. Rubrics should only assess 1 CLO for accurate data collection (where possible). **DA105 Example** is attached that was performed during the workshop.
- d. **DA Examination Test Questions**
 - i. Please locate questions to serve as a practice exam for this examination. From the workshop it sounded like you wanted to provide a pre-assessment and post-assessment for this examination. Each topic of the exam will pull from a random pool of questions. The pre/post assessment will pull from the same question pool, that is why more than the minimum amount of questions is needed.
 - ii. These questions could be utilized as mastery questions for your courses also (since it is in other courses).
 - iii. We would need two-times the amount of questions that are on each exam category component
- e. **Skills**: Review Skills and Grade Weight Tracking v2 spreadsheet.
 - i. There are numerous skills that are not mastered, is that ok (highlighted in red)?
 - ii. There are some redundancies in the skill titles.
 1. Does IC SC = IC? I saw both referencing the same description (the spreadsheet assumes all IC)
 - iii. There are multiple descriptors for the same ID. It would be preferable if each description has an individual ID or a distinguishing attribute. For instance SC # 1-1, 1-2, etc.
 - iv. Some skills had no ID
 1. See comments for suggestions from LO workshop

2. Review the flow of how students are introduced, developed, and mastered. Is the skill flow accurate?
2. **Course Assessment Plans: Attached**
 - a. Complete Section 2 Delivery of Outcomes for each course
 - i. **Note:** I will complete sections 1 and 3 based on your mastery submissions. However, feel free to complete these if you would like.
3. **DA Program Alignment Matrix**
 - a. Indicate how each CLO is introduced, developed, and/or mastered/assessed in association with each Course and CLO
 - i. Can be in any combination needed such as I or I/D or D/M or I/D/M, etc.
 - ii. Make adjustments as needed to the document in adding/removing CLO rows per course.
 - b. Indicate how each PLO is introduced, developed, and/or mastered/assessed in association with each Course and CLO
 - i. Can be in any combination needed such as I or I/D or D/M or I/D/M, etc.
 - c. Indicate how each ILO is introduced, developed, and/or mastered/assessed in association with each PLO
 - i. Can be in any combination needed such as I or I/D or D/M or I/D/M, etc.
4. **DA Program Assessment Plan**
 - a. Verify all sections and assessments alignments
 - b. Update as needed
5. **DA Textbook Resource Allocation Spreadsheet**
 - a. Determine if the ATL item is needed
 - b. Feedback on Cengage offerings?
 - c. What courses utilize what textbook? And what chapters per course?
 - d. **Textbook Resource Allocation From Minerva:** Do you agree to her recommendations?

San Joaquin Valley College

Purchase Proposal



Approved: Yes No

Date: August 24, 2017

PR Number: DA LO Workshop (05.17)

STANDARD: New supply and/or equipment purchases must be in alignment with SJVC’s Mission Statement and Strategic Plan. They must support the Institutional Learning Outcomes (ILOs), Program Learning Outcomes (PLOs), and show a positive correlation to career placement.

POLICY: The Proposal form is to be completed in full and submitted with support documentation to CurriculumImprovements@sjvc.edu *between 60- 90 days prior* to the department’s Program Review for peer review and institutional determination.

PROCESS: Complete and submit the Purchase Proposal to CurriculumImprovements@sjvc.edu. Attendees at the Program Review will vote on adoption of the proposal. If approved, the proposal is forwarded to Senior Management for their review.

TIMELINE: Program changes take a *minimum* of 120 days to implement. Please plan accordingly.

Curriculum Purchases

Policy: Curriculum purchases are defined as NEW items requested by faculty specific to student achievement of course and program outcomes and job placement.

Process: The *Purchase Proposal* is to be completed in full and submitted with supporting documentation to the Curriculum Technician. If the proposal involves a program on multiple campuses, stakeholders from those campuses will be asked to review the Proposal prior to final approval.

Examples: Patient simulators, virtual labs, durable medical equipment, HVAC training equipment

Instructional Purchases

Policy: Instructional purchases are defined as NEW items requested by faculty to support classroom instructional techniques. Instructional purchases are not specific to any one program.

Process: The *Purchase Proposal* is to be completed in full and submitted with supporting documentation to the Classroom Technology Specialist.

Examples: Laptops and laptop carts, Interactive whiteboards, Clicker response systems

Timeline: Allow at least 90 DAYS for purchase and installation after approval.

Item	One additional sensor/ 3 Dental Assisting Programs (Visalia, Fresno, Bakersfield) and Software updates per campus
Total Cost (for all campuses included)	\$35,000.00 (Visalia, Fresno, Bakersfield) Temecula excluded
Is this request from Program Review? If so, please list the PR number	Request from Learning Outcome Workshop
Person Requesting	Dawn Christy-Bakersfield, Tamara McNealy-Fresno, Minerva Zepeta-Visalia, Cindy Ovard-Temecula

San Joaquin Valley College

Purchase Proposal

Supervisor	
Campus	Bakersfield, Visalia, Fresno
Date	7/31/2017
Software required:	No new software needed - add to existing software
IS notified:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Program	Dental Assisting
Course(s)	DA 230

SECTION 1: Measurement What metrics will be used to evaluate the effectiveness of the proposed changes? (Placement, licensure, certification, CLO/PLO achievement, course completion, etc.)

What is the current status and what is the expected target?

Metric	Current	Target	By When
DA 230 CLO #3 (11/4/13-10/19/15)	100%	100%	August 2018
PLO #2 (11/4/13-10/19/15)	99%	100%	August 2018

Section 2: Summary of Benefits

Explain the benefits of the proposed supply/equipment to the course and program or instructional techniques.

This purchase will align our DA programs with changes in the DBC regulations for completing 4 digital patients, doing away with analog film and processing and the cost of biohazard pickup. (see attached documentation)

Section 3: Supporting Documentation

Attach at least two forms of documentation from outside sources that support the need for the purchase. Supporting documentation includes but is not limited to: Advisory Board minutes or statements from members, statements from career service department, extern sites or employers, detailed recommendations from programmatic accreditation associations or new laws and/or legislation, research on current industry trends.

Supporting items are (attached):

- See [Appendix A](#): email documenting Dental Board workshop radiology regulation changes coming in 2018 (highlighted yellow). There currently is no published update to the regulation. However, the board will set these as regulations at the August 2017 meeting and will be placed into effect Jan 2018. Since the program is currently undergoing a curriculum revision, now seemed to be an appropriate time to request.
- See [Appendix B](#): Advisory Board meeting- Agenda item III #e (highlighted yellow)
- See [Appendix C](#): Advisory Board meeting – Agenda item II #a (highlighted yellow)
- See [Appendix D](#): DA230 Purchase Approval Letter. At advisory board meetings it has been

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suggested we immediately move into alignment with the DBC and it has been noted that **all** dental schools in every region have gone completely digital in radiology.

Section 4: Improvement of Student Achievement
<i>4a. Explain how the proposed supply/equipment will increase student achievement.</i>
Allows students to be up-to-date with technology established in clinical extern rotations and employment. Allow more time for student practice with digital since we are freeing up time consuming analog radiology and help us align with the DBC regulations (see attachment).
<i>4b. Summarize how this purchase will assist student placement. Have any students been denied placement because of the College's lack of this supply/equipment?</i>
Students will be better aligned with community dental offices who are completely digital and will allow more time learning and practicing digital radiology, which many offices feel students are lacking in now. (See Appendix C : Advisory Board meeting – Agenda item II #a (highlighted yellow))

Section 5: Alignment with Outcomes	
<p>Curriculum Purchase <i>5a. Explain HOW the proposed supply/equipment aligns with and support the CLOs and/or PLOs. Please identify and list the specific SLOs.</i></p>	<p>Instructional Purchase <i>5a. Explain HOW the proposed supply/equipment aligns with and supports the ILOs and/or Instructional Department outcomes for an instructional technique purchase.</i></p>
This supports DA 230 CLO #3 and PLO #2, as we are aligning with DBC regulations moving into the digital age of x-rays: allowing all practice and all live patients to be done with digital radiology. This allows for more practice time and better preparing the students for private practice. We will also rid our programs of the Biohazard of the analog processing chemicals and high cost of analog film.	Purchasing the equipment will support the ILOs of community involvement and supplying a student base that is educated in the equipment the community is using. Clinical extern sites have been tracked and identified as utilizing digital imaging equipment. Staying abreast of new technology and supplying capable and confident students who can function at the high level technology the dental offices are using.
<i>5b. How are the CLOs and/or PLOs being currently taught and assessed without this purchase?</i>	<i>5b. What instructional techniques are currently being used without this supply/equipment?</i>
We are using analog film and film processing that is antiquated. We will be using The cost and use of harmful chemicals are time consuming a biohazard and may be eliminated.	By using the currently taught exposing and processing techniques, our student are partially educated for the field of dentistry. Continuing to teach these techniques is not keeping abreast of the changing in the community dental field. We expose and process analog film on Dexter and

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	patients that is antiquated.
--	------------------------------

Section 6: Implementation
<i>6a. What maintenance or upkeep is required for this supply/equipment (Batteries, Belts, etc.)?</i>
No maintenance or upkeep. Keeping it clean after every use along with proper storage between classes should keep it safe and usable for a longer period of time.
<i>6b. Will this supply/equipment become outdated and need to be replaced? If so, approximately how long until it is outdated?</i>
Eventually it will as all equipment does wear out, but digital sensors should last years.
<i>6c. Will faculty need to be trained on how to use this supply/equipment? If so, describe the training plan and skills assessment plan.</i>
Faculty should not need to be trained as they are using some form of digital sensors right now. They may need to be updated on use of a newer model than their previous one.

Section 7: Ordering Information
<i>Attach all of the following documentation:</i>
<ul style="list-style-type: none"> • Detailed equipment/supply specifications • List of possible vendors • Additional ordering information
Henry Schein has Gendex sensors - No bridge is needed, it can be used with existing software.
Needing an additional sensor is not based upon student census: it's based on number of operatories (2) equipped with radiographic equipment per campus.

Section 8: Academic Leadership Input
<i>A statement from the Academic Dean (Campus Director if submitted by the Academic Dean) documenting their knowledge and support of the proposed improvement is necessary to process the proposal (Separate Attachments or emails to the Curriculum Specialist are acceptable).</i>
During the Learning Outcome Workshop it was brought up that additional sensors were needed to fulfill student requirements. Temecula already has the additional sensor and recommended that the remaining campus do the same, in which they all agreed. The implementation date would be in January 2018 pending approval of from the board during the August Meeting.
Patrick Krebs, Curriculum Specialist, CAO

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Section 9: Internal Research *(completed by AA staff)*

How many students are enrolled in this program on all campuses?

Is this item in use on another campus? If so, which campus(s)?

How will we measure return on investment?

Campuses	# of Students
Bakersfield	25
Fresno	30
Temecula	56
Visalia	47
Grand Total	158

Temecula campus is currently utilizing the additional sensors.

Return on investment is made up from purchase elimination of film, chemical, automated processor repairs, and waste disposal.

Section 10: Senior Management Review

Proposal must be reviewed by Senior Management or authorized representative.

Review Date: August 24, 2017

Approved

Disapproved

Comments:

After careful consideration, inquiry, and discussion, the Senior Management Budget Committee approved the proposal.

Senior Management Budget Committee Members:

- 1. Nick Gomez, Chief Operating Officer*
- 2. Russ Lebo, Chief Financial Officer*
- 3. Carole Brown, VP of Academic Affairs*

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Appendix A

Email from Tamara McNealy- June 2nd 2017

Please read the email below regarding proposed regulatory changes for DA approved programs. Notes were shared by a stakeholder group:

Below are some notes from the DBC workshop we attended last Friday (June 23, 2017). **PLEASE REMEMBER THAT THESE CHANGES ARE NOT IN EFFECT UNTIL THEY ARE PRESENTED TO, AND APPROVED BY, THE DENTAL BOARD.** Don't start implementing changes based on this information yet! And if you have any concerns or suggestions, there is still time to present your comments to them at the Board meeting when these changes are discussed during public comment.

GENERAL COMMENTS

- Definition of "preclinical instruction" - deleting "simulation devices" so that preclinical just means "procedures on patients which are limited to students, faculty, or instructional staff members." Work on simulation devices is lab, not preclinical.
- DBC working on changing working for facility requirements regarding "educationally conducive lecture classrooms" since the "lecture" or didactic portion of courses could be offered via distance education and therefore would not have a lecture classroom
- Instructor to student ratio for lab being changed from 14-1 to 12-1. Rationale: Makes more sense as clinical is 6-1 and mirrors CODA's requirements.
- New regulatory language provides for interpretation that certificate classes (x-ray, CP, sealants) in RDA approved programs are "stand-alone"; meaning that if a student were to NOT complete our whole program, but did complete a certificate portion of our program, we could issue them a certificate of completion of the course.
- Legal counsel's interpretation of the words "extramural dental facility" includes both externship AND use of dental offices for the clinical component of stand-alone courses.
- New language for clinical instruction ratio is "there shall be no more than six students per instructor **simultaneously engaged in clinical instruction.**" This is interpreted to mean that if a student were placing sealants, another student was assisting, and the patient were a student, the student placing the sealants and the assisting student are both receiving instruction - the patient is just the patient. They are not engaged in the instruction.
- All certificate or permit courses require that a written exam must be taken and passed prior to engaging in clinical instruction. This written exam must contain information on all required topics including infection control.

1070 GENERAL PROVISIONS GOVERNING ALL DENTAL ASSISTANT EDUCATIONAL PROGRAMS AND COURSES

- Discussed the definition of "patient of record" and whether or not our patients are considered "patients of record." (see B&P 1684.5) Conclusion: Our patients are NOT "patients of record" therefore we are not required to have "oral conditions diagnosed and a written plan developed by the licensing dentist." (see 1684.5(b)). 1070(h) Wording changed added: All patient's or their guardian must complete a health history form with consent acknowledging the procedure is being performed by a student of the program or course **and understand this treatment does not constitute comprehensive care nor is the patient a "patient of record."**
 - Legal counsel stated that the support for this interpretation is in 1684.5(e) which states that this section of the law regarding patients of record "shall not apply to dentists providing examinations on a temporary basis outside of the dental office in settings

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including, but not limited to, health fairs and school screenings." He believes that our programs and courses would fall within this statement.

1070.2 APPROVAL OF REGISTERED DENTAL ASSISTANT EDUCATIONAL PROGRAMS

- Advisory board members: old regulation required "equal representation" of dentists and auxiliaries. New regulation states: "dentists and dental assistants must be represented."
- Agreement could not be achieved on requirements for visiting students on externship, therefore it is not being change. (Current regulation states "Program faculty shall visit each extramural dental facility at least once every ten clinical days".)

1014.1 RADIATION SAFETY COURSE

- New regulations allow for all x-rays to be done digitally. Current regulations require at least one set to be done conventionally (film).

1070.3 PIT AND FISSURE SEALANT COURSE

- New wording for 1070.3(a)(e) "Courses in pit and fissure sealants shall not be required to employ a dentist for the purposes of oversight during pre-clinical or clinical instruction. However, course directors shall ensure that teeth identified for treatment have been properly identified by a licensed dental professional acting within their scope." The interpretation here is that we do need a prescription for sealants by a "licensed dental professional acting within their scope" but that a dentist doesn't need to be present during our clinical sessions and that the patient does not need to be a "patient of record" of the dentist signing the prescription (as clarified above regarding 1684.5).
- New language for the required teeth for sealants: Clinical instruction shall include experience on a minimum of 16 posterior teeth, 4 of which shall be molars, on a minimum of two different patients. Final 4 teeth are used for clinical examination. Each tooth identified for treatment must be sufficiently erupted so that a dry field can be maintained for application of the etching, or etchant/bond combination, and sealant materials." Such clinical instruction shall include teeth in all four quadrants for each patient.

1070.4 CORONAL POLISH

- Had lengthy discussion regarding the need (or not) for prescription and direct supervision during clinical application of coronal polish. Though all agreed to add the same wording as above for sealants that we don't need direct supervision, we could not come to an understanding regarding the need for a prescription. DBC will be looking into this issue. (We will be working with them on statutory and regulatory changes to clarify whether or not our programs and courses need to follow the supervision requirements as set forth for treatment in dental offices on patients of record.)

1070.8 SEDATION ASSISTANT PERMIT COURSES

- Adding requirements that they have to have completed the 8 hour IC course and 2 hour DPA course

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- Long discussion regarding faculty and facility requirements. Being referred to Dr. Witcher for further editing

There will be one more workshop to review ic, duties and settings, definitions, and oap. The date for this workshop is still to be determined.

The DBC meeting in august (where they will be discussing alternatives for the practical exam) will be august 10th and 11th at the crown plaza airport hotel in San Francisco. **We hope to have as many of you there as possible!!**
The DBC meeting in November will be in Sacramento, but the site is yet to be determined.

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Appendix B



SJVC
Temecula
Dental Assisting
Advisory Board Meeting
Agenda
7:30am
March 27, 2015

Attending: Chair: Cindy Ovard, Program Director
Committee Members

James- office manager- Pure Dental
Dr. Murphy- DDS- Pure Dental
Dr. Arriola-DDS- Winchester dental
Leo-DA Winchester Dental
Dr. Pesh-DDS- Ortho- Pesh/Petrol Ortho
Julie Davis- office manager- Temecula Dental group
Colette Hernandez- RDA Rancho Dental
Melissa Godinez-RDH- SJVC instructor
Melanie McCorkle-RDA P/T-SJVC
Laura Eversull-RDA F/T-SJVC

Recorder of Minutes: Melissa Godinez

Introduction

I. Review and Approval of Previous AB Minutes

- a. -Dr. Arriola approved
- b. -Dr. Pesh/Julie Davis- 2nd

II. Program Overview:

- a. 5 sessions, 3-Morning and 2Afternoon-
 - i. 38 students- one class of 11 out in externship now
- b. Current census: 42- 38 current students
- c. Graduates taking RDA exam in April- next testing date- Aug/Nov/Feb 2016
- d. Review and Discussion of:
- e. All courses redone to need a grade "C" or higher. Approved with our curriculum committee beginning of March
Rewriting the Lab/Pre-clinic/Clinic manual to be updated and in with technology.-
Campus specific

III.

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a. Program Review Suggestions from August meeting- Student achievement data

Retention: 81%
Attendance: 93%
Course Completion: 95%

b. Approval from Dental Board-

Textbooks, equipment, supplies, etc.

Will need training with CAD/CAM/CERIC within a few months-

- Dr Arriola will have students in his office to learn on CAD/CAM.
- Observations: Surgery: Dr. Whitworth and Ortho: Dr. Pesh
 - Dr. Arriola suggested having Eaglesoft software for CAD/CAM simulation/demo on our software. It would make it easier for him to help us with the milling process. Contact Larry at Patterson- Dr. A. will contact Larry and get with him regarding if it's feasible to do it.
 - Dr. Pesh also brought up to partner with PDS for CERIC/CAD/CAM training assistance. As we get larger and it becomes more problematic for all of us to use Dr. A, since he is only available on Thursday- we could look to PDS for additional training, due to each PDS office having a CAD/CAM unit. Cindy will get in touch with PDS to see if this is possible.
 - Dr. Pesh advised no problem to have students observe Ceph and Pano in his office.

c. Externship matters-

One class finished with externship and did well- the next class of 11 went out this week- always need offices willing to help (private)

Pacific Dental Services is helping to place at least half of the students-

- students need 265 hours in 15 week- roughly at least 18 hrs weekly
 - All students attend 18 weekly hours (roughly)
 - AM- 10AM-2:30 or longer (7-9:15 DA 405/520)
 - PM 8AM- 2:30 due back at school at 3:5 for DA 405/520
 - Students cannot perform CP or Sealants until they pass that section of DA 405

d. Changes in licensures, certifications, or exams

- RDA EXAM and high fail rate since 2014- 3 diff typodonts with three different teeth—rubric/criteria and stricter than they have ever been. Dr. Wong is administrator and says he calibrates his proctors so there is no

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subjectivity. MARGINS, Contacts and occlusion are the reason for high fail rate. (75%) Print off or show the rates.

- The state board is aware of this and is working on remedy this- TOWN HALL MEETING- MAY 30 LA location we are attending
- Last board meeting- It was discussed by Dr. Arriola the need for CE in our area and our facility would excellent in location and availability for weekend classes for the dental community.- **we are now offering this for our community. We have become certified CE facility**
- Last board meeting Dr. Arriola also questioned if we offer a review class to the students who graduate, but have to wait 3- months to take their state test so they keep up with what is needed and don't lose their hard and soft skills. **YES WE DO : We offer a review course right before each exam- we will send a mailer out to the students from the previous graduating class with date and time of review.**

e. Changes in industry standards

Radiology is rapidly changing more into the digital age.

- After our last board meeting, we have written a proposal to purchase one more digital sensor of radiology. Consensus with AB the need for two sensors. **Just need to write the justification- do by next meeting**

f. Additional topical areas of interest

Questions

- Continue Education YES (IC/DPA)
- DR. Pesh said to partner with Dr. John Gunderson to possibly be a location for the Dental study club to have their montly meetings or partner and sponsor it with our name. They are looking for a place-
 - I spoke with Dr. G's office (3/31/15) and they are looking for a venue. Dr. G will get back to me next week
 - WE have a faculty member taking the OA course at Dental Pros. She will become OA certified in order to teach a course for us by end of the year, if we want to go that route.
- Collette knows of a charity our students can volunteer. She will contact us with more information.- VETS DAY in June at their office. She will get back to us for assistance.
- DR. A is working HS for sports guards in July. He would love our students to help with impressions and fabricating the guards. 7/9, 7/16, 7/23, 7/30. Get with him closer to the dates
- Dr. Murphy who attended would love to guest speak for us on various dental topics.
- We should be able to give out certificates for committee members for their portfolios/guest speakers.
-

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Meeting adjourned at 8:45

Copy sent to each board member electronically 3/23/2015

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Appendix C



SJVC- Temecula- Dental Assisting
Advisory Board Meeting
Agenda- meeting minutes
7:30am
February 19, 2016

Attending: Chair: Cindy Ovard, Program Director
Committee Members in attendance:
Leo Flores- RDA (Dr. Arriola's office)
Dr. Andrew Arriola- DDS Phone in attendance-
Sam Hansen- Externship Coordinator PDS (manager)
Rose Olague- RDA (Lead RDA Manager PDS)
Laura Eversull- RDA SJVC Faculty

Recorder of Minutes: Cindy Ovard

Introduction

IV. Review and Approval of Previous AB Minutes

- a. –Leo Flores
- b. –Sam Hansen

V. Program Overview:

- a. **6 sessions, 3-Morning and 3 Afternoon- (47 active students)**

See handout-

Since last meeting and items that were discussed to try and implement into our program:

Partnering with Temecula Valley Study Club has been established. SJVC is hosting bimonthly CE seminars put on through the study club. (Dr. Gunderson and Dr. Anderson), we've had 60 people in attendance so far for each meeting. Next meeting- March 8th.

Have not yet established an OA course. This year we will be working on it as we put more focus on providing CEs for the dental community.

Rose concerned with students no being able to perform Snap a Ray technique (bisecting technique) with radiology because PDS offices do not use the Rinn holders (paralleling technique) with digital s-rays. PDS offices do not use analog film.. Laura said she would try to leave time in RAD course to have students practice more on snap a ray with digital. Per state regs, we are to use the RINN holders while teaching and exposing on the state examination patients, but we can teach the use of bisecting technique, just not use it as a focal point. PDS understands, but wants us to try to emphasize it.

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Our program has been able to obtain one more digital sensor due to our past advisory meeting suggestions that we need to be fully digital in our RAD course by the time the state redoes their new RAD regulations this year.

As per last meeting Dr. A suggested getting with Patterson and getting Demo version of Cerec CAD/CAM. I've tried but not been able to get any information or have Patterson rep return my calls with sound information on the demo software: ROSE from PDS suggested they have the demo software for their new hires and with Dr. A's office doing the hands on training, we could use PDS to learn the software component. We could send 12 students at a time to their Corona offices quarterly.

Sam from PDS said they could justify having students attend the training due to our partnership with Extern to Hire deal. Cindy and Laura will work with Rose to set up the quarterly seminars beginning in March. Last week of DA 305 to go to Dr. A's office, and then PDS training 2hrs 9:00-11:00am- get set up on a quarterly timeline with 12 students each time.

VI. Review and Discussion of:

a. Program Review

We are undergoing a full Program Review this month.

Cindy explained- SJVC DA programs in all locations are rewriting all courses with new CLOs to align better with the new structure Ash Carter rolled out at last faculty training.

DA 230 RAD course under review to allow 3 patients for digital and 1 for analog that is in alignment with state regs. This will better help students grasp digital which better helps them in externship.

All attendees reviewed the AB booklets that show our courses outlines and course content. They agreed the CLOS per course are too many and too many complex words. They agreed for revision to narrow down what is being asked of the student and for better understanding.

VII. Student achievement data

i. See handout for RDA stats-

- 1. Rose asked how we know what the stats to the Written and Law/Ethics exams. Cindy said state has not released the data since June 2015. Katie Lee at state says data will be updated soon when Cindy spoke to them two weeks ago.*
- 2. SJVC Temecula has 88% pass rate for 2015. That is the highest percentage for all SJVC DA programs. (not that we are competing with each other 😊)*

VIII. Dental Board NEWS- still on hold: waiting to hear from Sarah Wallace/site visit

a. possible So Cal site host for the RDA practical examination.

- i. Cindy is waiting to get information from state on specs required to host. SJVC would like to host exam and meeting for So Cal location. Temecula is the perfect location for exam site. SJVC-Fresno (sister campus) is hosting the practical exam in July.*

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b. Changes in licensures, certifications, or exams

- **There are changes happening in the educational courses for Radiology and Infection control courses on the state level and they are looking for So Cal meeting hosts that can handle up to 200 attendees per meeting (quarterly).-**
 - *Rose believes that PDS would be a great site in Irvine. She will speak to her contact at the state level.*
 - *Cindy is waiting to get information from state on specs required to host. SJVC would like to host a meeting also.*

IX. Externship matters-

a. We have partnered with Pacific Dental Services .11 students with PDS offices and 4 in private offices (including Dr. A's).

- i. Sam was concerned that the students need to show the offices a list of duties they should be performing while they are in externship. Cindy gave her the copy of the evaluation form the offices use to evaluate the students progress while in externship. Cindy explained that every new externship office receive the externship orientation booklet at the beginning of signing up with us. Many of the offices don't refer to the booklet and forget they have it. Tina reminds them of the booklet each time a new student is placed with them. PDS will use it to make sure the offices know what the students need to be performing.*
- ii. SJVC is using Dr. Anderson (endo), Dr. Whitworth (OS), Dr. Baker (Pedo) and Dr. Pesh (ortho) for observation offices and Dr. Arriola for CAD/CAM training. Our students are required to observe specialty offices while they are enrolled in the specific specialty course.*
- iii. Our campus was able to get our pano machine installed and configured to have no radiation output. We use it for Pano demo.*

X. Community events-

a. Give a Heart- March 5th with Rancho Dental- students will volunteer time-

- i. Laura will be attending with 4 of our top academic students. They've already been asked to participate.*

b. Football Mouthguard month JUNE every Thursday

- i. - Dr. A's office wants 5 students who are in externship to be involved with his Football mouth-guard month (Every-Thursdays in June from 9-1pm) The students need to know how to take good impressions using polysiloxane ready mix- Laura can show them during DA 235 and DA 305. Fairly easy, just need to do it with students. SJVC will assign 5 DAs who are already in externship. They will need a contract signed by Dr. A for that day and count it towards externship hours.*

c. Freedom Day Vets- Sept 8 Thurs-

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i. Dr. A would like 4 externship student from 9-12 and 4 from 12-3. –(get a contract signed and students can use it for externship hours).

d. Partnered with Temecula Dental Study Club- for CEs

i. Next meeting is March 8th- 6:00pm- Go on line for more info-

e. Changes in industry standards

Board spoke about more changes regarding digital changes and digital impression and which labs SJVC might contact to have students observe this process. Leo mentioned #A1 lab in Temecula might be a possibility, since they just purchased a really nice big digital unit. Cindy will contact them.

Any other business-/questions:

No other questions or business was brought forth-

Adjourned: 8:55 AM

Copy of minutes sent to each board member electronically 2/22/2016- CO

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Appendix D

SJVC Dental Assisting Programs
Radiology Course DA 230

RE: Proposal for acquiring additional radiology digital sensors

August 1, 2017

SJVC Dental Assisting Programs would like to submit a proposal to immediately move into alignment with the new DBC requirements. The new regulations slated for 2018 in the regulatory sessions of the DBC call for changes to the education Radiology courses and complete removal of analog film based curriculum to the use of digital radiographs. All **four patient requirements can be fully digital** per 2018 regulations. In order to move in this direction it would require **three of our SJVC DA programs to purchase additional digital sensors.**

All SJVC Dental Assisting programs are involved with curriculum update and course outline updates and by allowing our programs to immediately move into alignment with the DBC this will free up valuable time for teaching various techniques used in dental radiology and keep us in alignment with the dental field today.

At advisory board meetings it has been suggested we immediately move into alignment with the DBC and it has been noted that **all** dental schools in every region have gone completely digital in radiology. We would be completing our DBC requirements, but also helping our students learn what is being used in the field.

By allowing more digital patients to complete student skills and certification, this will also be a cost saver as our programs will be free of the biohazard of chemicals associated with radiology (Developer, fixer and lead foil from analog film). No more biohazard pickups. This is a win/win for SJVC.

With this proposal we are hoping to move our DA programs into the new age of radiology with the August roll out of our updated curriculum

Fresno campus needs one additional sensor along with software updates for the new sensor.
Visalia campus needs one additional sensor along with software updates for the new sensor.
Bakersfield campus needs one additional sensor along with software updates for the new sensor.
Temecula does not need additional sensors and our software is updated.

Sincerely,

SJVC DA programs: Temecula, Bakersfield, Visalia and Fresno

SJVC Dental Assisting Programs
Radiology Course DA 230

RE: Proposal for acquiring additional radiology digital sensors

August 1, 2017

SJVC Dental Assisting Programs would like to submit a proposal to immediately move into alignment with the new DBC requirements. The new regulations slated for 2018 in the regulatory sessions of the DBC call for changes to the education Radiology courses and complete removal of analog film based curriculum to the use of digital radiographs. All **four patient requirements can be fully digital** per 2018 regulations. In order to move in this direction it would require **three of our SJVC DA programs to purchase additional digital sensors.**

All SJVC Dental Assisting programs are involved with curriculum update and course outline updates and by allowing our programs to immediately move into alignment with the DBC this will free up valuable time for teaching various techniques used in dental radiology and keep us in alignment with the dental field today.

At advisory board meetings it has been suggested we immediately move into alignment with the DBC and it has been noted that **all** dental schools in every region have gone completely digital in radiology. We would be completing our DBC requirements, but also helping our students learn what is being used in the field.

By allowing more digital patients to complete student skills and certification, this will also be a cost saver as our programs will be free of the biohazard of chemicals associated with radiology (Developer, fixer and lead foil from analog film). No more biohazard pickups. This is a win/win for SJVC.

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Visalia campus needs one additional sensor along with software updates for the new sensor.
Bakersfield campus needs one additional sensor along with software updates for the new sensor.
Temecula does not need additional sensors and our software is updated.

Sincerely,

SJVC DA programs: Temecula, Bakersfield, Visalia and Fresno



SHIP TO: 00323941
 San Joaquin Valley College
 201 New Stine Rd
 Dental Assist/Michael B Rimmer
 Bakersfield, CA 93309-2668

BILL TO: 00323939
 San Joaquin Valley College
 3828 W Caldwell Ave
 Accounts Payable
 Visalia, CA 93277-9238

EQUIPMENT INVOICE

San Joaquin Valley College
 3828 W Caldwell Ave
 Accounts Payable
 Visalia, CA 93277-9238

REFERENCE#	55915759
INVOICE#	45470431
INVOICE DATE	09/14/2017
FED ID# 11-3136595 DUNS#01-243-0880	
CENTER	HSD-FRESNO, CA
ORDER#	LK8838
CUSTOMER PO	0114580 / 201295
BALANCE DUE	\$8637.92

Please detach and mail above with your payment

LINE#	ITEM#	DESCRIPTION	TAX	QTY	UNIT PRICE	TOTAL PRICE
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WO#: WR08311428 Call Type: Center Sale

PO# 0114580
 LP083017
 SD/IN

1	7171623	GENDEX CORPO GXS-700 Sz2 Sensor System	Y	1	7999.00	7999.00
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S/N: 2172650464
 SN: 6400001495 / 2172650464

~~RECEIVED~~

OCT 17 2016

Date 10/17/16 Initial: [Signature]
 P.O.# 101175
 BATCH # _____
 RECEIPT # 001907
 USER I.D. _____

REFERENCE# 55915759
 INVOICE# 45470431
 INVOICE DATE 09/14/2017
 ORDER# LK8838

Customer Service 1-800-645-6594
 Option 1 for Equipment; Option 5 for Credit and Billing
 ** See reverse side for Terms Of Sale **
 Page: 1

Labor	.00
Equipment & Parts	7999.00
SUB TOTAL	7999.00
Shipping & Handling	55.00
Tax	583.92
ORDER TOTAL	8637.92
Less Deposit	
BALANCE DUE	\$8637.92



SHIP TO: 00637803
 San Joaquin Valley College
 295 E Sierra Ave
 Dental School/Norman C Bitter
 Fresno, CA 93710-3516

BILL TO: 00323939
 San Joaquin Valley College
 3828 W Caldwell Ave
 Accounts Payable
 Visalia, CA 93277-9238

EQUIPMENT INVOICE

San Joaquin Valley College
 3828 W Caldwell Ave
 Accounts Payable
 Visalia, CA 93277-9238

REFERENCE#	55915760
INVOICE#	45470468
INVOICE DATE	09/14/2017
FED ID# 11-3136595 DUNS#01-243-0880	
CENTER	HSD-FRESNO, CA
ORDER#	LK8839
CUSTOMER PO	0114581 / 201290
BALANCE DUE	\$8696.31

Please detach and mail above with your payment

LINE#	ITEM#	DESCRIPTION	TAX	QTY	UNIT PRICE	TOTAL PRICE
WO#: WR09311423		Call Type: Center Sale				
PO# 0114581						
LP083017						
SD/IN						
1	7171623	GENDEX CORPO GXS-700 Sz2 Sensor System ✓	Y	1	7999.00	7999.00
S/N: 2172651623						
SN: 640C001492 / 2172651623						
<p>DATE RECEIVED <u>10/11/17</u></p> <p>P.O. # <u>201290</u></p> <p>ATCH # <u>1720</u></p> <p>RECEIPT # <u>001701</u></p> <p>USER I.D. _____</p> <p><i>OK</i></p>						
REFERENCE# 55915760					Labor	.00
INVOICE# 45470468					Equipment & Parts	7999.00
INVOICE DATE 09/14/2017					SUB TOTAL	7999.00
ORDER# LK8839					Shipping & Handling	55.00
Customer Service 1-800-645-6594					Tax	642.31
Option 1 for Equipment; Option 5 for Credit and Billing					ORDER TOTAL	8696.31
** See reverse side for Terms Of Sale **					Less Deposit	
Page: 1					BALANCE DUE	\$8696.31



SHIP TO: 00582778
 San Joaquin Valley College
 8233 W Hillsdale Ct Ste 2
 Dental Hygiene/Barbara Watrous
 Visalia, CA 93291-9464

BILL TO: 00323939
 San Joaquin Valley College
 3828 W Caldwell Ave
 Accounts Payable
 Visalia, CA 93277-9238

EQUIPMENT INVOICE

San Joaquin Valley College
 3828 W Caldwell Ave
 Accounts Payable
 Visalia, CA 93277-9238

REFERENCE#	55915731
INVOICE#	45470428
INVOICE DATE	09/14/2017
FED ID# 11-3136595 DUNS#01-243-0880	
CENTER	HSD-FRESNO, CA
ORDER#	LK8795
CUSTOMER PO	0114579 (201300)
BALANCE DUE	\$8738.60

Please detach and mail above with your payment

LINE#	ITEM#	DESCRIPTION	TAX	QTY	UNIT PRICE	TOTAL PRICE
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WO#: WR08311421

Call Type: Center Sale

PO: 0114579
 LP083017
 SD/IN

1 7171623 GENDEX CORPO GXS-700 S22 Sensor System ✓

Y 1 7999.00 7999.00

S/N: 2172650873

SN: 6400001501 / 2172650873

Date 10/18/2018
ENTERED
 PO.# 201300
 BATCH # _____
 RECEIPT # 501115
 Initial: _____
 USER I.D. _____

Oh rec

REFERENCE# 55915731	Labor	.00
INVOICE# 45470428	Equipment & Parts	7999.00
INVOICE DATE 09/14/2017	SUB TOTAL	7999.00
ORDER# LK8795	Shipping & Handling	55.00
	Tax	684.60
	ORDER TOTAL	8738.60
	Less Deposit	
	BALANCE DUE	\$8738.60

Customer Service 1-800-645-6594
 Option 1 for Equipment; Option 5 for Credit and Billing
 ** See reverse side for Terms Of Sale **
 Page: 1

Diana Silva

From: CHE-WestPayments <CHE.-WestPayments@henryschein.com>
Sent: Friday, October 20, 2017 12:04 PM
To: Diana Silva
Subject: RE: ACCT 323939

Hello Diana,


I processed the Amex cc 1015 for \$49,655.20. Confirmation # 107079.

Have a great weekend.

Thank you,

Brandon Romero
Financial Operations| Reno, NV
Credit Representative
(800)472-4346 Opt. 4 EXT 224-2704
Pilot EXT 260-3335
Fax (775)327-3282
brandon.romero@henryschein.com

Please visit our website www.henryschein.com for copies of invoices, credit memos, POD's and to make payments.

 **HENRY SCHEIN®**
Providing Amazing Credit Customer Service!

From: Diana Silva [mailto:Diana.Silva@sjvc.edu]
Sent: Friday, October 20, 2017 11:15 AM
To: CHE-WestPayments <CHE.-WestPayments@henryschein.com>
Subject: ACCT 323939

Hello,

Attached are some invoices I'd like to pay for. Please use AMEX on file under Michael Perry (cc 1015). Please send confirmation when complete.

Thanks,
Diana

45035054	\$656.79	
45060463	\$24.59	
44640067	\$321.27	
44971342	\$439.62	
45016369	\$110.12	
44640080	\$107.61	
45016323	\$428.02	
45060547	\$937.32	
45019508	\$186.91	
44970194	\$203.57	
44640087	\$1,076.10	
45100120	\$255.61	
45386561	\$1,162.45	
45293284	\$255.61	
43246053	\$72.26	
45470428	\$8,738.60	VIS DA
55915734	\$17,344.52	- INV. 45470441
45470431	\$8,637.92	BAK DA
45470468	\$8,696.31	FRE DA

\$49,655.20