DHBC
Dental Hygiene
Board of California

Friday and Saturday, July 17-18, 2026
DHBC Board Meeting Materials
(Full Board and Committees)

CALIFORNIA DEPARTMENT OF CONSUMER AFFAIRS
BUSINESS, CONSUMER SERVICES, AND HOUSING AGENCY • GAVIN NEWSOM, GOVERNOR
DENTAL HYGIENE BOARD OF CALIFORNIA
2005 Evergreen Street, Suite 1350 Sacramento, CA 95815
P (916) 263-1978 | F (916) 623-4093 | www.dhbc.ca.gov

AMENDED MEETING AGENDA

Notice is hereby given that a public meeting of the
Dental Hygiene Board of California (DHBC) will be held as follows:

DHBC BOARD AND COMMITTEE MEETING AGENDAS

The DHBC welcomes and encourages public participation in its meetings. The public may take appropriate opportunities to comment on any issue before the Board at the time the item is heard.

Meeting Dates and Times

Friday, July 17, 2026, and Saturday, July 18, 2026
9:00 a.m. until Adjournment

The DHBC will conduct the meeting in person for both meeting days. A Webcast recording will be made available for Friday, July 17, 2026, meeting. The Saturday, July 18, 2026, meeting will have WebEx teleconference for interaction, and Webcast viewing through the DCA portal.

In Person Meeting Location

DHBC Headquarters Building
2005 Evergreen Street
1st Floor Hearing Room
Sacramento, CA 95815

Instructions for WebEx Meeting Participation

The preferred audio connection is via telephone conference and not the microphone and speakers on your computer. The phone number and access code will be provided as part of your connection to the meeting. Please see the instructions attached hereto to observe and participate in the meeting using WebEx from a Microsoft Windows-based PC. Members of the public may, but are not obligated to, provide their names or personal information as a condition of observing or participating in the meeting. When signing into the WebEx platform, participants may be asked for their name and email address. Participants who choose not to provide their names will be required to provide a unique identifier, such as their initials or another alternative, so that the meeting moderator can identify individuals who wish to make a public comment. Participants who choose not to provide their email address may utilize a fictitious email address in the following sample format: XXXXX@mailinator.com.

For all those who wish to participate or observe the meeting, please log on to the website below. If the hyperlink does not work when clicked on, you may need to highlight the entire hyperlink, then right click. When the popup window opens, click on “Open Hyperlink” to activate it, and join the meeting.

Due to unavoidable staffing issues, virtual meeting participation through WebEx teleconference is unavailable for the Friday, July 17, 2026, meeting. The meeting minutes and a visual recording of the Friday meeting will be made available and uploaded to the DHBC website after the meeting once approved.

To participate virtually in the WebEx meeting on **Saturday, July 18, 2026**:

Click Here to Join Saturday Meeting

Or copy and paste the link text below into an internet browser:
https://dca-meetings.webex.com/dca-meetings/j.php?MTID=m35035bae106754669f3f78591a39ab01

If joining using the link above:

Webinar number: 2497 585 6115
Webinar password: DHBC718

If joining by phone:

+1-415-655-0001 US Toll
Access code: 2497 585 6115
Passcode: 3422718

The meeting will be webcast, provided there are no unforeseen technical difficulties or limitations. To view the webcast, please visit Live Webcasts – Department of Consumer Affairs (thedcapage.blog). The meeting will not be cancelled if webcast is not available. Meeting adjournment may not be webcast if it is the only item that occurs after a closed session.

Members of the Board

President – Joanne Pacheco, RDH Educator Member
Vice President – Sonia "Pat" Hansen, RDH Member
Secretary – Naleni "Lolly" Tribble-Agarwal, RDH Member
RDHAP Member – Michael Long
Dentist Member – Dr. Sridevi Ponnala
Public Member – Dr. Julie Elginer
Public Member – Nicolas Kiet Quach
Public Member – Sherman King
Public Member – Unappointed

The DHBC welcomes and encourages public participation in its meetings. Please see public comment information at the end of this agenda.

The DHBC may act on any item listed on the agenda, unless listed as informational only. All times are approximate and subject to change. Agenda items may be taken out of order to accommodate speakers and to maintain a quorum. The meeting may be cancelled without notice.

AGENDA

Friday, July 17, 2026, at 9:00 a.m.

***Virtual participation through WebEx is unavailable for the Friday meeting.

1. **FULL Board Meeting:**

FULL 1. Roll Call & Establishment of a Quorum.

FULL 2. Public Comment for Items Not on the Agenda.

[The DHBC may not discuss or act on any matter raised during the Public Comment section that is not included on this agenda, except whether to decide to place the matter on the agenda of a future meeting [Government Code sections 11125 & 11125.7(a).]

FULL 3. Department of Consumer Affairs Report on Departmental Activities.

FULL 4. Dental Board of California (DBC) Report on Matters of Interest to DHBC.

FULL 5. Recess the Full Board Meeting Until Saturday, July 18, 2026, at 9:00 a.m.

Committee Meetings:

2. **Education Committee (EDU) Meeting:**
(After conclusion of the Full Board meeting)

EDU 1. Roll Call & Establishment of Quorum.

EDU 2. Public Comment for Items Not on the Agenda.
[The DHBC may not discuss or act on any matter raised during the Public Comment section that is not included on this agenda, except whether to decide to place the matter on the agenda of a future meeting [Government Code sections 11125 & 11125.7(a).]

EDU 3. Discussion and Possible Action to Approve a New Dental Hygiene Educational Program by Stanbridge University.

EDU 4. Discussion and Possible Action Regarding the Diablo Valley College Dental Hygiene Educational Program's Violations and Request for Support to Offer a Bachelor of Science degree in Dental Hygiene.

EDU 5. Discussion and Possible Action Regarding the Dental Hygiene Educational Program Site Visit Report.

(a) Pasadena City College
(b) Taft College
(c) Concorde Career College-San Diego
(d) Cerritos College
(e) Diablo Valley College
(f) Cabrillo College
(g) Dental Hygiene Educational Program Site Visit Schedule

EDU 6. Discussion and Possible Action Regarding Gurnick Academy of Medical Arts' Request for Withdrawal of Provisional Approval to offer a New Dental Hygiene Educational Program in Modesto, California.

EDU 7. Discussion and Possible Action on Concorde Career College-Garden Grove Campus Expansion and Increase in Enrollment.

EDU 8. Discussion and Possible Action to Approve the March 27, 2026, Education Committee Meeting Minutes.

EDU 9. Proposal of Future Agenda Items.

EDU 10. Adjournment of the Education Committee.

3. Legislation and Regulatory Committee (LEG/REG) Meeting
(After the conclusion of the Education Committee Meeting)

LEG REG 1. Roll Call & Establishment of Quorum.

LEG REG 2. Public Comment for Items Not on the Agenda.
[The DHBC may not discuss or act on any matter raised during the Public Comment section that is not included on this agenda, except whether to decide to place the matter on the agenda of a future meeting [Government Code sections 11125 & 11125.7(a).]

LEG REG 3. Status of Dental Hygiene Board of California (DHBC) Regulatory Packages.

LEG REG 4. Discussion and Possible Action to Take a Position on 2025-2026 Legislative Bills of Interest and Legislative Calendar.

a) Assembly Bill (AB) 1952 – Berman: Dentistry: dental hygienists: licensure.
b) AB 350 – Bonta: Health care coverage: fluoride treatments.
c) AB 2140 – Johnson: Healing arts: reports: claims against licensees.
d) Senate Bill (SB) 1311 – Wahab: Licensed Professions.
e) AB 1130 – Berman: ~~Dentistry: outreach and support program~~ Political Reform Act of 1974: campaign disclosures.
f) AB 1629 – Haney: Dental Coverage.
g) AB 1670 – Arambula: Medi-Cal: dental care.
h) AB 1717 – Castillo: Medi-Cal dental reimbursement: house/extended care facility call.
i) AB 1760 – Arambula: Dentistry.
j) AB 1811 – Rogers: Health ~~professional shortage areas~~ professionals.
k) AB 2029 – Sharp-Collins: Dental Plan Portal.
l) AB 2625 – Solache: Dental Practice Act: foreign dental schools.
m) AB 2694 – Alvarez: Public postsecondary education: community colleges: statewide baccalaureate degree program.
n) SB 1187 – Durazo: Open ~~meetings: majority~~ meetings.
o) SB 1391 – Wahab: Department of Consumer Affairs: retired category licenses.
p) SB 1416 – Wahab: Physicians and surgeons: dentists: unprofessional conduct.
q) 2026 Legislative Calendar.

LEG REG 5. Discussion and Possible Action to Approve the March 27, 2026, Legislation and Regulatory Committee Meeting Minutes.

LEG REG 6. Proposal of Future Agenda Items.

LEG REG 7. Adjournment of the Legislation and Regulatory Committee.

4. Licensing and Examination Committee (LIC) Meeting:
(After conclusion of the Legislation and Regulatory Committee meeting)

LIC 1. Roll Call & Establishment of Quorum.

LIC 2. Public Comment for Items Not on the Agenda.
[The DHBC may not discuss or act on any matter raised during the Public Comment section that is not included on this agenda, except whether to decide to place the matter on the agenda of a future meeting [Government Code sections 11125 & 11125.7(a).]

LIC 3. Discussion and Possible Action to Nominate and Approve a Dental Hygiene Board Representative for the ADEX Council on Examinations.

LIC 4. Proposal of Future Agenda Items.

LIC 5. Adjournment of the Licensing and Examination Committee.

<<Closed Session>>

FULL 6. ***Closed Session – Full Board***

- Pursuant to Government Code Section 11126(c)(3), the Board will Deliberate on Disciplinary Actions and Decisions to be Reached in Administrative Procedure Act Proceedings. If there are no disciplinary actions and decisions to be addressed in Closed Session, it will be announced.

<<Return to Open Session to Recess until Saturday, July 18, 2026>>

Saturday, July 18, 2026, at 9:00 a.m.

***Virtual participation through WebEx is available for the Saturday meeting.

5. FULL Board Meeting (Continued):

FULL 7. Reconvene Full Board Meeting – Roll Call & Re-Establishment of a Quorum.

FULL 8. President's Report.

FULL 9. ADEX Presentation on the Dental Hygiene Clinical Examination.

FULL 10. Discussion and Possible Action to Approve the March 13, 2026, Full Board Teleconference Meeting Minutes.

FULL 11. Discussion and Possible Action to Approve the March 27-28, 2026, Full Board Meeting Minutes.

FULL 12. Discussion and Possible Action to Approve the May 23, 2026, Full Board Teleconference Meeting Minutes.

FULL 13. Executive Officer's Report.
- Personnel.
- Budget.
- Sunset Review.

FULL 14. Discussion and Possible Action to Determine 2027 Meeting Date(s).

FULL 15. Discussion, Possible Action, and Update on the Board's 2024 – 2028 Strategic Plan.

FULL 16. Discussion and Possible Action on the Board Member Procedural Manual Draft Language.
- Adopt Rosenberg Rules of Order.
- Review and Update Draft Language.

FULL 17. Discussion and Possible Action on Education Committee Report and Recommendation(s).

FULL 18. Discussion and Possible Action on Legislative and Regulatory Committee Report and Recommendation(s).

FULL 19. Discussion and Possible Action on Licensing and Examination Committee Report and Recommendation(s).

FULL 20. Enforcement Update: Statistical Report.

FULL 21. Licensing, Continuing Education Audits, and Examination Update: Statistical Reports.

FULL 22. Proposal of Future Agenda Items.

FULL 23. Adjournment.

Public comments will be accepted on the agenda items at the time the specified item is raised. Government Code section 11125.7 provides the opportunity for the public to address each agenda item during discussion or consideration by the Board prior to the Board taking any action on said item. Members of the public will be provided appropriate opportunities to comment on any issue before the Board, but the Board President may, at his or her discretion, apportion available time among those who wish to speak. Individuals may appear before the Board to discuss items not on the agenda; however, the Board can neither discuss nor take official action on these items at the time of the same meeting [Government Code sections 11125, 11125.7(a).]

A person who needs a disability-related accommodation or modification to participate in the meeting may make a request by contacting the DHBC at 916-263-1978, via email at dhbcinfo@dca.ca.gov, or by sending a written request to 2005 Evergreen Street, Suite 1350, Sacramento, CA 95815. Providing your request at least five business days prior to the meeting will help to ensure availability of the requested accommodation.

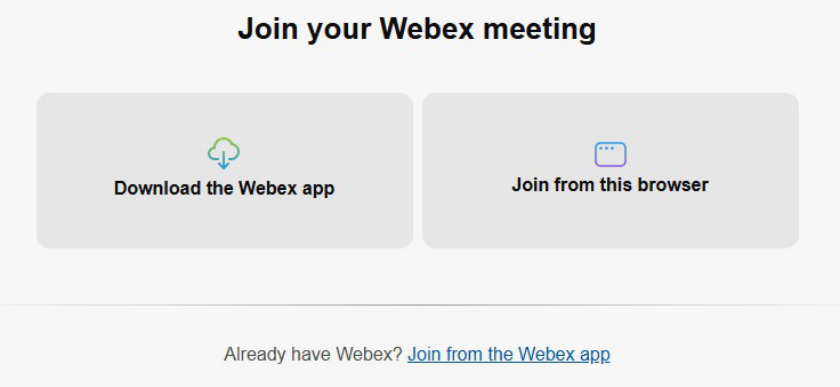
For further information about the meeting, please contact Crystal Yuyama at 916-576-5012, via email at dhbcinfo@dca.ca.gov, or mail at 2005 Evergreen St., Suite 1350, Sacramento, CA 95815 or our website at www.dhbc.ca.gov.

Recommended: Join using the meeting link.

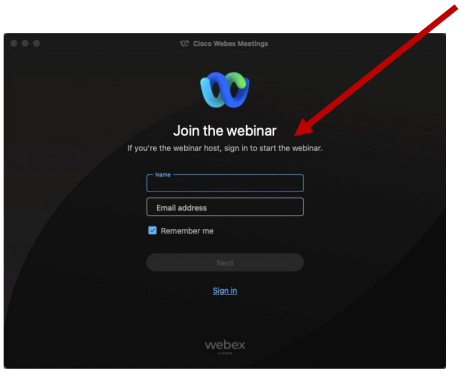
1. Click on the meeting link. This can be found in the meeting notice you received and is on the meeting agenda.

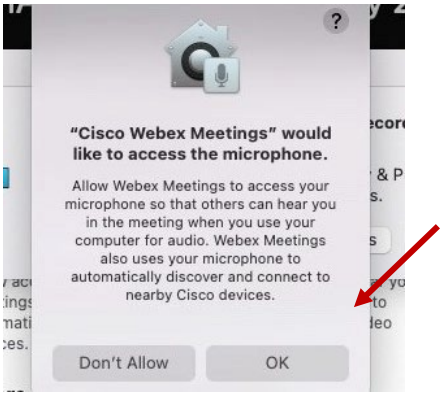
2. If you already have Webex on your device, click the bottom instruction, "Join from the Webex app."

   If you have **not** previously used Webex on your device, your web browser will offer "Download the Webex app." Follow the download link and follow the instructions to install Webex.



3. Enter your name and email address*. Click "Next."
   Accept any request for permission to use your microphone and/or camera.

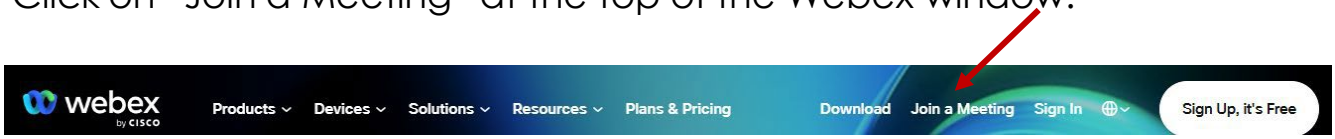




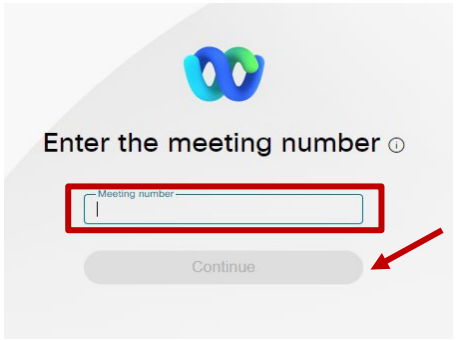
*Members of the public are not obligated to provide their name or personal information and may provide a unique identifier such as their initials or another alternative as well as a fictitious email address like in the following sample format: XXXXX@mailinator.com.

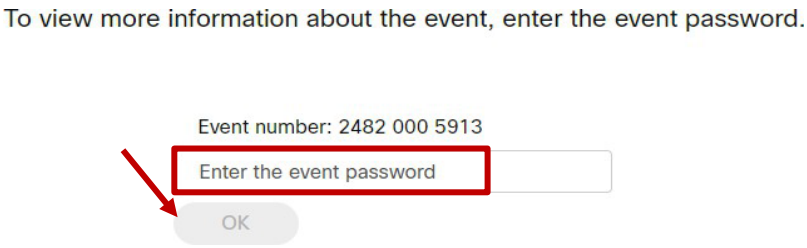
Alternative 1. Join from Webex.com

1 Click on "Join a Meeting" at the top of the Webex window.

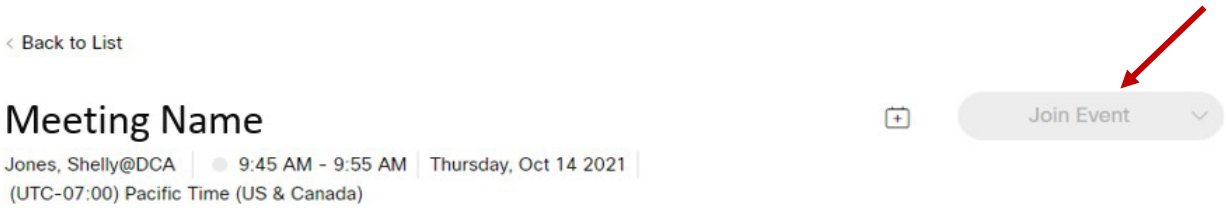


2 Enter the meeting/event number and click "Continue." Enter the event password and click "OK." This can be found in the meeting notice you received or on the meeting agenda.





3 The meeting information will be displayed. Click "Join Event."

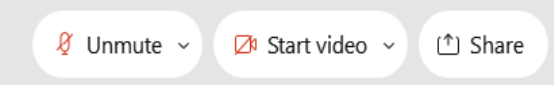


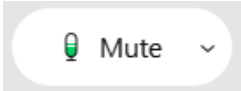
OR

Alternative 2. Connect via Telephone

You may also join the meeting by calling in using the phone number, access code, and passcode provided in the meeting notice or on the agenda.

Microphone control (mute/unmute button) is located at the bottom of your Webex window.





Green microphone = Unmuted: People in the meeting can hear you.

Red microphone = Muted: No one in the meeting can hear you.

Note: Only panelists can mute/unmute their own microphones. Attendees will remain muted unless the moderator invites them to unmute their microphone. Only panelists will be offered starting their video camera.

Attendees/Members of the Public

Joined via Meeting Link

The moderator will call you by name and indicate a request has been sent to unmute your microphone. Upon hearing this prompt:

Click the Unmute me button on the pop-up box that appears.

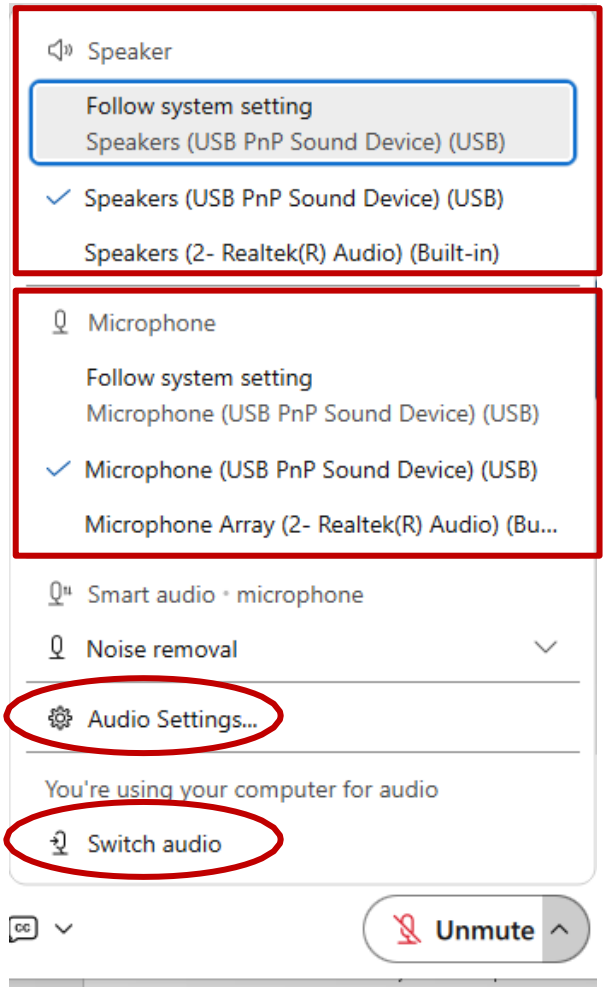
Joined via Telephone (Call-in User)

- When you are asked to unmute yourself, press *6.
- When you are finished speaking, press *6 to mute yourself again.

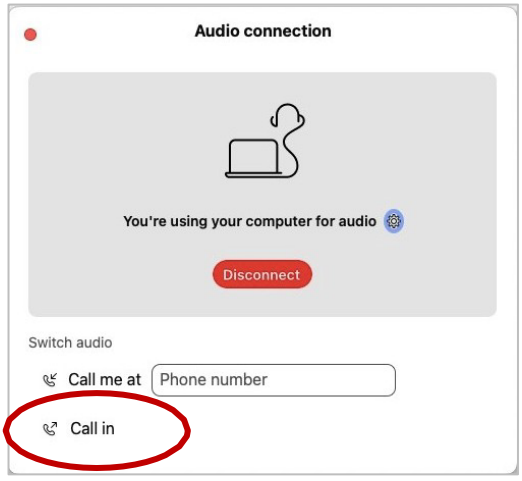
If you cannot hear or be heard

1. Click on the bottom facing arrow located on the Mute/Unmute button at the bottom of the Webex window.

2. From the drop-down menu, select different:
   A. Speaker options if **you can't hear** participants.
   B. Microphone options if **participants can't hear you**.
   C. Audio settings will offer testing of your devices, and let you choose a different device.



3. To link your phone to your Webex session, enabling your phone to become your microphone and speaker source:
   - Click on "Switch audio".
   - Select "Call in", which will show the phone number to call and the meeting login information.



Joined via Meeting Link

- Locate the hand icon at the bottom of the Webex window.
- Click the hand icon to raise your hand.
- Repeat this process to lower your hand.

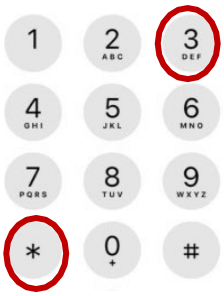
The moderator will call you by name and indicate a request has been sent to unmute your microphone.

Upon hearing this prompt:

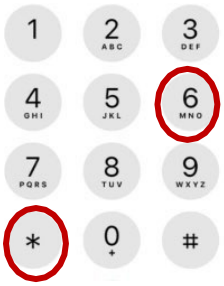
Click the Unmute me button on the pop-up box that appears.

Joined via Telephone (Call-in User)

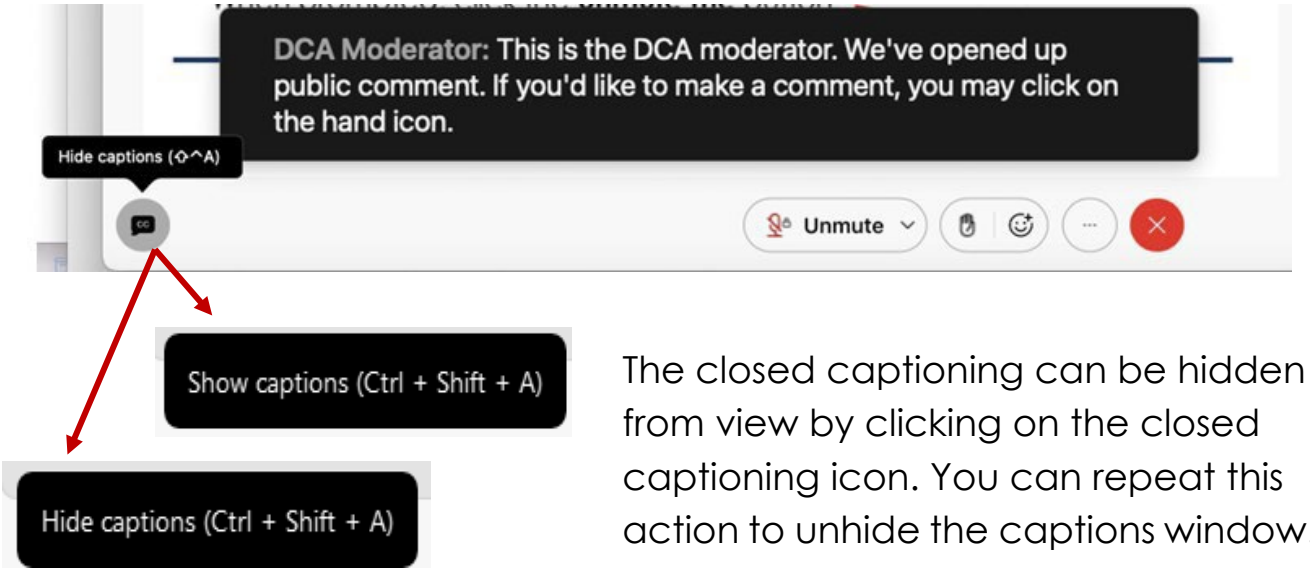
Press *3 to raise or lower your hand.



- When you are asked to unmute yourself, press *6.
- When you are finished speaking, press *6 to mute yourself again.



Webex provides real-time closed captioning displayed in a dialog box in your Webex window. The captioning box can be moved by clicking on the box and dragging it to another location on your screen.



The closed captioning can be hidden from view by clicking on the closed captioning icon. You can repeat this action to unhide the captions window.

You can view the closed captioning dialog box with a light or dark background or change the font size by clicking the 3 dots on the right side of the dialog box.

DHBC
Dental Hygiene
Board of California

Friday, July 17, 2026
Full Board
Meeting Materials

Member	Present	Absent
Julie Elginer		
Sonia “Pat” Hansen		
Sherman King		
Michael Long		
Joanne Pacheco		
Sridevi Ponnala		
Nicolas Quach		
Lolly Agarwal		

Friday, July 17, 2026

Dental Hygiene Board of California

FULL Board Agenda Item 1.

Roll Call & Establishment of Quorum.

Board Secretary to call the Roll.

Friday, July 17, 2026

Dental Hygiene Board of California

FULL Board Agenda Item 2.

Public Comment for Items Not on the Agenda.

[The Board may not discuss or act on any matter raised during the Public Comment section that is not included on this agenda, except whether to decide to place the matter on the agenda of a future meeting (Government Code Sections 11125 & 11125.7(a).]

Friday, July 17, 2026

Dental Hygiene Board of California

FULL Board Agenda Item 3.

Department of Consumer Affairs (DCA) Report on Departmental Activities.

DHBC
Dental Hygiene
Board of California

Friday, July 17, 2026

Dental Hygiene Board of California

FULL Board Agenda Item 4.

Dental Board of California (DBC) Report on Matters of Interest to DHBC.

Friday, March 27, 2026

Dental Hygiene Board of California

FULL Board Agenda Item 5.

Recess the Full Board Meeting Until Saturday, July 18, 2026, at 9:00 a.m.

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DHBC
Dental Hygiene
Board of California

Friday, July 17, 2026
Education Committee
Meeting Materials

Member	Present	Absent
Joanne Pacheco, Chair		
Sonia “Pat” Hansen		
Michael Long		
Julie Elginer		
Sridevi Ponnala		

Friday, July 17, 2026

Dental Hygiene Board of California

Education Committee Agenda Item 1.

Roll Call & Establishment of Quorum.

DHBC
Dental Hygiene
Board of California

Friday, July 17, 2026

Dental Hygiene Board of California

Education Committee Agenda Item 2.

Public Comment for Items Not on the Agenda.

[The Education Committee may not discuss or act on any matter raised during the Public Comment section that is not included on this agenda, except whether to decide to place the matter on the agenda of a future meeting (Government Code Sections 11125 & 11125.7(a).]

DHBC
Dental Hygiene
Board of California

Friday, July 17, 2026

Dental Hygiene Board of California

Education Committee Agenda Item 3.

Discussion and Possible Action to Approve a New Dental Hygiene Education Program by Stanbridge University.

MEMORANDUM

DATE	July 17, 2026
TO	Education Committee Dental Hygiene Board of California
FROM	Adina A. Pineschi-Petty DDS Education, Legislative, and Regulatory Specialist
SUBJECT	**EDU 3: Discussion and Possible Action to Approve a New Dental Hygiene Educational Program by Stanbridge University.**

BACKGROUND:

The Stanbridge University main campus in Irvine, CA was founded in 1996 as "Executive 2000" and welcomed its first students with a certificate program in information technology. Following the successful launch of its inaugural program, the institution expanded, adding nursing, occupational therapy, and physical therapy programs. Stanbridge University serves a broad and diverse geographical area across Southern California, specifically Orange County, Los Angeles, Riverside, and San Diego counties, and is now seeking to expand their operations in San Diego to open a dental hygiene educational program.

On April 2, 2025, Stanbridge University submitted a letter of intent to request Dental Hygiene Board of California (Board) approval to establish a new dental hygiene educational program based in Riverside, California to help meet the need for qualified dental hygienist graduates. On March 13, 2026, Stanbridge University submitted an updated letter of intent establishing San Diego as their base for their prospective dental hygiene educational program.

In May 2026, Stanbridge University submitted a feasibility study to the Board for review. In working with Stanbridge University, Board staff have now completed the review of Stanbridge University's feasibility study.

STAFF RECOMMENDATION:

Staff recommends for the Education Committee to review the results of the feasibility study as prepared by Board staff.

If the Education Committee determines Stanbridge University has met the Board's parameters to open a new dental hygiene educational program, Board staff requests for the Educational Committee to recommend to the full Board to consider conditional

approval (since it's a new program) of a new dental hygiene educational program offered by Stanbridge University.

PROPOSED MOTION LANGUAGE:

I move for the Education Committee to recommend to the Full Board to (approve/conditionally approve/disapprove) the new Dental Hygiene Educational Program offered by Stanbridge University. (The condition being an extendable 2-year probation period once the program begins operations and pending compliance with updates every four (4) months and site visits to confirm compliance prior to enrollment of the first cohort.)

Attachments:

1. DHBC Feasibility Study Review.
2. Stanbridge University's March 13, 2026, Letter of Intent.
3. Stanbridge University's Feasibility Study.

Proposed RDH Program: Stanbridge University (Stanbridge)
Proposed Location: ~~Riverside, CA~~ San Diego, CA

Initial Submission Date: July 24, 2025
Second Resubmission Date: May 20, 2026

INITIAL AND FIRST RESUBMISSION MISSING INFORMATION/DOCUMENTATION AND AREAS OF CONCERN (HIGHLIGHTED IN YELLOW AND BLUE).
*PLEASE ADDRESS THE **UPDATED** MISSING INFORMATION/DOCUMENTATION AND AREAS OF CONCERN (HIGHLIGHTED IN GREEN).

ITEM	INITIAL REVIEW: July 24, 2025	FIRST RESUBMISSION REVIEW: October 1, 2025, Response	SECOND RESUBMISSION REVIEW: May 20, 2026, Response	Stanbridge University Response: June, 2026
Section I: Rationale for the Development of New Educational Program				
1. Regional labor statistics regarding projected need for this type of licensee. a. Summary comments and tables as necessary, cites original source of information from the California Employment Development Department – Labor Market Information or an equivalent State or County agency.	**PAGE: 3-4** 1. "According to the U.S. Bureau of Labor Statistics (2024), "About 16,300 openings for dental hygienists are projected each year, on average, over the decade." a. National statistics. b. Did not use California Employment Development Department – Labor Market Information or an equivalent State or County agency. c. Please use regional statistics.	**PAGE: 1** 1a. Stanbridge University acknowledges the Board's request for state and regional data in addition to national statistics. While our initial response referenced U.S. Bureau of Labor Statistics (2024) data, we have now included California-specific and regional projections to align with the Board's expectations. 1b., 2b, 3aiii,3b, 4b California Employment Development Department, employment of dental hygienists in the Riverside and San Bernardino counties is expected to grow by 21% by 2032, resulting in approximately 1,720 projected job openings across the region (California Employment Development Department [EDD],	**Page 3:** The projected growth in employment for Registered Dental Hygienists (RDHs) across California reflects a demand for qualified professionals in the field. According to the California Employment Development Department, employment of dental hygienists in the San - area is expected to grow by 13.2% by 2032, resulting in approximately 2,060 projected job openings across the region. 1. This growth is less than the initial 21%. How do you justify a new cohort to be admitted every 5-6 months instead of 7-8 months as previously reported (notwithstanding the difference of 2,060 to 1,720 job openings)?	1. While the projected growth rate in San Diego-Carlsbad (13.2%) is lower than Riverside-San Bernardino (21%), the absolute workforce demand remains higher, with approximately 2,060 projected annual openings compared to 1,720. Current accredited programs in the San Diego region produce approximately 119 graduates annually, leaving a substantial gap between workforce demand and educational capacity. The proposed program is expected to contribute approximately 48 graduates annually, increasing regional graduate output to approximately 167 graduates per year. Even with this additional capacity, graduate production would remain significantly below projected workforce demand. Therefore, admitting a cohort every 5-6 months is necessary to produce a sustainable number of graduates while helping address the persistent shortage of licensed dental hygienists in the region.

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	2. Table 1. Percent of Change in employment, projected 2023-33. U.S. Bureau of Labor Statistics. (2024) a. National statistics. b. Did not use California Employment Development Department – Labor Market Information or an equivalent State or County agency. c. Please use regional statistics. 3. "Annual Openings: Approximately 16,400 job openings are projected each year, largely due to the need to replace workers who retire or transition to other roles." a. Table 1 Percent of Change in employment, projected 2023-33. U.S. Bureau of Labor Statistics. (2024)	2025). Please reference **Attachment 1** for the table.		

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	b. National statistics. c. Did not use California Employment Development Department – Labor Market Information or an equivalent State or County agency. d. Please use regional statistics. 4. "As shown in Table 2, during the 2021–2022 academic year, there were 39,517 applicants nationwide, yet only 9,643 were accepted. In the following year, 2022–2023, applications rose to 43,390, while acceptances increased only slightly to 10,780 (American Dental Association, 2023)." a. National statistics. b. Did not use California Employment Development Department – Labor			

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	Market Information or an equivalent State or County agency. c. Please use regional statistics.			
2. Potential local/regional industry employment statistics regarding current open positions and projected needs for additional licensees including any workforce shortage areas. a. Copy of source data used. b. Summary of findings. c. Tabulated results.	**PAGE: 4-6** 1. "Several regions within Riverside County carry high HPSA scores, signifying a substantial shortage of dental health professionals and highlighting the urgent need for expanded oral healthcare services and workforce development in the area." 2. The California Health and Human Services (CHHS) Dental Health Professional Shortage Areas (HPSAs) in the region- Data Retrieved from https://data.chhs.ca.gov/dataset/health-professional-shortage-areas-in-california		**Page: 4** 1. According to the California Employment Development Department, projected job openings for dental hygienists in the San Diego- Carlsbad metropolitan area are approximately 2,060 across the region. a. Growth by 2032 2. A survey of job postings in San Diego indicates consistent demand for licensed dental hygienists. As of February 2026, there are approximately 95 dental hygienist job openings in San Diego County (San Diego, Chula Vista, Oceanside, Escondido, Carlsbad) listed on iHireDental and 52 positions listed on SimplyHired, indicating a strong regional demand for licensed	2.a-b. Stanbridge University acknowledges that online job posting data fluctuate over time and represent only a point-in-time snapshot of workforce demand. For this reason, California Employment Development Department (EDD) labor market projections provide a more reliable measure of long-term workforce need than online postings alone. EDD projects approximately 2,060 annual openings for registered dental hygienists in the San Diego-Carlsbad Metropolitan Statistical Area between 2022 and 2032. Currently, the region is served

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HPSA Name	County	Discipline Type	HPSA Score	Population Group
Riverside East Valley	Riverside	Dental Health	18	Low Income
Riverside West Valley	Riverside	Dental Health	20	General
Coachella Valley Region	Riverside	Dental Health	21	Low Income

professionals in this field (iHireDental, 2026; SimplyHired, 2026).

a. Difference of 272 less job openings from initial submission to updated submission.
   i. 224+195=419 initial submission
   ii. 95+52=147 updated
b. Again, how does Stanbridge justify a new cohort to be admitted every 5-6 months instead of 7-8 months as previously reported?

by only two accredited dental hygiene programs that collectively produce approximately 119 graduates annually. The proposed Stanbridge University Dental Hygiene Program is expected to contribute approximately 48 additional graduates per year, increasing regional graduate output to approximately 167 graduates annually.
Even with the addition of Stanbridge graduates, annual graduate production would remain substantially below projected workforce demand. The proposed admission cycle of every 5–6 months is therefore intended to produce a sustainable number of graduates to help address documented workforce shortages while remaining proportionate to the region's long-term employment needs. The proposed enrollment pattern would not result in an oversupply of graduates and remains justified by the significant gap between projected annual openings and current educational capacity within the region.

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	3. "As of April 2025, there are approximately 224 dental hygienist job openings in the Inland Empire (Riverside, San Bernardino, Rancho Cucamonga, Ontario, Corona) listed on Indeed and 195 positions listed on SimplyHired, indicating a strong regional demand for licensed professionals in this field (Indeed, 2025; SimplyHired, 2025)." 4. According to the California Regional Consortium for Adult Education, California has approximately 2,507 projected annual job openings for dental hygienists, yet only 709			

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	students graduate from dental hygiene programs each year. In Los Angeles County specifically, there are about 623 annual job openings but only 119 program graduates, demonstrating a substantial shortfall (RegionalCTE, 2023).			
3. Description of the characteristics of the population in the community being served by the program including oral health needs.	**PAGE: 7** 1. As of the 2020 Census, the county's population stood at approximately 2.4 million, with Hispanic or Latino residents comprising nearly 50% of this demographic (The Desert Sun, 2021).		**PAGE: 5** 1. San Diego County is the second most populated county in California (California Demographics, 2018) and is the fifth largest county in the United States (Statista, 2017). San Diego County is the second largest county in California, and home to over 3 million people of various races, ethnicities, socioeconomic statuses, and backgrounds. It is a large, diverse county, with Mexico on its southern border. Additionally, San Diego County has the largest number of Indian reservations of any county" (https://www.sandiego.edu/native-american/reservations.php).	

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4. Impact on RDH educational programs within a 100-mile radius of the proposed program by contacting all approved existing educational programs in regard to:	**PAGE: 7-9** 1. Cabrillo College, Cerritos College, Concorde – San Diego, Concorde – Garden Grove, Concorde–San Bernardino, Cypress College, Loma Linda University, Moreno Valley College, Pasadena City College, San Joaquin Valley College – Ontario, Southwestern College, West Coast University, and West Los Angeles College. 2. What will be the impact on these programs if Stanbridge opens a program?	**Pages 4-5:** Based on the Survey of Existing CODA-Accredited Dental Hygiene Programs within a 100-mile radius, most programs in the region report strong applicant interest and more qualified applicants than program capacity. Several programs (Cabrillo College, Cerritos College, Moreno Valley College, Pasadena City College, and Concorde–San Bernardino) indicate having a waiting list or more qualified applicants than they can admit. Other programs, such as Concorde–Garden Grove, Concorde–San Diego, and West Coast University, report steady enrollment without waiting lists but still demonstrate timely employment outcomes for graduates, typically within 1–3 months of licensure.	Survey of Existing CODA-Accredited Dental Hygiene Programs (100

School	Locale Students Drawn From	Waiting List or More Qualified Applicants?	Avg. Time to Employment
Cerritos College	Predominantly California (Downey, Riverside, South Bay, etc.)	Yes	1–4 weeks
Concorde – San Diego	San Diego area, some from Temecula	No	≤ 3 months
Concorde – Garden Grove	Orange, LA, Riverside counties, occasional out-of-state	No	2–6 weeks
Concorde – San Bernardino	Surrounding areas (CA, NV)	Yes	<4 weeks
Cypress College	Unknown	No	No data available
Loma Linda University	Surrounding areas and some out of state (NM,OR,MD, WA,TN,AR,ID	Not enough qualified applicants for waitlist	Within a couple month
Moreno Valley College	Mainly southern CA, but a few from northern CA	Yes	~ 3 months
San Joaquin Valley College (Carrington College) – Ontario	Statewide (Sacramento to San Diego)	No	~1 month
Southwestern College			No information provid
West Coast University	Southern California, WA, OR, AZ, NV, occasional other states	No	~3 months
West Los Angeles College	Mostly LA County; some Ventura, Orange, Sacramento, San Diego, international	No (but 60–70 apply for 35 seats)	Immediate (100% employment for those choosing 3+ days/week)

1. The majority of programs report having more qualified applicants than they can admit.

2. Graduates generally secure employment rapidly, often within days to a few weeks | 2.Current employment outcomes indicate that dental hygiene graduates are securing employment within days to weeks of graduation. This level of employer demand |

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		Given this data, the addition of a Stanbridge University dental hygiene program is unlikely to negatively impact existing programs' enrollment or employment outcomes. Rather, it may help address documented applicant demand particularly where waiting lists exist, and support workforce needs in California by preparing additional qualified graduates. Please reference Attachment 2 for the survey.	post-licensure. The average time to obtain gainful employment, defined as three or more days per week) ranged from immediate to approximately three months, with most programs reporting placement within one month. 3. Given this data, the addition of a Stanbridge University dental hygiene program is unlikely to negatively impact existing programs' enrollment or employment outcomes. Rather, it may help address documented applicant demand, particularly where waiting lists exist, and support workforce needs in California by preparing additional qualified graduates. a. Only 3 out of 11 have waiting lists, and one stated "Not enough qualified applicants for waitlist." b. Again, how does Stanbridge justify a new cohort to be admitted every 5-6 months instead of 7-8 months as previously	suggests that the regional workforce has not reached saturation. Even with the addition of Stanbridge University, San Diego would continue to have fewer annual graduates than comparable regions while maintaining a higher number of projected workforce openings. This will help meet workforce needs without negatively affecting the employment prospects of graduates from existing dental hygiene programs. 3 . and b. Stanbridge University acknowledges that not all dental hygiene programs within the 100-mile radius report waiting lists and that applicant demand varies by institution. However, the justification for the proposed program is based not solely on applicant demand, but on documented workforce need, limited educational capacity within the San Diego region, and the availability of sufficient

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				clinical resources to support additional students. Survey results indicate that several programs continue to report more qualified applicants than available seats, while others report strong employment outcomes for graduates. Furthermore, graduates from existing programs generally secure employment within days to a few months of licensure, demonstrating that the regional workforce has not reached saturation. The proposed program is not expected to negatively impact existing programs' enrollment, employment outcomes, faculty resources, or access to clinical experiences. Stanbridge has developed clinical partnerships sufficient to support the proposed program without reducing clinical opportunities for currently approved dental hygiene programs

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			reported as well as not negatively impacting other DHEPs?	California Employment Development Department projections estimate approximately 2,060 annual openings for dental hygienists in the San Diego-Carlsbad Metropolitan Statistical Area between 2022 and 2032. Existing San Diego-area programs currently produce approximately 119 graduates annually. The proposed Stanbridge program is expected to contribute approximately 48 additional graduates per year, increasing annual graduate output to approximately 167 graduates. Even with this increase, graduate production would remain substantially below projected workforce demand. The proposed admission cycle of every 5–6 months is intended to provide a steady and consistent pipeline of graduates throughout the year rather than concentrate graduates into a single annual cycle. This approach improves workforce responsiveness while remaining proportionate to documented labor market demand. Accordingly,

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				Stanbridge does not anticipate a negative impact on existing dental hygiene programs and believes the proposed enrollment schedule is justified by the region's demonstrated workforce needs.
a. Locale, region, or state(s) from which students are drawn.	**PAGE: 7** 1. "Programs draw students predominantly from Southern California, although some also enroll students from Northern California and neighboring states."		**PAGE: 7** 1. Programs draw students predominantly from Southern California, although some also enroll students from Northern California and neighboring states.	
b. Whether there is a "waiting list" or more qualified applicants than admitted annually.	**PAGE:** 7 1. "Pasadena City College, Cabrillo College, Cerritos College, and Concorde–San Bernardino maintain waiting lists."		**PAGE: 7** 1. Cerritos College, Concorde–San Bernardino, and Moreno Valley College maintain waiting lists.	
c. Length of time it takes licensed graduates to obtain gainful employment (at least 3 days per week) in dental hygiene.	**PAGE: 7** 1. "Graduates generally secure employment rapidly, often within days to a few weeks post-licensure. 2. "The average time to obtain gainful employment (defined as three or more days per week) ranged		**PAGE: 6** 1. Graduates generally secure employment rapidly, often within days to a few weeks post-licensure. 2. The average time to obtain gainful employment (defined as three or more days per week) ranged from immediate to	1. Current employment outcomes indicate that dental hygiene graduates are securing employment within days to weeks of licensure. This level of employer demand suggests that the regional workforce has not reached saturation. Even with the addition of Stanbridge University, San Diego would continue to have fewer annual

				graduates than comparable regions while maintaining a higher number of projected workforce openings. This will help meet workforce needs without negatively affecting the employment prospects of graduates from existing dental hygiene programs.

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	from immediate to approximately three months, with most programs reporting placement within one month."		approximately three months, with most programs reporting placement within one month.	
5. Description of the following:	**PAGE: 10**			
a. Length of the program.	**PAGE: 10** 1. Seven semesters		**PAGE: 7** 1. Eight terms a. Should be nine terms. b. Please correct. **PAGE: 77** 2. 1600 hours for core GE 440 120 Core 675 265 1115 385	1.a-b. Updated
b. Type of degree(s) granted.	**PAGE: 10** 1. Bachelor of Science in Dental Hygiene (BSDH) degree.		**PAGE: 7** 1. Associate of Science in Dental Hygiene (ASDH) degree.	
c. Intended start date.	**PAGE: 10** 1. February 15, 2027		**PAGE: 7** 1. October 4, 2027	
d. Projected size of the first class.	**PAGE: 10** 1. 24 students per cohort.		**PAGE: 7 & 9** 1. 24 students per cohort.	

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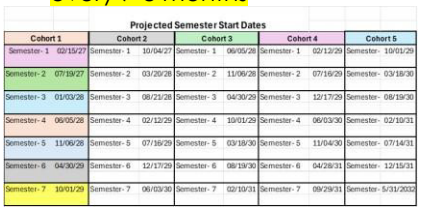
e. Enrollment projection for the first five years.	**PAGE: 10** 1. A new cohort will be admitted every 7-8 months 	**Pages: 5, 26 (Attachment 3), and 78 (Attachment 8)** 1. Core DH Schedules are only 10 weeks. For example: a. Semester 3B: March 20, 2028 – May 28, 2028. b. Semester 4A: June 5, 2028 – August 13, 2028. i. "Finals" are not part of instruction and should not be included in the 10-week quarter/term. ii. Are finals going to be included in the inter-week (May 29, 2028 – June 2, 2028? **Please refer to the following:** 1.16 CCR Section 1105(b)(3) The length of instruction in the educational program shall include two academic years of fulltime instruction at the postsecondary college level or its equivalent, and a minimum of 1,600 clock hours.	**Page: 9** 1. A new cohort will be admitted every 5-6 months A. When did this change? 2. Several institutions, including Concorde–Garden Grove, Concorde–San Diego, San Joaquin Valley College, and West Coast University, operate on accelerated or staggered cycles (every 8 months or multiple cohorts per year), demonstrating that more frequent admissions are sustainable in Southern California. 3. Stanbridge University interpreted these trends to mean that offering 24 seats every 5-6 months aligns with established regional practices while also addressing unmet applicant demand. This approach balances program quality with workforce needs by ensuring a steady flow of graduates into the labor market without displacing or oversaturating existing programs. A. "Established regional practices" show 7-8 months. Again, how is 5-6 months	1. & 2. & A The proposed admission schedule was revised following additional analysis of workforce demand and educational capacity in the San Diego region. Given the projected workforce need and the limited number of dental hygiene programs serving San Diego County, Stanbridge University determined that admitting a cohort every 5–6 months would better support regional needs and expand student access to dental hygiene education. Additionally, staggered and multiple-cohort admission models are familiar in dental hygiene education. Concorde Career Colleges generally admit cohorts approximately every 7-8 months, while West Coast University admits cohorts approximately every 4 months. The proposed San Diego campus is designed with expanded clinical capacity, allowing the program to accommodate overlapping cohorts while maintaining

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		2.16 CCR Section 1103(a) "Academic year" means a period of education consisting of a minimum of forty-five (45) quarter units or thirty (30) semester units within a twelve-month period or three quarters or two semesters within a 12-month period, or a duration deemed equivalent thereto by the Dental Hygiene Board. 3.16 CCR Section 1103(z) "Quarter" means at least ten (10) weeks of instruction. 4.16 CCR section 1103(aa) "Quarter unit" means at least ten (10) hours of college or university level instruction during a quarter. Additional time outside of instruction may be required for a student to devote to preparation for planned learning experiences, such as preparation for instruction, study of course	sustainable without exhausting applicant pool for Stanbridge and the other schools? 4. Core schedules are still showing 10 weeks: A. Ex: Term 5 of cohort 1 is 8.22.28 until 10.31.28 is only 10 weeks. B. Ex: Term 7 of cohort 2 is 7.17.29 until 9.25.29 is only 10 weeks. 1. When are finals? 2. Please correct.	educational quality and providing a consistent pipeline of graduates to meet regional workforce needs. 4.1&2. Thank you for identifying this item. The terms referenced are intended to be 11-week terms, with final examinations scheduled during Week 11. For example: **Term 5, Cohort 1:** August 22, 2028 – October 31, 2028. Final examinations are scheduled for October 30–31, 2028 (Week 11). **Attachment 1** provides a detailed example.

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		material, or completion of educational projects.		
f. Method for determining the projected enrollment.	**PAGE: 10** 1. "Enrollment projections for the first five years are based on regional workforce demands, trends among comparable CODA-accredited dental hygiene programs within a 100-mile radius, and the documented need for dental hygienists in Riverside County and the Inland Empire." a. Please explain the trends and how Stanbridge interpreted the trends to provide the justification for a 7–8-month enrollment.	**Pages: 5 and 26 (Attachment 3)** 1. Regional survey data show that existing CODA-accredited programs within a 100-mile radius admit between one and two cohorts annually, with cohort sizes ranging from 16 to 35 students. Several institutions, including Concorde–Garden Grove, Concorde–San Diego, San Joaquin Valley College, and West Coast University, operate on accelerated or staggered cycles (every 8 months or multiple cohorts per year), demonstrating that more frequent admissions are sustainable in Southern California. At the same time, programs such as Cabrillo College, Cerritos College, Moreno Valley College, Pasadena City College, and	**PAGE: 8** 1. Regional survey data show that existing CODA-accredited programs within a 100-mile radius admit between one and two cohorts annually, with cohort sizes ranging from 16 to 35 students. Several institutions, including Concorde–Garden Grove, Concorde–San Diego, San Joaquin Valley College, and West Coast University, operate on accelerated or staggered cycles (every 8 months or multiple cohorts per year), demonstrating that more frequent admissions are sustainable in Southern California. 2. At the same time, programs such as Cabrillo College, Cerritos College, Moreno Valley College, Pasadena City College, and Concorde–San Bernardino report waiting lists or more qualified applicants than they can admit. This indicates that	

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		Concorde–San Bernardino report waiting lists or more qualified applicants than they can admit. This indicates that applicant demand continues to exceed regional training capacity. Stanbridge University interpreted these trends to mean that offering 24 seats every 7–8 months aligns with established regional practices while also addressing unmet applicant demand. This approach balances program quality with workforce needs by ensuring a steady flow of graduates into the labor market without displacing or oversaturating existing programs.	applicant demand continues to exceed regional training capacity. 3. Stanbridge University interpreted these trends to mean that offering 24 seats every 5-6 months aligns with established regional practices while also addressing unmet applicant demand. This approach balances program quality with workforce needs by ensuring a steady flow of graduates into the labor market without displacing or oversaturating existing programs A. Please explain reasoning that 5-6 month entry is equivalent to 7-8 month entry.	3. A. Stanbridge University did not interpret the proposed 5–6 month admission cycle as equivalent to a 7–8 month cycle. Rather, it falls within the range of admission models currently used by accredited dental hygiene programs. Admission schedules vary considerably across programs. Some admit cohorts every 12 months, others approximately every 7–8 months, and at least one program admits cohorts approximately every 4 months Therefore, no single admission interval represents the State standard. The proposed 5–6 month cycle is supported by San Diego's projected workforce demand, the limited number of existing dental hygiene programs in the region, and Stanbridge University's expanded clinical capacity.
6. Plans for promoting and marketing the proposed program.	**PAGE: 10-11 and 34** 1. "Stanbridge University will promote and market its new Bachelor of Science in Dental Hygiene through a balanced blend of digital messaging, print materials, and community outreach, developed in partnership	**Attachment 6, page 38** Expenses	**PAGE: 9** 1. Stanbridge University will promote and market its new Associate of Science in Dental Hygiene through a balanced blend of digital messaging, print materials, and community outreach, developed in partnership with the program	

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	with the program director and the compliance and accreditation teams." 2. "Key program details, curriculum highlights, admission criteria, costs, and required institutional and programmatic accreditation disclaimers, will appear on a dedicated webpage and across our major online profiles, with identical language in all admissions handouts to keep the message clear and consistent." 3. "Promotional efforts will focus on the region surrounding the campus that offers the program. Marketing and Admissions will coordinate outreach to local high schools, community colleges, and partner organizations, offering presentations and		2. Key program details, curriculum highlights, admission criteria, costs, and required institutional and programmatic accreditation disclaimers will appear on a dedicated webpage and across our major online profiles, with identical language in all admissions handouts to keep the message clear and consistent. This content will be sourced from the Student Catalog, which provides prospective students with comprehensive information. 3. Promotional efforts will focus on the region surrounding the campus that offers the program. Marketing and Admissions will coordinate outreach to local high schools, community colleges, and partner organizations, offering presentations and service events that spotlight the program. Current students, alumni, and employer partners will receive the news through internal channels, while geotargeted search and social-media campaigns will	

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	service events that spotlight the program." 4. "Current students, alumni, and employer partners will receive the news through internal channels, while geotargeted search and social-media campaigns will extend our reach to prospective applicants in the immediate area." 5. Budget of $809,966 for the first 5 years		extend our reach to prospective applicants in the immediate area. 4. Budget? Same as initial review?	4.The marketing budget remains unchanged from the initial submission because the overall enrollment model has not changed. Under both the original and revised schedules, a maximum of three cohorts are enrolled in core courses at the same time. As a result, the anticipated student recruitment needs remain substantially the same. While the marketing budget has not changed, the overall budget has changed to reflect current operating costs. Total projected expenses increased from $4,467,463 to $6,590,071.
7. Projected timeline for planning and initiating program.	**PAGE: 12**		**PAGE: 10**	

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<tr><td colspan="5">II. Structure and Governance</td></tr>
<tr><td>1. Institutional accreditation status and history including:</td><td>PAGE: 13</td><td></td><td>PAGE: 11</td><td></td></tr>
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a. Date of initial accreditation.	**PAGE: 13** 1. Initial institutional accreditation from the Accrediting Commission of Career Schools and Colleges (ACCSC) in 2004. a. Stanbridge does not possess a regional accreditation as required by California Business and Professions Code (BPC) section 1941(c) which states: (c) For purposes of this section, a new or existing educational program for RDHs means a program provided by a college or institution of higher education that is accredited by a regional accrediting agency recognized by the United States Department of Education and that has as its primary purpose	**Pages: 6-7** 1a. In response to the finding concerning accreditation, Stanbridge University holds institutional accreditation from the Accrediting Commission of Career Schools and Colleges (ACCSC), a nationally recognized accrediting agency approved by the U.S. Department of Education. As of July 2020, the U.S. Department of Education formally eliminated the distinction between "regional" and "national" accrediting agencies. All institutional accrediting bodies recognized by the Department are now regarded as having the same scope, authority, and responsibility, without regard to geographic region. Consequently, the term "regional accrediting agency" no longer has any standing in federal regulation or policy. Given this regulatory shift, the reference in Business and	**PAGE:11** 1. The Orange County main campus received its initial institutional accreditation from the Accrediting Commission of Career Schools and Colleges (ACCSC) in 2004. The university received institutional accreditation for all four campuses, demonstrating that it meets the requirements of the Standards of Accreditation. This accreditation confirms that the university maintains the requisite policies, procedures, and resources for its existing programs and students. The university remains in good standing with its institutional accreditation for all locations. 2. The San Diego branch campus was included within the main campus's scope of accreditation from November 2024 through 2026. Recently, the branch campus underwent a site visit by its institutional accreditor, ACCSC. The visit was a success with no findings, and the	

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	providing college level courses leading to an associate or higher degree, that is either affiliated with or conducted by a dental school approved by the dental board, or that is accredited to offer college level or college parallel programs by the Commission on Dental Accreditation of the American Dental Association or an equivalent body, as determined by the dental hygiene board.	Professions Code § 1941(c) to a "regional accrediting agency recognized by the United States Department of Education" should be interpreted according to current federal definitions. The statute does not authorize the Board to substitute its own classification in place of those recognized at the federal level. Therefore, it would be inconsistent with both the letter and intent of the law for the Board to disregard institutional accreditation granted by a U.S. Department of Education–recognized agency such as ACCSC. For these reasons, Stanbridge University respectfully requests that the Board reconsider its finding and recognize that the university's institutional accreditation by ACCSC satisfies the accreditation requirement under current federal and state law.	branch campus is currently awaiting the reception of its accreditation renewal.	
b. Denials, revocations, warnings for the	**PAGE: 13** 1. "The university has not faced a denial, revocation,		**PAGE: 11**	

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institution and any programs offered by the institution.	or warning for its institutional accreditation or any of its programs at any time."		1. "Further, the university has not faced a denial, revocation, or warning for its institutional accreditation or any of its programs at any time."	
2. History, organizational structure and programs (attach an organization chart).	**PAGE: 14 and 87-90 (Appendix B - Organizational Charts)** 1. "The Stanbridge University main campus in Irvine, CA was founded in 1996 as Executive 2000 and welcomed its first students with a certificate program in information technology." 2. The Orange County main campus and the branch campuses in Los Angeles, Riverside, and San Diego are accredited by the ACCSC and are approved to offer the following programs: a. Associate of Occupational Science in Vocational Nursing (all campuses),		**PAGE: 12 - Same as July 24, 2025**	

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	b. Associate of Occupational Science in Occupational Therapy Assistant (offered in Orange County and Los Angeles only), c. Associate of Science in Physical Therapist Assistant (offered in Orange County and Los Angeles only), d. Bachelor of Science in Nursing (offered all campuses except San Diego), e. Master of Science in Nursing (offered online), and f. Master of Science in Occupational Therapy (offered at all campuses except San Diego).			
3. Geographic area (community) served by the institution and a description of the	**PAGE: 14-17** 1. "Stanbridge University serves a broad and diverse geographical area across Southern California, specifically Orange County,		**PAGE: 14** 1. San Diego county is the second most populous county in California with an estimated population of 3,298,799. The county has a population that is	

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community and its population.	Los Angeles, Riverside, and San Diego counties." 2. Poverty rates of the counties are all lower than the average except for LA County which has a poverty rate of 13.7%, which is higher than California's overall rate of 12%.		approximately 74% White, 5.5% Black or African American, 1.4% American Indian and Alaska Native, 13.4% Asian, 0.6% Native Hawaiian and Other Pacific Islander, and 5.1% Two or More Races. Approximately 34.9% of the population is of Hispanic or Latino origin (U.S. Census Bureau, QuickFacts San Diego County, 2024). 2. The median household income in San Diego County is approximately $103,674. The employment rate is 60.5%, which is comparable to the state's overall employment rate of 60.2%. The county's poverty rate of 10.1% is lower than California's overall rate of 12% (U.S. Census Bureau, San Diego County).	
4. Institution's strategic plan.	**PAGE: 17 and Appendix E (2023-2028)** 1. Goal 1, Objective 2 Benchmarks: a. 2a. Increase program cohort size to meet operational	**Pages: 7-8** 1c-2d-i. Stanbridge University respectfully submits that the concern may reflect a misinterpretation of the stated benchmarks.	**PAGE: 15 and Appendix E (2023-2028) (p 396)**	

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	performance rate (OPR) benchmarks b. 2b. Increase first-year retention and persistence to meet retention and graduation benchmarks c. 2d. Increase graduation rates i. This is a concern as Stanbridge is focusing on increasing cohort size, but not meeting retention and graduation benchmarks. ii. Please explain rationale. 2. Goal 2, Objective 2 Benchmarks: a. 2a. Create and invest in early retention programs that values and capitalizes on diversity i. This is a concern as Stanbridge has been	Stanbridge University is meeting the expectations of all approval agency and accrediting body requirements for enrollment, retention, and graduation. Our institutional data demonstrate that we consistently meet and, in many cases, exceed the standards set by external oversight bodies. The goals presented under Objective 2 were deliberately established at an ambitious level, well above compliance thresholds. For example, while external expectations are fully satisfied, Stanbridge has chosen to pursue internal operational performance benchmarks that aim to achieve efficiencies above 90%. These internal goals are aspirational and reflect our institutional culture of continuous improvement and our commitment to excellence rather than an indication of deficiency. In short, Stanbridge's strategy is not a reflection of unmet standards, but rather of an		

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	in existence since 2004, but only now focusing on creating early retention programs. ii. Please explain rationale.	intentional commitment to exceed expectations and sustain a model of educational excellence. 2a-i. Stanbridge University respectfully clarifies that it has always maintained a strong foundation of faculty orientation, onboarding, and mentorship programs designed to support faculty retention, success, and student achievement. These structures have long been part of our institutional culture and are not new initiatives. The initiatives referenced in the current plan reflect our commitment to continuous improvement and to aligning our practices with emerging trends identified in the 2022 Diversity, Equity, and Inclusion (DEI) Report. This study highlighted both a shifting faculty and student demographic, including the rise of Generation Z in the workforce and classroom and evolving best practices in supporting diverse		

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		populations. In response, Stanbridge expanded its onboarding and retention programs to further integrate DEI principles, faculty development, and mentorship strategies that are responsive to these new realities. This is not an indication of deficiency or absence of faculty retention efforts. Rather, it demonstrates Stanbridge's proactive approach in pursuing excellence by continuously evaluating and adapting our practices to better serve our faculty, staff, and students in a rapidly changing educational landscape.		
5. Type of RDH or other health-related programs including: number of students currently enrolled and graduates by program type; passage rate on any required	**PAGE: 17-25** 1. Degree Programs: a. Associate of Occupational Science in Vocational Nursing (AVN) (all campuses) b. Associate of Occupational Science in			

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certification or licensing examination for the past five years (as applicable); and status of the program with any state, regional, or federal agency.	Occupational Therapy Assistant (OTA) (offered in Orange County and Los Angeles only) c. Associate of Science in Physical Therapist Assistant (PTA) (offered in Orange County and Los Angeles only) d. Bachelor of Science in Nursing (BSN) (offered all campuses except San Diego) e. Master of Science in Nursing (MSN) (offered online) f. Master of Science in Occupational Therapy (MSOT) (offered at all campuses except San Diego).		**PAGE: 18** **Campus** / **Programs Offered** **Orange County Main Campus** — AVN, OTA, PTA, BSN, MSN, and MSOT **Los Angeles Branch Campus** — AVN, OTA, PTA, BSN, and MSOT	

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	Campus / **Programs Offered** / **Current Enrollment** **Orange County Main Campus** / AVN, OTA, PTA, BSN, MSN, and MSOT / 1006 **Los Angeles Branch Campus** / AVN, OTA, PTA, BSN, and MSOT / 934 **Riverside Branch Campus** / AVN, PTA, BSN, and MSOT / 605 **San Diego Branch Campus** / AVN / 45 **Total** / 2590	**Page: 9** 2a. Stanbridge University confirms that graduate and passage rate data are currently available only for the Orange County main campus and the Los Angeles branch campus. The	**Riverside Branch Campus** / AVN, PTA, BSN, and MSOT **San Diego Branch Campus** / AVN **Total**	

	2. Graduation Rates a. The graduates and passage rate information represents only the Orange County main and Los Angeles branch campuses, as the Riverside and San Diego branch campuses launched their programs recently and have no	Riverside campus was formally approved as a branch campus by the Accrediting Commission of Career Schools and Colleges (ACCSC) in 2023, and the San Diego branch campus received ACCSC approval in 2024. Because of the timing of these approvals and the	**PAGE: 18** 1. Graduation and licensure examination passage rates for the University's health-related programs over the past six years. The data were derived from annual reports submitted to the Accrediting Commission of Career Schools and Colleges (ACCSC) and include graduation and licensure outcomes for applicable programs.	

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graduates nor passage rates to report.

Campus	Programs Offered	2020 Grads	2021 Grads	2022 Grads	2023 Grads	20 G
Orange County Main Campus (OC)	AVN–Full Time (FT)[1]	55%	62%	56%	51%	50
OC Campus	AVN–Part Time (PT)[1]	55%	50%	50%	40%	46
OC Campus	OTA–FT	87%	80%	83%	69%	84
OC Campus	OTA–PT	NA	71%	NA	NA	N
OC Campus	PTA	84%	81%	71%	78%	78
OC Campus	BSN[1]	83%	83%	88%	87%	N

1
The graduation numbers for the years 2020 through 2024 reflect the Vocational Nurse Diploma program, the predecessor to the AVN program. As the AVN cohorts were still in school or had just graduated at the time of reporting, their graduation rates are not included. These rates will

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program implementation schedule, no official graduation data is yet available for either campus. However, as the programs continue to mature, official graduation outcomes will be published in upcoming reports and provided as an update.

Pages: 12 and 28 (Attachment 4) for (b)(i)

- Stanbridge University respectfully submits this response to the Dental Hygiene Board regarding graduation data (questions 5 b-i and 5 b-ii).

- Graduation rates for the Vocational Nurse (VN) Diploma program at the Orange County and Los Angeles campuses between 2020 and 2024 were affected by the COVID-19 pandemic.

  - The Board acknowledges difficulties from the COVID 19 pandemic occurred.

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2. Stanbridge University continues to meet the requirements established by its institutional and programmatic regulators and accrediting agencies for enrollment, retention, graduation, and licensure performance.

3. AVN passage rate data are available beginning in 2025. Prior vocational nursing outcomes reported for earlier years correspond to the Vocational Nurse (VN) Diploma program, the predecessor to the AVN program, which prepared students for the same NCLEX-PN licensure examination.

Graduates by Program Type

Campus	Programs Offered	2020 Graduates	2021 Graduates	2022 Graduates	2023 Gradu
Orange County Main Campus (OC)	VN Diploma – Full Time (FT)[1]	55%	62%	56%	51%

[1] The VN Diploma program has been taught out, and 2024 was the final reporting year for

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	be available in the upcoming ACCSC annual reports. [2] The graduation numbers for the years 2020 through 2024 reflect the Vocational Nurse Diploma program, the predecessor to the AVN program. As the AVN cohorts were still in school or had just graduated at the time of reporting, their graduation rates are not included. These rates will be available in the upcoming ACCSC annual reports. [3] The graduation numbers for the years 2020 through 2024 reflect the Associate of Science in Nursing program, the predecessor to the BSN program. As the BSN cohorts were still in school or had just graduated at the time of reporting, their graduation rates are not included. These rates will be available in the upcoming ACCSC annual reports.	However, the Board is still concerned with the graduation rates in 2023 of 58% for the LA Branch campus, and a further decrease of the graduation rates in 2024 of 45% for both the LA campus and the LA Branch campus. o The Board is still concerned with the low graduation rates as they are decreasing, and not increasing, post COVID 19 pandemic. • Mandatory shifts to online instruction, rescheduled labs, and reduced campus access disrupted student progression, particularly for part-time learners. While these challenges extended graduation timelines, Stanbridge maintained program continuity through rapid instructional adjustments, expanded student support, and robust re-enrollment initiatives that successfully	

Campus	Programs Offered	2020 Graduates	2021 Graduates	2022 Graduates
OC Campus	VN Diploma – Part Time (PT)[2]	55%	50%	50%
OC Campus	AVN – Full Time (FT)[3]	N/A	N/A	N/A
OC Campus	AVN – Part Time (PT)[4]	N/A	N/A	N/A
OC Campus	OTA – FT	87%	80%	83%
OC Campus	OTA – PT	N/A	71%	N/A
OC Campus	PTA	84%	81%	71%
OC Campus	ASN[5]	83%	83%	88%
OC Campus	BSN[6]	N/A	N/A	N/A
OC Campus	RN-BSN	N/A	82%	70%

[2] The VN Diploma program has been taught out, and 2024 was the final reporting
[3] The AVN program was recently launched, and 2025 is the first year for which p
[4] The AVN program was recently launched, and 2025 is the first year for which p
[5] The ASN program has been taught out, and 2023 was the final reporting year fo
[6] The BSN program was recently launched, and 2026 will be the first year for wh

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Campus	Programs Offered	2020 Grads	2021 Grads	2022 Grads	2023 Grads	2024 Grads
OC Campus	RN-BSN [4]	N/A	82%	70%	92%	100%
OC Campus	MSN	N/A	100 %	N/A	N/A	80%
OC Campus	MSOT	95%	99%	100%	97%	98%
Los Angeles Branch Campus (LA)	AVN – FT [5]	N/A	68%	73%	58%	45%
LA Campus	AVN – PT [6]	N/A	N/A	N/A	N/A	45%
LA Campus	OTA – FT	N/A	N/A	65%	70%	83%

[4] The post-licensure program was phased out in 2024.
[5] The graduation numbers for the years 2020 through 2024 reflect the Vocational Nurse Diploma program, the predecessor to the AVN program. As the AVN cohorts were still in school or had just graduated at the time of reporting, their graduation rates are not included. These rates will be available in the upcoming ACCSC annual reports.
[6] The graduation numbers for the years 2020 through 2024 reflect the Vocational Nurse Diploma program,

brought many students back on track to completion.
- Despite pandemic-related delays, student learning outcomes remained strong. NCLEX-PN passage rates from 2020–2024 were consistently high: 89–100% at Orange County and 85–100% at Los Angeles, demonstrating that instructional quality and licensure preparation were not compromised.
- In 2024, the VN Diploma program concluded and was replaced with the Associate of Occupational Science in Vocational Nursing (AVN) program. Drawing on lessons learned, the AVN program integrates simulation-based learning, enhanced academic and wellness support, and expanded career services. The program has been fully approved by the Accrediting Commission of Career Schools and Colleges (ACCSC) and by the California Board of Vocational Nursing and

Campus	Programs Offered	2020 Graduates	2021 Graduates	2022 Graduates	2023 Graduate
OC Campus	MSN	N/A	100%	N/A	N/A
OC Campus	MSOT	95%	99%	100%	97%
Los Angeles Branch Campus (LA)	VN Diploma – FT[7]	N/A	68%	73%	58%
LA Campus	VN Diploma – PT[8]	N/A	N/A	N/A	N/A
LA Campus	AVN – FT[9]	N/A	N/A	N/A	N/A
LA Campus	AVN – PT[10]	N/A	N/A	N/A	N/A
LA Campus	OTA – FT	N/A	N/A	65%	70%
LA Campus	OTA – PT	N/A	N/A	N/A	81%

[7] The VN Diploma program has been taught out, and 2024 was the final reporting year for wh
[8] The VN Diploma program has been taught out, and 2024 was the final reporting year for wh
[9] The AVN program was recently launched, and 2025 is the first year for which program outc
[10] The AVN program was recently launched, and 2025 is the first year for which program outc

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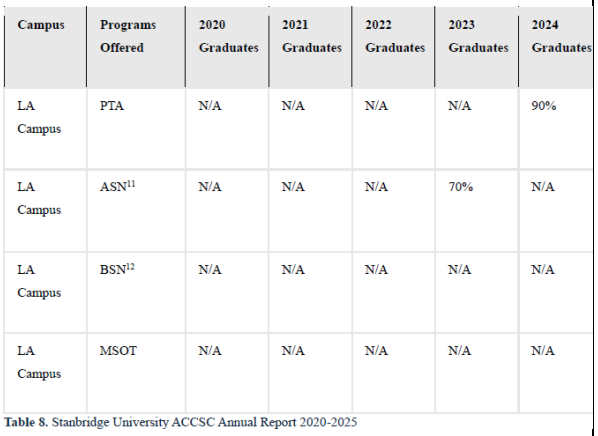
	the predecessor to the AVN program. As the AVN cohorts were still in school or had just graduated at the time of reporting, their graduation rates are not included. These rates will be available in the upcoming ACCSC annual reports. b. Regarding graduation data, concerns as to: i. Low graduation rates for the Vocational Nurse Diploma Program and no historical data for the "new" AVN program. ii. No historical data for the "new" BSN program. ASN does not provide an equivalent to a BSN.	Psychiatric Technicians (BVNPT) across all campuses. • Graduation data for AVN cohorts will be forthcoming, with early outcome reports expected later this year. • Stanbridge continues to invest in advanced learning environments (simulation labs, VR labs, and skills labs) and maintains good standing with both ACCSC and BVNPT. With its demonstrated resilience during COVID-19, proven student re-enrollment efforts, and consistent licensure success, the university is well positioned to show stronger graduation outcomes under the AVN program.	 Table 8. Stanbridge University ACCSC Annual Report 2020-2025 4. **Passage Rates on Licensing Exams**	

Campus	Programs Offered	2020 Graduates	2021 Graduates	2022 Graduates	2023 Graduates	2024 Graduates
LA Campus	PTA	N/A	N/A	N/A	N/A	90%
LA Campus	ASN[11]	N/A	N/A	N/A	70%	N/A
LA Campus	BSN[12]	N/A	N/A	N/A	N/A	N/A
LA Campus	MSOT	N/A	N/A	N/A	N/A	N/A

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Campus	Programs Offered	2020 Grads	2021 Grads	2022 Grads	2023 Grads	2024 Grads
LA Campus	OTA – PT	N/A	N/A	N/A	81%	N/A
LA Campus	PTA	N/A	N/A	N/A	N/A	90%
LA Campus	BSN[7]	N/A	N/A	N/A	70%	N/A
LA Campus	MSOT	N/A	N/A	N/A	N/A	N/A

7 The graduation numbers for the years 2020 through 2024 reflect the Associate of Science in Nursing program, the predecessor to the BSN program. As the BSN cohorts were still in school or had just graduated at the time of reporting, their graduation rates are not included. These rates will be available in the upcoming ACCSC annual reports.

3. Passage Rates on Certification or Licensing Examinations

Year	OC Full-Time	OC Part-Time	LA Full-Time	LA Part Time
2020	55%	55%	N/A	N/A
2021	62%	50%	68%	N/A
2022	56%	50%	73%	N/A
2023	51%	40%	58%	N/A
2024	50%	46%	45%	45%

Passage Rates on Certification or Licensing Examinations

Campus	Programs Offered	2020 Passage Rate	2021 Passage Rate	2022 Passage Rate	2023 Passage Rate	20 Pa Ra
Orange County Main Campus (OC)	VN Diploma– Full Time (FT)	93%	93%	89%	95%	95
OC Campus	VN Diploma – Part Time (PT)	97%	97%	98%	100%	95
OC Campus	AVN – FT	N/A	N/A	N/A	N/A	N/
OC Campus	AVN – PT	N/A	N/A	N/A	N/A	N/

[11] The ASN program has been taught out, and 2023 was the final reporting year for which program data were
[12] The BSN program was recently launched, and 2026 will be the first year for which program outcome data

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<table>
<tr><th>Campus</th><th>Programs Offered</th><th>2020 Passage Rate</th><th>2021 Passage Rate</th><th>2022 Passage Rate</th><th>2023 Passage Rate</th></tr>
<tr><td>Orange County Main</td><td>AVN – Full Time (FT) [8]</td><td>93%</td><td>93%</td><td>89%</td><td>95%</td></tr>
<tr><td>OC Campus</td><td>AVN – Part Time (PT) [8]</td><td>97%</td><td>97%</td><td>98%</td><td>100%</td></tr>
<tr><td>OC Campus</td><td>OTA - FT</td><td>89%</td><td>90%</td><td>89%</td><td>83%</td></tr>
<tr><td>OC Campus</td><td>OTA - PT</td><td>N/A</td><td>80%</td><td>N/A</td><td>N/A</td></tr>
<tr><td>OC Campus</td><td>PTA</td><td>100%</td><td>93%</td><td>100%</td><td>100%</td></tr>
<tr><td>OC Campus</td><td>BSN [9]</td><td>100%</td><td>100%</td><td>94%</td><td>99%</td></tr>
<tr><td>OC Campus</td><td>MSN</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td></tr>
<tr><td>OC Campus</td><td>MSOT</td><td>100%</td><td>97%</td><td>100%</td><td>97%</td></tr>
<tr><td>Los Angeles Branch Campus (LA)</td><td>AVN – FT [10]</td><td>N/A</td><td>100%</td><td>86%</td><td>99%</td></tr>
<tr><td>LA Campus</td><td>AVN – PT [12]</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td></tr>
<tr><td>LA Campus</td><td>OTA – FT</td><td>N/A</td><td>N/A</td><td>71%</td><td>76%</td></tr>
<tr><td>LA Campus</td><td>OTA – PT</td><td>N/A</td><td>N/A</td><td>N/A</td><td>82%</td></tr>
<tr><td>LA Campus</td><td>PTA</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td></tr>
<tr><td>LA Campus</td><td>BSN [11]</td><td>N/A</td><td>N/A</td><td>N/A</td><td>100%</td></tr>
</table>
8 The passage rate numbers for the years 2020 through 2024 reflect the Vocational Nurse Diploma program, the predecessor to the AVN program. As the AVN cohorts were still in school or had just graduated at the time of reporting, their passage rates are not included. These rates will be available in the upcoming ACCSC annual reports.
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<tr><th>Year</th><th>OC Full-Time</th><th>OC Part-Time</th><th>LA Full-Time</th><th>LA Part-Time</th></tr>
<tr><td>2020</td><td>93%</td><td>97%</td><td>N/A</td><td>N/A</td></tr>
<tr><td>2021</td><td>93%</td><td>97%</td><td>100%</td><td>N/A</td></tr>
<tr><td>2022</td><td>89%</td><td>98%</td><td>86%</td><td>N/A</td></tr>
<tr><td>2023</td><td>95%</td><td>100%</td><td>99%</td><td>N/A</td></tr>
<tr><td>2024</td><td>95%</td><td>95%</td><td>93%</td><td>85%</td></tr>
</table>
NCLEX-PN Pass Rates by Campus and Year

Page: 29 (Attachment 4) for (b)(ii)

• Stanbridge University recognizes that official graduation data for the Bachelor of Science in Nursing (BSN) program are not yet available.
• Approved by the Accrediting Commission of Career Schools
</td>
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<table>
<tr><th>Campus</th><th>Programs Offered</th><th>2020 Passage Rate</th><th>2021 Passage Rate</th><th>2022 Passage Rate</th></tr>
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<tr><td>OC Campus</td><td>PTA</td><td>100%</td><td>93%</td><td>100%</td></tr>
<tr><td>OC Campus</td><td>ASN</td><td>100%</td><td>100%</td><td>94%</td></tr>
<tr><td>OC Campus</td><td>MSN</td><td>N/A</td><td>N/A</td><td>N/A</td></tr>
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<tr><td>LA Campus</td><td>VN Diploma – PT</td><td>N/A</td><td>N/A</td><td>N/A</td></tr>
<tr><td>LA Campus</td><td>AVN – FT</td><td>N/A</td><td>N/A</td><td>N/A</td></tr>
<tr><td>LA Campus</td><td>AVN – PT</td><td>N/A</td><td>N/A</td><td>N/A</td></tr>
<tr><td>LA Campus</td><td>OTA – FT</td><td>N/A</td><td>N/A</td><td>71%</td></tr>
<tr><td>LA Campus</td><td>OTA – PT</td><td>N/A</td><td>N/A</td><td>N/A</td></tr>
<tr><td>LA Campus</td><td>PTA</td><td>N/A</td><td>N/A</td><td>N/A</td></tr>
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	9 The passage rate numbers for the years 2020 through 2024 reflect the Vocational Nurse Diploma program, the predecessor to the AVN program. As the AVN cohorts were still in school or had just graduated at the time of reporting, their passage rates are not included. These rates will be available in the upcoming ACCSC annual reports. 10 The passage rate numbers for the years 2020 through 2024 reflect the Associate of Science in Nursing program, the predecessor to the BSN program. As the BSN cohorts were still in school or had just graduated at the time of reporting, their passage rates are not included. These rates will be available in the upcoming ACCSC annual reports. 11 The passage rate numbers for the years 2020 through 2024 reflect the Vocational Nurse Diploma program, the predecessor to the AVN program. As the AVN cohorts were still in school or had just graduated at the time of	and Colleges (ACCSC) and the California Board of Registered Nursing (BRN) in 2020, the BSN program launched at the Orange County and Los Angeles campuses in 2021. Due to the timing of approvals and implementation, graduating cohorts have not yet aligned with the formal reporting cycle. As the program matures, official graduation outcomes will be published in upcoming reports. • To demonstrate institutional quality and student achievement, the University has submitted data from the Associate of Science in Nursing (ASN) program, which preceded the BSN and prepared students for the NCLEX-RN licensure exam. • Outcomes were consistently strong: at Orange County, NCLEX-RN pass rates were 100% in 2020–2021, 94% in 2022, and 99% in 2023; at Los	LA Campus ASN N/A N/A Table 9. Stanbridge University ACCSC Annual Report 2020-2025 5. To provide evidence of institutional performance, the University submitted ASN licensure outcomes from the Orange County and Los Angeles campuses. Orange County NCLEX-RN pass rates were 100% in 2020 and 2021, 94% in 2022, and 99% in 2023. The first Los Angeles ASN cohort achieved a 100% pass rate in 2023. A. The Board acknowledges the pass rates were high. However, the cohort size was at 68% for the LA Branch Campus in 21, 73% for the LA Branch Campus in 2022, 58% for the LA Branch campus in 2023, and a further decrease of the cohort size to 45% for both the LA campus and the LA Branch campus in 2024. Therefore, only the successful graduating students attempted and passed NCLEX-RN.	5.A & B.The university acknowledges the Board's observation regarding graduation rates in the Los Angeles Vocational Nursing program. However, the graduation rates cited by the Board reflect outcomes from the former Vocational Nurse (VN) Diploma program, not the current Associate of Occupational Science in Vocational Nursing (AVN) program. **Good Standing with All Regulatory Bodies** The university remains in good standing with all accrediting and regulatory agencies. The Orange County campus recently received a School of Excellence Award from its institutional accreditor, ACCSC, in recognition of educational quality and student outcomes. The Los Angeles AVN program reports annually to ACCSC and BVNPT. Neither agency has identified graduation-rate deficiencies, issued compliance findings, or

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	i. Does not address passage rate on which required certification or licensing examination. ii. No historical data for the "new" AVN program. iii. No historical data for the "new" BSN program. ASN does not provide an equivalent to a BSN.	the same professional endpoint. The BSN expands on the ASN foundation with coursework in leadership, research, and public health nursing, equipping graduates for advanced roles and broader career opportunities. Students benefit from advanced simulation labs, strong academic infrastructure, and robust support services. • Although graduation data for the AVN and BSN programs are pending, consistently high licensure outcomes affirm Stanbridge's capacity to deliver effective nursing education and support re-enrollment. These results provide assurance that the BSN program will achieve positive outcomes as cohorts graduate and further demonstrate institutional readiness to launch the proposed Bachelor of Science		VN diploma program are not reflective of current AVN degree program outcomes. The current AVN program is in good standing, shows improving graduation outcomes, and continues to produce strong licensure examination results. **Dental Hygiene Admission** The proposed Dental Hygiene program will utilize a rigorous admissions process modeled after the institution's successful BSN program. This selective admissions approach is designed to identify applicants with the academic preparation, professional attributes, and commitment necessary to successfully complete the program, meet clinical competencies, and achieve graduation and licensure success.

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<tr><td></td><td></td><td>in Dental Hygiene program at the Riverside campus.
<table><tr><th>Year C</th><th>Campus</th><th>LA Campus</th></tr><tr><td>2020 1(</td><td>0%</td><td>N/A</td></tr><tr><td>2021 1(</td><td>0%</td><td>N/A</td></tr><tr><td>2022 9</td><td>%</td><td>N/A</td></tr><tr><td>2023 9</td><td>%</td><td>100%</td></tr><tr><td>2024 N/</td><td>A</td><td>N/A</td></tr><tr><td colspan="3">ssociate of Science in Nurs ing (ASN)</td></tr><tr><td colspan="3">CLEX-RN Pass Rates (2020–2024)</td></tr></table></td><td></td><td></td></tr>
<tr><td>6. If the institution does not have an RDH education program or other health-related programs, provide a statement related to the processes and resources it shall utilize to start and</td><td>PAGE: 25

1. “The university provided all data related to enrollment, graduation, passage rates, and program status with regulatory bodies for other health-related programs.”</td><td></td><td></td><td></td></tr>
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sustain an RDH education program.				
III. Facilities and Resources (Physical location of proposed RDH program)				
1. Describe space committed to the program and provide copies of floor plans to include:	**PAGE: 26-27** 1. The proposed Dental Hygiene Program will be housed in a dedicated, fully equipped facility designed to support both clinical education and didactic instruction. a. Riverside Iowa Suite 100		**PAGE: 25** 1. The proposed Dental Hygiene Program will be housed in a dedicated, fully equipped facility designed to support both clinical education and didactic instruction. A. 16875 W. Bernardo Drive, San Diego, CA	
a. Faculty and staff offices.	**PAGE: 26 and 29 (Floor Plan)** 1. The facility includes dedicated office space for faculty and program staff, allowing for student consultations, academic planning, and daily operations. a. How many offices? i. 4 or 6 per floor plan? What is the difference	**Attachment 5 (page 31)** 1. The dental hygiene suite includes seven (7) offices, each designed as a shared workspace accommodating up to four (4) faculty members per office. In addition, designated collaboration rooms are available to support student group projects, study sessions, and academic teamwork. (See Image 1).	**PAGE: 26** 1. The facility includes dedicated office space for faculty and program staff, allowing for student consultations, academic planning, and daily operations. A. Floor plan shows 4 offices, 1 student advising room and 2 shared offices.	

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	between office and collab room?			
b. Classrooms.	**PAGE: 29 (Floor Plan)** 1. Room 104?	**Attachment 5 (page 31)** 1. Room 104 is designated as a theory classroom, used for lectures, discussions, and other instructional activities that focus on theoretical learning. (See Image 1).	**PAGE 27** Floor plan shows 4 classrooms.	
c. Laboratories.	**PAGE: 26 and 28 (Floor Plan)** 1. The simulation lab is integrated with the wet lab. This space is projected to include: a. 12 simulation benches for preclinical instruction and hands-on practice b. 1 instructor station c. 2 deep sinks d. Cabinets for storage e. Additional equipment for wet lab activities, model trimmers, vacuum formers, etc. 2. Concern as to 12 sim chairs for 24 students/cohort every 7-8 months.	**Attachment 5 (page 31)** 1. Please note that only 12 students will be present in the dental hygiene lab at any one time, and radiology will not be scheduled concurrently with pre-clinic or other laboratory sessions. This scheduling model ensures efficient use of facilities, maintains compliance with DHBC and CODA requirements, and supports safe and effective student learning. 2. The program is structured to admit 24 students per cohort, supported by a simulation	**PAGE: 26-27** 1. The simulation lab is integrated with the wet lab. This space is projected to include: A. 24 simulation benches for preclinical instruction and hands-on practice B. 2 lab tables (room for 24 students) C. 3 X- Ray units D. 1 instructor station E. 4 deep sinks F. Cabinets for storage 2. Additional equipment for wet lab activities, model trimmers, vacuum formers, etc. 3. The proposed dental hygiene program is designed to admit 24 students per cohort,	

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	3. Where are the benches for lab work (pouring up models, mixing cement, etc.)?	laboratory equipped with 12 functional units. To ensure equitable training opportunities, students are divided into two groups (Group A and Group B) that rotate through assigned schedules. This system allows all students to gain equivalent simulation and clinical experience while meeting student-to-chair ratios and faculty supervision standards. (See Image 3). 3. Additional lab tables have been incorporated into the simulation/wet lab to provide adequate workspace for hands-on activities. (See Image 2).	supported by a clinic and simulation laboratory equipped with 24 functional units. To ensure that all students receive adequate and equitable hands-on training, ensuring that all 24 students receive equivalent instruction, patient care experience, and skill development without overburdening faculty or facilities.	
d. Clinical facilities.	**PAGE: 26 and 27 (Floor Plan)** 1. The on-site dental hygiene clinic proposed to feature: a. 12 fully equipped operatories to accommodate student	**Attachment 5 (page 31)** 1. The revised floor plans now include all critical areas and equipment necessary for program operation. Notable updates include: a. Reception Area: A designated reception	**PAGE: 25-26** 1. The on-site dental hygiene clinic is designed to offer real-world experience in a professional setting. It is proposed to feature:	

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	clinical practice and patient care. b. 4 digital radiography rooms c. 1 Panoramic X-ray room d. Sterilization area e. Locker room for students f. Dedicated storage space for clinical and program supplies g. Reception and waiting area i. Where? Not on floor plan.	space has been labeled on the floor plan. (See Image 1). b. Additional X-ray Units: Three (3) new units have been added, expanding radiographic training capacity. Please note- radiology will not occur concurrently with pre-clinic or other lab sessions (See Image 2). c. Clinic Operatories: The program is supported by a 12-operatory clinic, serving a 24-student cohort. Students are divided into rotating groups (Group A and Group B) to ensure equitable clinical experience and appropriate supervision. At full capacity, this structure allows students to complete competencies efficiently while preventing overcrowding of clinic space (See Table 5).	A. 24 fully equipped operatories to accommodate student clinical practice and patient care. B. 6 digital radiography rooms C. 1 Panoramic X-ray room D. Sterilization area E. Locker room for students F. Dedicated storage space for clinical and program supplies G. Reception and waiting area	

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	2. Concern as to 12 operatories for 24 students/cohort every 7-8 months.	2. Reception room on floor plan, but not clear as to size, receptionist desk area, file storage, waiting room area chairs, etc. a. Please provide updated floor plan for clinic and reception. **Attachment 5, page 35** 3. Weekly schedule is appropriate for the first semester when Cohort 3 are in the sim lab. However, when Cohort 3 starts seeing each other as patients to practice or "real" patients, there does not seem to be enough time allocated in the clinic to accommodate all cohorts. a. Please provide a sample weekly schedule for the entire program for each cohort to show how each term will overlap each other in each term.	**PAGE: 81-86 (Table 22)** 1. 3 cohorts will be running at all times starting on July 17, 2029.	1. The schedules on pages 81–86 already reflect that three cohorts will be running concurrently beginning May 1, 2029.
e. Storage areas.	**PAGE: 29**			

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ITEM	INITIAL REVIEW: July 24, 2025	FIRST RESUBMISSION REVIEW: October 1, 2025, Response	SECOND RESUBMISSION REVIEW: May 20, 2026, Response	Stanbridge University Response: June, 2026
	1. One within clinic.			
f. Other	**PAGE:**			
2. Provide status report on construction or renovation of physical facilities.	**PAGE: 29** 1. "The designated space for the Dental Hygiene Program will undergo a comprehensive renovation to meet the educational, clinical, and regulatory requirements necessary for program implementation. The renovation plans are currently in the pre-construction phase." 2. "At present, we are awaiting initial approval from the Dental Hygiene Board of California (DHBC)." 3. "Once approval is granted, the project will move forward with architectural design finalization, procurement of necessary equipment and furnishings, and phased construction. The renovation will include	**Attachment 6, Table 11.**	**PAGE: 28** Same as Initial Review on July 24, 2025. **PAGE: 10, 32 (Table 11)**	

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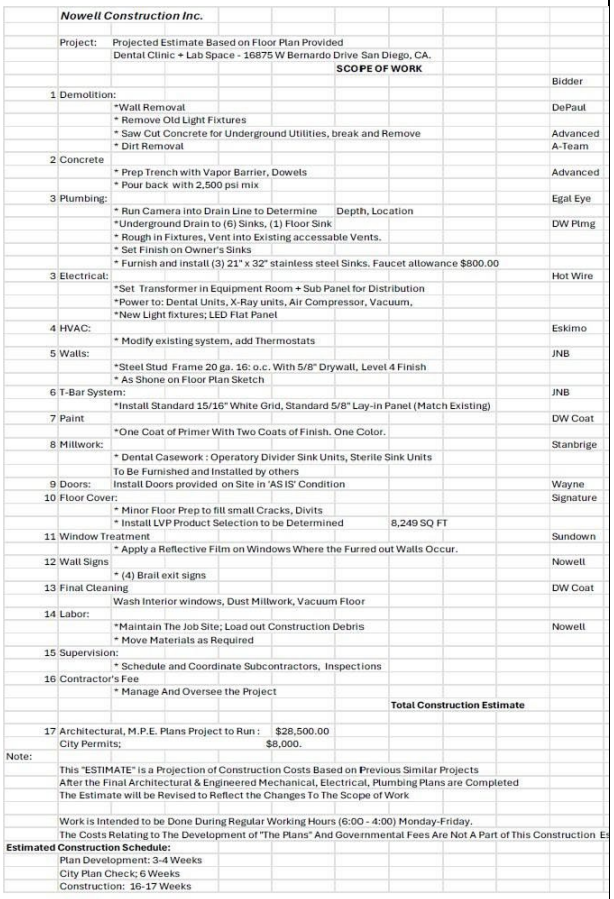
	modifications to existing clinical and laboratory areas to ensure compliance with infection control protocols, accessibility standards, and instructional needs specific to dental hygiene education." 4. "The project timeline and budget will be refined following DHBC feedback and approval, at which point a formal construction schedule will be established in coordination with facilities planning and external contractors." a. Page 12 states "Construction of DH Clinic/Lab 5/20/26." Please provide beginning and end date as it is not clear.			

Nowell Construction Inc.

Project: Projected Estimate Based on Floor Plan Provided
Dental Clinic + Lab Space - 16875 W Bernardo Drive San Diego, CA.

SCOPE OF WORK

			Bidder
1	Demolition:		
		*Wall Removal	DePaul
		* Remove Old Light Fixtures	
		* Saw Cut Concrete for Underground Utilities, break and Remove	Advanced
		* Dirt Removal	A-Team
2	Concrete		
		* Prep Trench with Vapor Barrier, Dowels	Advanced
		* Pour back with 2,500 psi mix	
3	Plumbing:		Egal Eye
		* Run Camera into Drain Line to Determine Depth, Location	
		*Underground Drain to (6) Sinks, (1) Floor Sink	DW Plmg
		* Rough in Fixtures, Vent into Existing accessable Vents.	
		* Set Finish on Owner's Sinks	
		* Furnish and install (3) 21" x 32" stainless steel Sinks. Faucet allowance $800.00	
3	Electrical:		Hot Wire
		*Set Transformer in Equipment Room + Sub Panel for Distribution	
		*Power to: Dental Units, X-Ray units, Air Compressor, Vacuum,	
		*New Light fixtures; LED Flat Panel	
4	HVAC:		Eskimo
		* Modify existing system, add Thermostats	
5	Walls:		JNB
		*Steel Stud Frame 20 ga. 16: o.c. With 5/8" Drywall, Level 4 Finish	
		* As Shone on Floor Plan Sketch	
6	T-Bar System:		JNB
		*Install Standard 15/16" White Grid, Standard 5/8" Lay-in Panel (Match Existing)	
7	Paint		DW Coat
		*One Coat of Primer With Two Coats of Finish. One Color.	
8	Millwork:		Stanbrige
		* Dental Casework : Operatory Divider Sink Units, Sterile Sink Units	
		To Be Furnished and Installed by others	
9	Doors:	Install Doors provided on Site in 'AS IS' Condition	Wayne
10	Floor Cover:		Signature
		* Minor Floor Prep to fill small Cracks, Divits	
		* Install LVP Product Selection to be Determined 8,249 SQ FT	
11	Window Treatment		Sundown
		* Apply a Reflective Film on Windows Where the Furred out Walls Occur.	
12	Wall Signs		Nowell
		* (4) Brail exit signs	
13	Final Cleaning		DW Coat
		Wash Interior windows, Dust Millwork, Vacuum Floor	
14	Labor:		
		*Maintain The Job Site; Load out Construction Debris	Nowell
		* Move Materials as Required	
15	Supervision:		
		* Schedule and Coordinate Subcontractors, Inspections	
16	Contractor's Fee		
		* Manage And Oversee the Project	
		Total Construction Estimate	
17	Architectural, M.P.E. Plans Project to Run :	$28,500.00	
	City Permits;	$8,000.	

Note:
This "ESTIMATE" is a Projection of Construction Costs Based on Previous Similar Projects
After the Final Architectural & Engineered Mechanical, Electrical, Plumbing Plans are Completed
The Estimate will be Revised to Reflect the Changes To The Scope of Work

Work is Intended to be Done During Regular Working Hours (6:00 - 4:00) Monday-Friday.
The Costs Relating to The Development of "The Plans" And Governmental Fees Are Not A Part of This Construction Es

Estimated Construction Schedule:
Plan Development: 3-4 Weeks
City Plan Check; 6 Weeks
Construction: 16-17 Weeks

Table 11. Construction Estimate

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			Timeline on page 10 is 11.2026 – 5.2027	
3. List educational resources, equipment, supplies purchased or to be purchased for the program.	**PAGE: 30-32** 1. No costs attached to the resources, equipment, or supplies. 2. Missing the listing of many start-up items (student instruments, clinic disposables, office disposables, etc.)	**Attachment 6, page 36**	**PAGE: 34-50 (TABLE 12)** 1. Estimate for clinic is $2,478,407 A. 24 patient chairs and cabinetry B. Sterilization center C. Compressor room D. 8 radiology heads E. 1 pano 2. Sim Lab $1,743,112.28 3. Misc 40-52	
IV. Cost-Revenue Projections (Start-up Budget and Funding Sources)				
1. Support:	**PAGE: 32** 1. "Stanbridge University is a proprietary, private institution that operates independently without financial support from local, state, or federal sources."		**PAGE: 28** Stanbridge University is a proprietary, private institution that operates independently without financial support from local, state, or federal sources.	
a. Local	**PAGE: N/A**			

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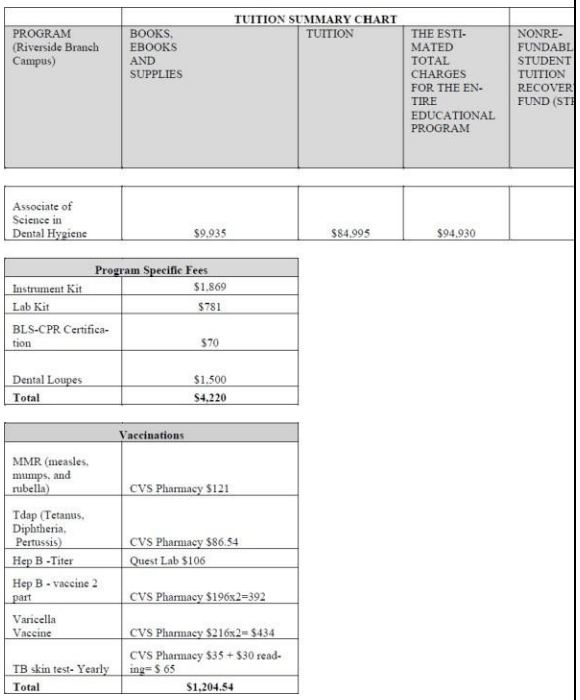
b. State	**PAGE: N/A**			
c. Federal	**PAGE: N/A**			
2. Projected student fees.	**PAGE: 33** 1. "Student fees at Stanbridge University are designed to cover the costs of instructional materials, clinical supplies, and program operations. These fees are calculated based on expected enrollment figures and are aligned with the fees of comparable programs in the region. See the table below for a detailed projection of student fees by year." a. No table provided. Please provide table of student fees.		**PAGE: 54**  **TUITION SUMMARY CHART** PROGRAM (Riverside Branch Campus) / BOOKS, EBOOKS AND SUPPLIES / TUITION / THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM / NONREFUNDABL STUDENT TUITION RECOVER FUND (STI Associate of Science in Dental Hygiene — $9,935 — $84,995 — $94,930 **Program Specific Fees** Instrument Kit — $1,869 Lab Kit — $781 BLS-CPR Certification — $70 Dental Loupes — $1,500 **Total — $4,220** **Vaccinations** MMR (measles, mumps, and rubella) — CVS Pharmacy $121 Tdap (Tetanus, Diphtheria, Pertussis) — CVS Pharmacy $86.54 Hep B -Titer — Quest Lab $106 Hep B - vaccine 2 part — CVS Pharmacy $196x2=392 Varicella Vaccine — CVS Pharmacy $216x2= $434 TB skin test- Yearly — CVS Pharmacy $35 + $30 reading= $ 65 **Total — $1,204.54**	
3. Grant support.	**PAGE: 33**	**Attachment 6, page 38**	**PAGE: 29**	

Proposed RDH Program: Stanbridge University (Stanbridge)
Proposed Location: ~~Riverside, CA~~ San Diego, CA

Initial Submission Date: July 24, 2025
Second Resubmission Date: May 20, 2026

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	1. Stanbridge University does not receive grant funding. The institution operates independently, relying solely on tuition revenue.	B. Projected Student Fees (Tuition) see other fees in students the table below $5,759,760= 119,995 *48 students = $2,879,880 $5,759,760= 119,995 *24 students = $2,879,880	Stanbridge University does not receive grant funding. The institution operates independently, relying solely on tuition revenue.	
4. Support from other entities such as funding from corporate, private industry, professional associations, donations.	**PAGE: 33** 1. Stanbridge University will fund the dental hygiene program entirely through its own institutional resources. The university has allocated sufficient internal funds to cover all program costs, including staffing, facilities, equipment, and student support services.		**PAGE: 29** Stanbridge University will fund the dental hygiene program entirely through its own institutional resources. The university has allocated sufficient internal funds to cover all program costs, including staffing, facilities, equipment, and student support services.	
5. Projected clinic revenue.	**PAGE: 33** 1. The dental hygiene clinic will function as a free clinic dedicated to serving the community. As such, no revenue will be generated from clinic operations.		**PAGE: 29** The dental hygiene clinic will function as a free clinic dedicated to serving the community. As such, no revenue will be generated from clinic operations.	
IV A. Capital Expenditures				
1. Facilities:	**PAGE: 33**			

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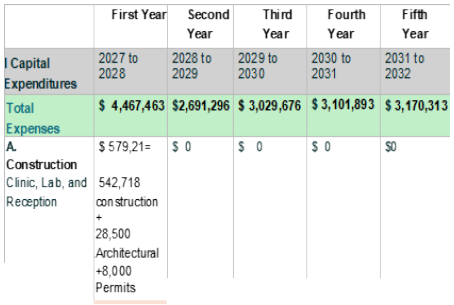
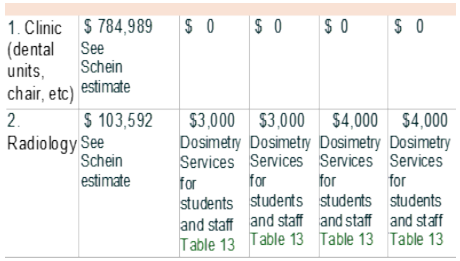
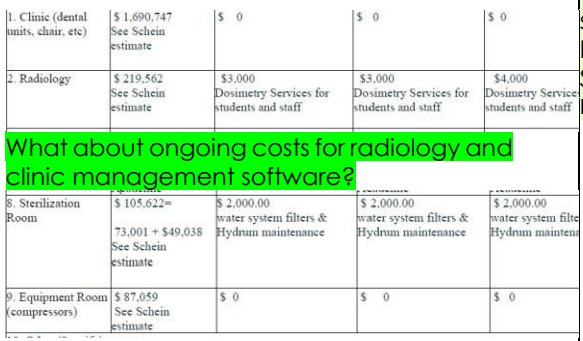
	1. $3,000,000 a. No breakdown as to where the $3m is being designated.	**Attachment 6, pages 36 and 52** 	**PAGE: 29** 	
a. Clinic.	**PAGE: 33** 1. $261,865 a. Construction costs, costs for 12 dental units, or both? b. Please provide breakdown.	**Attachment 6, pages 36 and 39-40** 	**PAGE: 29**  What about ongoing costs for radiology and clinic management software?	a. The ongoing costs associated with radiology software are included in the budget under Section B. Equipment – Item 7. Instructional Equipment.
b. Laboratory.	**PAGE: 33** 1. $432,252	**Attachment 6, pages 36 and 43-45** 1. $ 826,250 (See Schein)	**PAGE: 29**	

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	a. Construction, Sim chairs or other lab equipment, or all? i. Please provide breakdown.		3. Laboratory | $ 1,727,083 See Schein	
c. Locker room.	**PAGE: 33** 1. $10,000 a. Construction cost, cost for lockers, or both? i. Please provide breakdown.	**Attachment 6, pages 36 and 50** 1. $ 7,880 Lockers and installation for 48 students. a. Program would require an additional 24 as program intends to run a cohort every 7-8 months, so three cohorts would be running at the same time.	**PAGE: 29** 72 lockers (3 cohorts) 4. Locker Room | $ 11,808 Lockers and installation	
d. Reception room.	**PAGE: 33** 1. $10,000 a. Construction cost, cost for outfitting, or both? i. Please provide breakdown.	**Attachment 6, pages 36, 49-50** 1. $ 12,568 = a. $10,268 reception office + b. $2, 300 Reception lobby (Table 9)	**PAGE: 30** 5. Reception Room | $ 13,748 = reception office + Reception lobby	
e. Faculty & Staff offices.	**PAGE: 34** 1. $8,000 a. Construction cost, cost for outfitting, or both?	**Attachment 6, pages 36 and 50** 1. $ 40,130.00 (Table 9)	**PAGE: 30** 5. Faculty and Staff Offices | $ 40,130.00	

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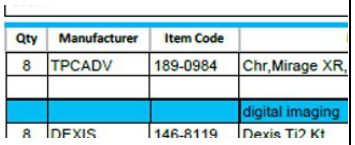
	b. Please provide breakdown.			
f. Other (specify).	**PAGE:**			
2. Equipment:	**PAGE: 33**			
a. Dental units.	**PAGE: 33** 1. $261,865 a. Construction costs, costs for 12 dental units, or both? i. Please provide breakdown.	**Attachment 6, page 36 and pages 39 – 42 (Schein Estimate)** 1. Clinic chairs and cabinets = $784,990.26	**Page 33 – 42 (Schein Estimate)** 24 dental units - $1,146,021.12 Cabinetry - $544,727.04	
b. Radiography units.	**PAGE: 33** 1. $211,000 1st year a. Construction costs, costs for 4 radiography units, or both? i. Please provide breakdown. 2. $3,000 – $4,000 the next 4 years. a. What are these costs? i. Please provide breakdown.	**Attachment 6, pages 36 and 41-42 (Schein Estimate)** 1. $103,592	**PAGE:35** 1. 8 units - $36,061.52 A. Chairs? B. Computers dedicated to digital radiographic equipment? 2. Pano & digital - $183,501.50	A. Chairs for X-ray units can be found on Table 12, page 36. Item code 189-0984  B. Computers for the Clinic/X-ray rooms can be found on Table 14. Pg. 41

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c. Laboratory.	**PAGE: 33** 1. $432,252 a. Construction, Sim chairs or other lab equipment, or all? i. Please provide breakdown.	**Attachment 6, page 36 and pages 43 – 45 (Schein Estimate)** 1. $826,250	**PAGE: 37 – 39 (Schein Estimate)** 24 units - $1,743,112.28	
d. Instructional equipment.	**PAGE: 34** 1. $21,000 1st year a. What types of instructional equipment? b. Please provide breakdown. 2. $1,200 - $3,000 next 4 years	**Attachment 6, page 37** 7. Instructional Equipm $ 30,704 softw $20,000.00 softwar e $ 20,000.00 softwar $ 30,000.00 softwa $ A 1. Lacking Nitrous Oxide/Oxygen Analgesia delivery system. a. Approx $3,500.00 each and the clinic would require a minimum of 4.	**PAGE: 40-50**	
e. Other (specify).	**PAGE: 33** 1. Sterilization Room $55,000 a. Construction cost, cost for outfitting, or both? b. Please provide breakdown. 2. Equipment Room $186,432 a. Construction cost, cost for outfitting, or both? b. Please provide	**Attachment 6, page 37 and Pages 39 – 42 (Schein Estimate)** 8. Sterilization Room $ 122,039= 73,001 + $49,038 See Schein estimate $ 2,000.00 water system filters & Hydrum maintenance $ 2,000.00 water system filters & Hydrum maintenance $ 2,000.00 water system filters & Hydrum maintenance 9. Equipment Room (compressors) $ 40,420 See Schein estimate $ 0 $ 0 $ 0	**PAGE: 34 – 53 (Schein Estimate)** 1. Sterilization Room A. Cabinets - $146,002.72 B. Equip - $105,622.42 2. Mechanical Room – $87,059.42	

Proposed RDH Program: Stanbridge University (Stanbridge)
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IV B. Non-Capital Expenditures				
1. Instructional materials (e.g., slides, films, etc.).	**PAGE: 33** $ 6,000.00 $ 2,000.00 $ 2,500.00 $ 2,500.00	**Attachment 6, page 37 and 46** A. Instructional materials | $ 4,000 Books, slides etc | $2,000 | $2,000 | $2,000	**PAGE: 40-50 (detailed)**	
2. Clinic supplies.	**PAGE: 33** $ 80,000.00 $ 80,000.00 $ 100,000.00 $ 100,000.00 $ 100,000.00	**Attachment 6, page 37** B. Clinic Supplies | $146,115 startup supplies Table 9 Clinic 91,817+1,821 Steril. +3,338 PPE + 49,339 Patient care | $80,000 ~ $6,600 per month | $100,000 ~ $8,300 per month | $100,000 ~ $8,300 per month	**PAGE: 40-42, 45-47 (detailed)**	
3. Laboratory supplies.	**PAGE: 33** $ 20,000.00 $ 8,000.00 $ 9,000.00 $ 9,000.00 $ 9,000.00	**Attachment 6, page 37** C. Laboratory Supplies | $117,362 start up supplies & Computers Table 9 | $8,000 ~$600 per month | $ 9,000 ~$750 per month | $ 9,000 ~$750 per month	**PAGE: 42-43, 47-49 (detailed)**	
4. Office supplies.	**PAGE: 34** $ 3,000.00 $ 2,000.00 $ 2,300.00 $ 2,300.00 $ 2,500.00	**Attachment 6, page 37** D. Office Supplies | $ 3,000 Pass additional | $ 2,000 | $ 2,300 | $ 2,300	**PAGE: 44-45, 49-50 (detailed)**	
5. Program library collection	**PAGE: 34**	**Attachment 6, page 37**	**PAGE: 30** E. Program Library Collection 1. Institutional | $ 43,690 | $ 43,690 | $43 2. Departmental | $ 4,300 | $4,300 | $ 4	
a. Departmental	**PAGE: 34** $ 4,300.00 $ 4,300.00 $ 4,300.00 $ 4,600.00 $ 4,600.00	**Attachment 6, page 37** 2. Departmental | $ 4,300 | $4,300 | $ 4,300 | $ 4,600		
b. Institutional	**PAGE: 34** $ 43,690.00 $ 43,690.00 $ 43,690.00 $ 44,000.00 $ 45,000.00	**Attachment 6, page 37** 1. Institutional | $ 43,690 | $ 43,690 | $43,690 | $ 44,000		

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6. Equipment maintenance and replacement.	**PAGE: 34** $ 5,000.00 $ 8,000.00 $ 10,000.00 $ 10,000.00 $ 15,000.00	**Attachment 6, page 37** F. Equipment Maintenance and Replacement $ 5,000 $ 8,000 $ 10,000 $10,000	**PAGE: 30** F. Equipment Maintenance and Replacement $ 5,000 $ 8,000 $ 10,000	
7. Other (specify).	**PAGE:**	**Page 51** 1. Student Kit: $2,650 a. Are loupes required to be purchased? 1. Estimated $1,500 - $3,500.	**PAGE: 54** **Program Specific Fees** Instrument Kit $1,869 Lab Kit $781 BLS-CPR Certification $70 Dental Loupes $1,500 **Total** **$4,220**	
IV C. Faculty				
1. Salaries.	**PAGE: 34** $ 770,000.00 $ 1,300,000.00 $ 1,600,000.00 $ 1,600,000.00 $ 1,800,000.00 1. How many faculty members? 2. Full or part time?	**Attachment 6, page 37** $ 522,600 $1,228,950 $1,485,750 $1,530,322 1 PD + 3 FT faculty @ 116,250= $465,000 1 PT DDS @($100 hr 12 hr wk) $57,600 1 PD + 6 FT faculty (@ 116,250= $813,750 5PT Faculty@ 60,000= 300,000 2 PT DDS @($100 hr 12 hr wk) $115,200 1 PD + 6 FT faculty (@ 116,250= $813,750 8PT Faculty@ 60,000= 480,000 4 PT DDS @($100 hr 10 hr wk) $192,000 1 PD + 6 FT faculty 8PT Faculty 4 PT DDS (COL 3%)	**PAGE: 30** A. Salaries $ 522,600 $1,228,950 $1,485,750 $1,530,322 1 PD + 3 FT faculty @ 116,250= $465,000 1 PT DDS @($100 hr 12 hr wk) $57,600 1 PD + 6 FT faculty @ 116,250= $813,750 5PT Faculty @ 60,000= 300,000 2 PT DDS @ ($100 hr 12 hr wk) 57,600= $115,200 1 PD + 6 FT faculty @ 116,250= $813,750 8PT Faculty@ 60,000= 480,000 4 PT DDS @ ($100 hr 10 hr wk) 48,000= $192,000 1 PD + 6 FT 8PT Faculty 4 PT DDS (COL 3%)	
2. Benefits.	**PAGE: 34** 1. None a. Please explain.	**Attachment 6, page 38**	**PAGE: 30**	

Proposed RDH Program: Stanbridge University (Stanbridge)
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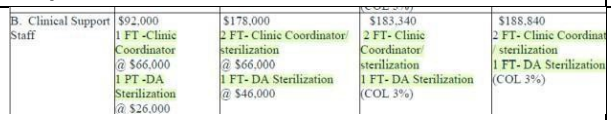
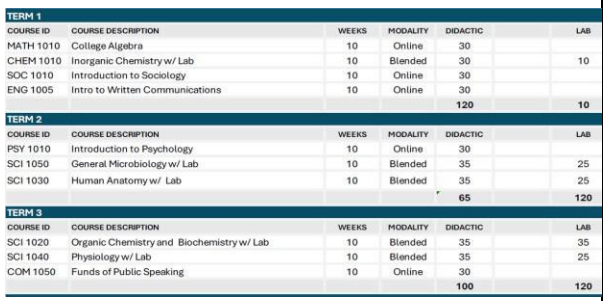
		$116,040 ~20% of base pay for benefits | $ 245,790 ~20% of base pay for benefits | $297,150 ~20% of base pay for benefits | $306,064 ~20% of base pay for benefits	3. Benefits | $116,040 ~20% of base pay for benefits | $ 245,790 ~20% of base pay for benefits | $297,150 ~20% of base pay for benefits | $306,064 ~20% of base pay for benefits	
3. Professional development.	**PAGE: 34** 1. $8,000	**Attachment 6, page 38** $ 8,000 | $ 8,000 | $ 8,000 | $ 8,000	**PAGE: 30** C. Professional Development | $ 8,000 | $8,000 | $8,000 | $8,000	
4. Travel for student supervision.	**PAGE: 34** 1. $1,600	**Attachment 6, page 38** $ 1,600 Company meeting development | $1,600 | $1,800 | $2,000	**PAGE: 31** D. Travel | $ 1,600 Company meeting development | $1,600 | $1,800 | $2,000	
5. Other (specify).	**PAGE:**			
IV D. Staff				
1. Secretarial support.	**PAGE: 34** 1. $60,000 a. How many staff members? b. Full or part time? c. Are they dedicated to the dental hygiene program? d. Please provide sample schedule(s)?	**Attachment 6, page 38** $ 46,000 1 FT - admin assistant | $46,000 1 FT - admin assistant | $47,380 1 FT - admin assistant (COL 3%) | $48,801 1 FT - admin assistant (COL 3%) **Schedule provided pp 21& 22.**	**PAGE: 31** Schedules provided on page 81. A. Secretarial Support | $ 46,000 1 FT- admin assistant | $46,000 1 FT- admin assistant | $47,380 1 FT- admin assistant (COL 3%) | $48,801 1 FT- admin assistant (CC	
2. Clinic support staff.	**PAGE: 34** 1. $180,000 a. How many staff members?	**Attachment 6, page 38** $92,000 1 FT -Clinic Coordinator @ $86,000 1 PT - DA Sterilization @ $26,000 | $178,000 2 FT - Clinic Coordinator/ sterilization @ $86,000 1 FT - DA Sterilization @ $46,000 | $183,340 2 FT - Clinic Coordinator/ sterilization 1 FT - DA Sterilization (COL 3%) | $188,840 2 FT - Clinic Coordinator / sterilization 1 FT - DA Sterilization (COL 3%)	**PAGE: 31** Schedules provided on page 81.	

INITIAL AND FIRST RESUBMISSION MISSING INFORMATION/DOCUMENTATION AND AREAS OF CONCERN (HIGHLIGHTED IN YELLOW AND BLUE).
*PLEASE ADDRESS THE **UPDATED** MISSING INFORMATION/DOCUMENTATION AND AREAS OF CONCERN (HIGHLIGHTED IN GREEN).

ITEM	INITIAL REVIEW: July 24, 2025	FIRST RESUBMISSION REVIEW: October 1, 2025, Response	SECOND RESUBMISSION REVIEW: May 20, 2026, Response	Stanbridge University Response: June, 2026
	b. Full or part time? c. Please provide sample schedule(s)?	**Schedule provided pp 21& 22.**		
3. Other (specify).	**PAGE:**			
IV E. Other				
1.	**PAGE:**			
2.	**PAGE:**			
V. Students and Student Services				
1. Admission criteria.	**PAGE: 36-40**		**PAGE: 55-62**	
a. Institutional policies.	**PAGE: 36-40**		**PAGE: 55-62**	
b. Educational program selection policies.	**PAGE: 40-42** 1. Prerequisite courses for entrance to the program not addressed. 2. Please refer to California Code of Regulations (CCR), Title 16, section 1105 which may be found here: View Document - California Code of Regulations	**Pages 57-59** 1. CHEM 1010 – Chemistry and CHEM 1010L – Chemistry Lab a. Appears to be a "general" or "intro" chemistry and not an inorganic chemistry course as required by 16 CCR section 1105(f)(1)(C)(iii). 1. Please correct to an inorganic chemistry course.	**PAGE: 77** 	

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3. Progression and graduation criteria.	**PAGE: 42-44**	**Page 57** 1. In preparation for the core dental hygiene coursework, students are required to complete a comprehensive sequence of general education courses that build foundational knowledge across the sciences, mathematics, communication, and the behavioral and social sciences. These general education requirements encompass 695 total hours (535 didactic and 160 laboratory). a. All general education courses must be successfully completed prior to the start of the core dental hygiene courses. 2. The dental hygiene curriculum itself consists of 1,743 core hours, distributed across (838 didactic, 325 laboratory, and 580 clinical hours), providing students with a balanced and comprehensive educational experience.		

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		3. To ensure consistency and transparency in academic evaluation, the following grading scale will be applied to all courses within the dental hygiene program. This scale provides a clear standard for assessing student performance and progression. 4. A grade of 75% (C) or better is required.		
a. Institutional criteria for progression and graduation.	**PAGE: 42-44**	**Page 57** SAA	**PAGE: 55-63**	
b. Educational program's criteria for progression and graduation, including grading policies	**PAGE: 44-49** 1. Dental Hygiene coursework not addressed. 2. Please refer to 16 CCR section 1105.2 which may be found here: View Document - California Code of Regulations	**Pages 60-76** 1. DH core courses will be nine 11-week terms. 2. Semester 3 (beginning of the DH core program) does not include any pre-clinical or clinical practice. **Please refer to the following:** **CODA Standard 2-10** **Clinical experiences must be distributed throughout the curriculum. The number of hours of**	**PAGE: 77** 1. Corrected. a. 3 terms (prereq) at 10 weeks and 6 terms at 11 weeks (core). b. All 6 terms of core have pre-clinical and clinical practice.	

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		preclinical practice and direct patient care must ensure that students attain clinical competence and develop appropriate judgment. *Intent:* *Sufficient practice time and learning experiences should be provided during pre clinical and clinical courses to ensure that students attain clinical competence. The number of hours devoted to clinical practice time should increase as the students progress toward the attainment of clinical competence. The preclinical course should have at least six hours of clinical practice per week. As the first-year students begin providing dental hygiene services for patients, each student should be scheduled for at least eight to twelve hours of direct patient care per week. In the final prelicensure year of the curriculum, each student should be scheduled for at least twelve to sixteen hours of direct patient care*	 **TERM 4** COURSE ID / COURSE DESCRIPTION / WEEKS / MODALITY / DIDACTIC / online/Ground / LAB / CLINIC DH 1100 Preclinic w/Lab 11 Ground 30 0/30 80 DH 1120 Head, Neck, and Oral Anatomy 11 Blended 35 10/25 DH 1250 Radiography w/Lab 11 Ground 30 0/30 40 95 120 0 **TERM 5** COURSE ID / COURSE DESCRIPTION / WEEKS / MODALITY / DIDACTIC / online/Ground / LAB / CLINIC DH 1400 Dental Hygiene I- Dental Anesthesia 11 Ground 35 0/35 80 80 DH 1450 Dental Materials w/Lab 11 Blended 30 15/15 30 DH 1040 Dental Anatomy, Embryology, and Histology 11 Blended 45 20/25 110 110 80 **TERM 6** COURSE ID / COURSE DESCRIPTION / WEEKS / MODALITY / DIDACTIC / online/Ground / LAB / CLINIC DH 1800 Dental Hygiene II- Nutrition 11 Blended 35 15/20 135 DH 1150 Medical and Dental Emergencies 11 Blended 25 10/15 DH 1180 Periodontology 11 Blended 35 15/20 DH 1420 Pharmacology 11 Blended 35 15/20 130 0 135 **TERM 7** COURSE ID / COURSE DESCRIPTION / WEEKS / MODALITY / DIDACTIC / online/Ground / LAB / CLINIC DH 2600 Dental Hygiene III- Special Needs 11 Bleneded 35 15/20 20 145 DH 2170 General and Maxillofacial Pathology 11 Blended 45 20/25 DH 2050 Research Design and Methodology 11 Blended 40 25/15 120 20 145 **TERM 8** COURSE ID / COURSE DESCRIPTION / WEEKS / MODALITY / DIDACTIC / online/Ground / LAB / CLINIC DH 2000 Dental Hygiene IV- Advanced Instrumentation 11 Blended 30 10/20 15 150 DH 2270 Leadership and Practice Management 11 Blended 35 20/15 DH 2100 Community Dental Health and Diversity 11 Blended 35 10/25 100 15 150 **TERM 9** COURSE ID / COURSE DESCRIPTION / WEEKS / MODALITY / DIDACTIC / online/Ground / LAB / CLINIC DH 2200 Dental Hygiene V- Advanced Seminar 11 Blended 40 20/20 150 DH 2250 Law and Ethics of Dental Hygiene 11 Blended 40 20/20 DH 2700 Keystone 11 Ground 40 0/40 120 0 150 **PAGE: 64-68** 1. Students in the Associate of Science in Dental Hygiene program must attain 75%, or a Pass, in each course, in order to graduate. 2. In addition to passing each course with the minimum passing grade of 75%, ASDH students must pass the dental hygiene clinical exit examination with a minimum	

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		per week in the dental hygiene clinic.	score of 75% and successfully complete all clinical competencies and requirements. **PAGE: 79** Competency requirements.	
4. Student policies.	**PAGE: 49-56**		**PAGE: 87-93**	
a. Provisions for student health and housing.	**PAGE: 49** 1. Health Insurance a. Students are required to carry health insurance, throughout the duration of their program, at their own cost, and may be asked to provide a copy to program administration. 2. Student Housing a. Stanbridge University does not offer student housing services and assumes no responsibility to find or assist a student in finding housing for any of its main or branch		**PAGE: 87** Housing costs not updated for San Diego.	2a. Housing cost information has been updated to include the San Diego area. In San Diego, the average rent is $2,968, with studio apartments averaging $2,193, one-bedroom apartments $2,653, two-bedroom apartments $3,243, and three 0bedroom apartments $3,987. These figures are subject to change and may vary based on apartment size, location, and other factors.

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	campuses. The University does not have dormitory facilities under its control			
b. Provisions for counseling and guidance.	**PAGE: 50** 1. Stanbridge Student Assistance Program a. The program is a free, comprehensive, and fully confidential counseling service that helps students manage or resolve a wide variety of difficult situations and is part of Stanbridge University's commitment to student success.		**PAGE: 18** 1. The University also provides structured student support services across its nursing and allied health programs. 2. Students are assigned a Student Services Officer (SSO) at the beginning of their program and continue to receive support throughout enrollment. 3. SSOs monitor attendance and academic progress, provide academic and personal advising, and coordinate intervention plans when concerns arise. 4. Additional support services include faculty office hours, peer and virtual tutoring through the Learning Resource Center (LRC), writing and research assistance, remediation scheduling, study skills and test-taking support, and referrals to the Stanbridge Student Assistance Program	

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			(SSAP), which provides confidential counseling services.	
c. Financial aid policies, scholarship and grant opportunities.	**PAGE: 50-54** 1. Stanbridge University is an eligible institution participating in federal and state financial aid programs and private educational lending programs. Financial aid is available to those who qualify. 2. Title IV Federal Funds. a. The university complies with Title IV of the federal Higher Education Act of 1965. 3. Student Loan Information. a. If the student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.		**PAGE: 88** Same as 7.24.25.	

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	4. Federal Financial Aid Programs a. Federal Pell Grant b. Federal Direct Loan Program c. Federal Direct Subsidized Stafford Loan d. Federal Direct Unsubsidized Stafford Loan e. Federal Direct Parent Loans for Undergraduate Students (Plus)			
d. Appeals provisions.	**PAGE: 54-56** 1. Any Stanbridge University student who believes that they have been subjected to an improper decision by an academic program, or the Office of Student Services, is entitled to file an appeal and obtain an independent review of the decision.		**PAGE: 91-93**	

Attachment 1- Sample of an 11-Week Term Outline

Cohort 1

1	3/20/28	3/21/28	3/22/28	3/23/28	3/24/28	3/25/28	3/26/28	Term 3
2	3/27/28	3/28/28	3/29/28	3/30/28	3/31/28	4/1/28	4/2/28	
3	4/3/28	4/4/28	4/5/28	4/6/28	4/7/28	4/8/28	4/9/28	
4	4/10/28	4/11/28	4/12/28	4/13/28	4/14/28	4/15/28	4/16/28	
5	4/17/28	4/18/28	4/19/28	4/20/28	4/21/28	4/22/28	4/23/28	
6	4/24/28	4/25/28	4/26/28	4/27/28	4/28/28	4/29/28	4/30/28	
7	5/1/28	5/2/28	5/3/28	5/4/28	5/5/28	5/6/28	5/7/28	
8	5/8/28	5/9/28	5/10/28	5/11/28	5/12/28	5/13/28	5/14/28	
9	5/15/28	5/16/28	5/17/28	5/18/28	5/19/28	5/20/28	5/21/28	
10	5/22/28	5/23/28	5/24/28	5/25/28	5/26/28	5/27/28	5/28/28	
11	5/29/28	5/30/28	5/31/28	6/1/28	6/2/28	6/3/28	6/4/28	
1	6/5/28	6/6/28	6/7/28	6/8/28	6/9/28	6/10/28	6/11/28	Term 4
2	6/12/28	6/13/28	6/14/28	6/15/28	6/16/28	6/17/28	6/18/28	
3	6/19/28	6/20/28	6/21/28	6/22/28	6/23/28	6/24/28	6/25/28	
4	6/26/28	6/27/28	6/28/28	6/29/28	6/30/28	7/1/28	7/2/28	
5	7/3/28	7/4/28	7/5/28	7/6/28	7/7/28	7/8/28	7/9/28	
6	7/10/28	7/11/28	7/12/28	7/13/28	7/14/28	7/15/28	7/16/28	
7	7/17/28	7/18/28	7/19/28	7/20/28	7/21/28	7/22/28	7/23/28	
8	7/24/28	7/25/28	7/26/28	7/27/28	7/28/28	7/29/28	7/30/28	
9	7/31/28	8/1/28	8/2/28	8/3/28	8/4/28	8/5/28	8/6/28	
10	8/7/28	8/8/28	8/9/28	8/10/28	8/11/28	8/12/28	8/13/28	
11	8/14/28	8/15/28	8/16/28	8/17/28	8/18/28	8/19/28	8/20/28	
1	8/21/28	8/22/28	8/23/28	8/24/28	8/25/28	8/26/28	8/27/28	Term 5
2	8/28/28	8/29/28	8/30/28	8/31/28	9/1/28	9/2/28	9/3/28	
3	9/4/28	9/5/28	9/6/28	9/7/28	9/8/28	9/9/28	9/10/28	
4	9/11/28	9/12/28	9/13/28	9/14/28	9/15/28	9/16/28	9/17/28	
5	9/18/28	9/19/28	9/20/28	9/21/28	9/22/28	9/23/28	9/24/28	
6	9/25/28	9/26/28	9/27/28	9/28/28	9/29/28	9/30/28	10/1/28	
7	10/2/28	10/3/28	10/4/28	10/5/28	10/6/28	10/7/28	10/8/28	
8	10/9/28	10/10/28	10/11/28	10/12/28	10/13/28	10/14/28	10/15/28	
9	10/16/28	10/17/28	10/18/28	10/19/28	10/20/28	10/21/28	10/22/28	
10	10/23/28	10/24/28	10/25/28	10/26/28	10/27/28	10/28/28	10/29/28	
11	10/30/28	10/31/28	11/1/28	11/2/28	11/3/28	11/4/28	11/5/28	
1	11/6/28	11/7/28	11/8/28	11/9/28	11/10/28	11/11/28	11/12/28	Term 6
2	11/13/28	11/14/28	11/15/28	11/16/28	11/17/28	11/18/28	11/19/28	
	11/20/28	11/21/28	11/22/28	11/23/28	11/24/28	11/25/28	11/26/28	
3	11/27/28	11/28/28	11/29/28	11/30/28	12/1/28	12/2/28	12/3/28	
4	12/4/28	12/5/28	12/6/28	12/7/28	12/8/28	12/9/28	12/10/28	
5	12/11/28	12/12/28	12/13/28	12/14/28	12/15/28	12/16/28	12/17/28	

6	12/18/28	12/19/28	12/20/28	12/21/28	12/22/28	12/23/28	12/24/28	
	12/25/28	12/26/28	12/27/28	12/28/28	12/29/28	12/30/28	12/31/28	
	1/1/29	1/2/29	1/3/29	1/4/29	1/5/29	1/6/29	1/7/29	
7	1/8/29	1/9/29	1/10/29	1/11/29	1/12/29	1/13/29	1/14/29	
8	1/15/29	1/16/29	1/17/29	1/18/29	1/19/29	1/20/29	1/21/29	
9	1/22/29	1/23/29	1/24/29	1/25/29	1/26/29	1/27/29	1/28/29	
10	1/29/29	1/30/29	1/31/29	2/1/29	2/2/29	2/3/29	2/4/29	
11	2/5/29	2/6/29	2/7/29	2/8/29	2/9/29	2/10/29	2/11/29	
1	2/12/29	2/13/29	2/14/29	2/15/29	2/16/29	2/17/29	2/18/29	Term 7
2	2/19/29	2/20/29	2/21/29	2/22/29	2/23/29	2/24/29	2/25/29	
3	2/26/29	2/27/29	2/28/29	3/1/29	3/2/29	3/3/29	3/4/29	
4	3/5/29	3/6/29	3/7/29	3/8/29	3/9/29	3/10/29	3/11/29	
5	3/12/29	3/13/29	3/14/29	3/15/29	3/16/29	3/17/29	3/18/29	
6	3/19/29	3/20/29	3/21/29	3/22/29	3/23/29	3/24/29	3/25/29	
7	3/26/29	3/27/29	3/28/29	3/29/29	3/30/29	3/31/29	4/1/29	
8	4/2/29	4/3/29	4/4/29	4/5/29	4/6/29	4/7/29	4/8/29	
9	4/9/29	4/10/29	4/11/29	4/12/29	4/13/29	4/14/29	4/15/29	
10	4/16/29	4/17/29	4/18/29	4/19/29	4/20/29	4/21/29	4/22/29	
11	4/23/29	4/24/29	4/25/29	4/26/29	4/27/29	4/28/29	4/29/29	
1	4/30/29	5/1/29	5/2/29	5/3/29	5/4/29	5/5/29	5/6/29	Term 8
2	5/7/29	5/8/29	5/9/29	5/10/29	5/11/29	5/12/29	5/13/29	
3	5/14/29	5/15/29	5/16/29	5/17/29	5/18/29	5/19/29	5/20/29	
4	5/21/29	5/22/29	5/23/29	5/24/29	5/25/29	5/26/29	5/27/29	
5	5/28/29	5/29/29	5/30/29	5/31/29	6/1/29	6/2/29	6/3/29	
6	6/4/29	6/5/29	6/6/29	6/7/29	6/8/29	6/9/29	6/10/29	
7	6/11/29	6/12/29	6/13/29	6/14/29	6/15/29	6/16/29	6/17/29	
8	6/18/29	6/19/29	6/20/29	6/21/29	6/22/29	6/23/29	6/24/29	
9	6/25/29	6/26/29	6/27/29	6/28/29	6/29/29	6/30/29	7/1/29	
10	7/2/29	7/3/29	7/4/29	7/5/29	7/6/29	7/7/29	7/8/29	
11	7/9/29	7/10/29	7/11/29	7/12/29	7/13/29	7/14/29	7/15/29	
1	7/16/29	7/17/29	7/18/29	7/19/29	7/20/29	7/21/29	7/22/29	Term 9
2	7/23/29	7/24/29	7/25/29	7/26/29	7/27/29	7/28/29	7/29/29	
3	7/30/29	7/31/29	8/1/29	8/2/29	8/3/29	8/4/29	8/5/29	
4	8/6/29	8/7/29	8/8/29	8/9/29	8/10/29	8/11/29	8/12/29	
5	8/13/29	8/14/29	8/15/29	8/16/29	8/17/29	8/18/29	8/19/29	
6	8/20/29	8/21/29	8/22/29	8/23/29	8/24/29	8/25/29	8/26/29	
7	8/27/29	8/28/29	8/29/29	8/30/29	8/31/29	9/1/29	9/2/29	
8	9/3/29	9/4/29	9/5/29	9/6/29	9/7/29	9/8/29	9/9/29	
9	9/10/29	9/11/29	9/12/29	9/13/29	9/14/29	9/15/29	9/16/29	
10	9/17/29	9/18/29	9/19/29	9/20/29	9/21/29	9/22/29	9/23/29	
11	9/24/29	9/25/29						

STANBRIDGE UNIVERSITY

March 13, 2026

Anthony Lum
Executive Officer
Dental Hygiene Board of California
2005 Evergreen Street, Suite 1350
Sacramento, CA 95815

Subject: Letter of Intent - Associate of Science in Dental Hygiene Program

Dear Mr. Lum,

On behalf of Stanbridge University, I am pleased to submit this letter of intent to establish an Associate of Science in Dental Hygiene (ASDH) program at our branch campus in San Marcos, California. We are committed to advancing the field of dental hygiene education and ensuring that our graduates meet the highest professional and ethical standards set forth by the Dental Hygiene Board of California (DHBC) and Commission of Dental Accreditation (CODA).

Our proposed ASDH program will be a two-year program designed to provide students with comprehensive knowledge and hands-on experience in dental hygiene, preparing them for licensure and successful careers in the field. The curriculum will incorporate rigorous didactic coursework, preclinical and clinical experiences, and community outreach initiatives to ensure students develop proficiency in patient care, critical thinking, cultural competence and inclusivity, and evidence-based practice.

Program Details:

- **Institution Name & Address:** Stanbridge University-San Diego, 277 Rancheros Drive San Marcos, CA 92069
- **Contact Person:** Yasith Weerasuriya
- **Email:** yasithw@stanbridge.edu
- **Phone:** (949) 794-9090
- **Degree Granted:** Associate of Science in Dental Hygiene
- **Program Length:** 2 years
- **Anticipated Enrollment:** 30 Students
- **Proposed Start Date:** October 2027

Stanbridge University is dedicated to fostering a nurturing educational environment with quality facilities and experienced faculty to support student success. We are eager to collaborate with the DHBC to ensure our program aligns with all accreditation requirements and professional standards.

Sincerely,

Yasith Weerasuriya
President and CEO

2026

Feasibility Study to Establish an Associate of Science in Dental Hygiene Program - Stanbridge University

DENTAL HYGIENE BOARD OF CALIFORNIA DEPARTMENT OF CONSUMER AFFAIRS

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1. Rationale for the Development of a New Educational Program

a. Regional Labor Statistics – Projected Need

The projected growth in employment for Registered Dental Hygienists (RDHs) across California reflects a demand for qualified professionals in the field. According to the California Employment Development Department, employment of dental hygienists in the San Diego- Carlsbad metropolitan area is expected to grow by 13.2% by 2032, resulting in approximately 2,060 projected job openings across the region. This regional growth exceeds the national average and underscores the growing demand for dental care professionals in Southern California.

On a broader scale, data from the U.S. Bureau of Labor Statistics (2024) indicates that California employed approximately 24,880 dental hygienists as of May 2023. Looking ahead, the statewide employment of dental hygienists is projected to rise to 28,800 by 2032, representing a 15% growth over the next decade. This is significantly higher than the projected national growth rate of 9% during a similar time frame (2023–2033). These trends demonstrate that California's need for licensed RDHs is accelerating, fueled by demographic shifts, an aging population, and growing public prioritization of oral healthcare.

Moreover, the Dental Hygiene Board of California (DHBC) Sunset Review Report (2023) identified workforce shortage areas and noted that a significant portion of the existing dental hygiene workforce is approaching retirement. These conditions suggest an expanding opportunity for new graduates to enter the workforce and fill regional gaps in care, particularly in underserved and aging populations (DHBC Sunset Review Report 2023).

2022-2032 Occupational Employment Projections
San Diego-Carlsbad Metropolitan Statistical Area
(San Diego County)

SOC Level[1]	SOC Code[2]	Occupational Title[3]	Base Year Employment Estimate 2022[4][5]	Projected Year Employment Estimate 2032	Numeric Change 2022-2032[6]	Percent-age Change 2022-2032	Exits [7]	Transfers [8]	Total Job Openings [9]
4	29-1292	Dental Hygienists	2,500	2,830	330	13.2%	1,150	580	2,060

Table 1. California EDD Labor Market Employment Projections 2022-2032 San Diego County

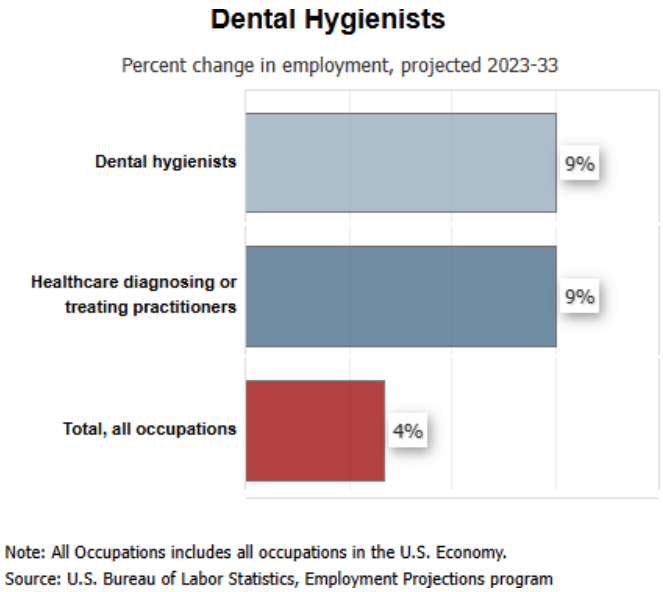

Table 2. Percent of change in employment, projected 2023-33. U.S. Bureau of Labor Statistics. (2024). Dental hygienists: Occupational outlook handbook. https://www.bls.gov/ooh/healthcare/dental-hygienists.htm

b. Local/Regional Industry Employment & Workforce Shortage

According to the California Employment Development Department, projected job openings for dental hygienists in the San Diego- Carlsbad metropolitan area are approximately 2,060 across the region. This regional growth exceeds the national average and underscores the growing demand for dental care professionals in Southern California.

A survey of job postings in San Diego indicates consistent demand for licensed dental hygienists. As of February 2026, there are approximately 95 dental hygienist job openings in San Diego County (San Diego, Chula Vista, Oceanside, Escondido, Carlsbad) listed on iHireDental and 52 positions listed on SimplyHired, indicating a strong regional demand for licensed professionals in this field (iHireDental, 2026; SimplyHired, 2026).

As of Feb 2026, the number of dental hygienist job postings on iHireDental and SimplyHired for select cities in San Diego County are as follows:		
City	**Number of Job Postings iHireDental**	**Number of Job Postings SimplyHired**
San Diego, CA	25	23
Chula Vista, CA	18	16

Oceanside, CA	12	1
Escondido, CA	19	6
Carlsbad, CA	21	6
Total	**95**	**52**

Table 3. Number of Dental Hygiene Job Postings on iHireDental and SimplyHired

c. Population Characteristics and Oral Health Needs

According to the County of San Diego Public Health Services site, "San Diego County is composed of 18 cities located in the southwestern corner of the state of California. With a population of 3,337,685 (US Census Bureau, 2017), San Diego County is the second most populated county in California (California Demographics, 2018) and is the fifth largest county in the United States (Statista, 2017). San Diego County is the second largest county in California, and home to over 3 million people of various races, ethnicities, socioeconomic statuses, and backgrounds. It is a large, diverse county, with Mexico on its southern border. Additionally, San Diego County has the largest number of Indian reservations of any county" (https://www.sandiego.edu/native-american/reservations.php).

According to the County of San Diego Oral Health Program and the San Diego County Oral Health Coalition assessment reports, significant and measurable oral health disparities persist among vulnerable populations in the region (County of San Diego, Health and Human Services Agency [HHSA], Oral Health Program; San Diego County Oral Health Coalition).

Local Kindergarten Oral Health Assessment data indicate that nearly one in three children entering public school in San Diego County has untreated dental decay, demonstrating substantial gaps in early preventive care and access to treatment (County of San Diego HHSA, Oral Health Program). Among pregnant individuals, data from the Maternal and Infant Health Assessment (MIHA) show that only 47% received dental care during pregnancy, highlighting missed opportunities for preventive intervention during a critical period (County of San Diego HHSA, Oral Health Program).

Older adults also experience significant unmet need. County surveillance data document increasing emergency department and inpatient discharges for dental and jaw disorders among adults aged 65 years

and older, suggesting delayed access to routine and preventive services (County of San Diego HHSA, Oral Health Program).

Access barriers are further compounded by limited provider participation in public insurance programs. In findings reported in the San Diego County Local Oral Health Program Inventory of Assets Report, only 18% of surveyed dental providers reported accepting Medi-Cal Dental, restricting access for low-income and publicly insured residents (County of San Diego HHSA, Local Oral Health Program Inventory of Assets Report). Additionally, the same report found that only 27% of surveyed pediatric providers reported applying fluoride varnish, reflecting missed opportunities for early preventive services within medical settings.

Collectively, these findings from the County Oral Health Program, Coalition assessment reports, and related public health surveillance data demonstrate that low-income children, Medi-Cal beneficiaries, pregnant individuals, and older adults in San Diego County experience disproportionate barriers to preventive and restorative oral health care. These disparities are influenced by broader social determinants of health, including income, insurance status, and geographic access limitations, underscoring the need for expanded preventive services and a strengthened oral health workforce.

d. Impact on Existing RDH Programs Within 100-Mile Radius

To evaluate the feasibility of establishing a new dental hygiene program at Stanbridge University, a survey was conducted among existing CODA-accredited dental hygiene programs within a 100-mile radius. Results indicate that programs draw students predominantly from Southern California, although some also enroll students from Northern California and neighboring states. The majority of programs report having more qualified applicants than they can admit. Graduates generally secure employment rapidly, often within days to a few weeks post-licensure. The average time to obtain gainful employment (defined as three or more days per week) ranged from immediate to approximately three months, with most programs reporting placement within one month. Cohort sizes range between 16 and 35 students, and most programs admit one to two cohorts per year. Total program enrollments vary widely, from approximately 25 students at smaller programs to over 200 students at larger institutions like West Coast University.

Given this data, the addition of a Stanbridge University dental hygiene program is unlikely to negatively impact existing programs' enrollment or employment outcomes. Rather, it may help address documented applicant demand, particularly where waiting lists exist, and support workforce needs in California by preparing additional qualified graduates.

Survey of Existing CODA-Accredited Dental Hygiene Programs (100-mile Radius)

School	Locale Students Drawn From	Waiting List or More Qualified Applicants?	Avg. Time to Employment	Students per Cohort	Cohorts per Year	Total Enrollment
Cerritos College	Predominantly California (Downey, Riverside, South Bay, etc.)	Yes	1–4 weeks	24	1	46
Concorde – San Diego	San Diego area, some from Temecula	No	≤ 3 months	32	1–2	83
Concorde – Garden Grove	Orange, LA, Riverside counties, occasional out-of-state	No	2–6 weeks	34	1–2 (every 8 months)	100
Concorde – San Bernardino	Surrounding areas (CA, NV)	Yes	<4 weeks	32	1–2 (alternating years)	92
Cypress College	Unknown	No	No data available	20	1	35
Loma Linda University	Surrounding areas and some out of state (NM,OR,MD, WA,TN,AR,ID	Not enough qualified applicants for waitlist	Within a couple months	24	1	28
Moreno Valley College	Mainly southern CA, but a few from northern CA	Yes	~ 3 months	20	1	33
San Joaquin Valley College (Carrington College) – Ontario	Statewide (Sacramento to San Diego)	No	~1 month	30	1-2 (every 8 months)	58
Southwestern College	No information provided					
West Coast University	Southern California, WA, OR, AZ, NV, occasional other states	No	~3 months	25 (expanding)	3	~225 (100 GE + 125 Core)
West Los Angeles College	Mostly LA County; some Ventura, Orange, Sacramento, San Diego, international	No (but 60–70 apply for 35 seats)	Immediate (100% employment for those choosing 3+ days/week)	35	2	110

Table 4. Survey of Existing CODA-Accredited Dental Hygiene Programs. See Appendix A for original email communications

e. Program Overview and Enrollment Projections

The proposed dental hygiene program will span eight terms and lead to the awarding of an Associate of Science in Dental Hygiene (ASDH) degree. The intended start date for the program is October 04, 2027. The projected size of the cohort is 24 students per cohort. A new cohort will be admitted every 5-6

months. Enrollment projections for the first five years are based on regional workforce demands, trends among comparable CODA-accredited dental hygiene programs within a 100-mile radius, and the documented need for dental hygienists in Riverside County and the Inland Empire. This enrollment model is designed to ensure alignment with institutional capacity, faculty resources, and community demand for dental hygienists. The feasibility of a 5–6-month enrollment cycle for a new dental hygiene (DH) program is well supported by both statewide workforce needs and regional trends observed in comparable CODA-accredited programs.

Regional survey data show that existing CODA-accredited programs within a 100-mile radius admit between one and two cohorts annually, with cohort sizes ranging from 16 to 35 students.

Several institutions, including Concorde–Garden Grove, Concorde–San Diego, San Joaquin Valley College, and West Coast University, operate on accelerated or staggered cycles (every 8 months or multiple cohorts per year), demonstrating that more frequent admissions are sustainable in Southern California.

At the same time, programs such as Cabrillo College, Cerritos College, Moreno Valley College, Pasadena City College, and Concorde–San Bernardino report waiting lists or more qualified applicants than they can admit. This indicates that applicant demand continues to exceed regional training capacity.

Stanbridge University interpreted these trends to mean that offering 24 seats every 5-6 months aligns with established regional practices while also addressing unmet applicant demand. This approach balances program quality with workforce needs by ensuring a steady flow of graduates into the labor market without displacing or oversaturating existing programs.

Cohort 1		Cohort 2		Cohort 3		Cohort 4		Cohort 5	
Term- 1	10/04/27	Term -1	03/20/28	Term-1	08/21/28	Term- 1	02/12/29	Term- 1	07/16/29
Term- 2	01/03/28	Term -2	06/05/28	Term-2	11/06/28	Term- 2	04/30/29	Term- 2	10/01/29
Term- 3	03/20/28	Term -3	08/21/28	Term-3	02/12/29	Term- 3	07/16/29	Term- 3	01/07/30
Term- 4	6/5/2028-8/15/28	Term -4	11/06/28- 02/06/29	Term-4	04/30/29- 07/10/29	Term- 4	10/01/29- 12/18/29	Term- 4	03/25/30-06/04/30
Term- 5	8/22/2028-10/31/28	Term -5	02/13/29- 04/24/29	Term-5	07/17/29- 09/ 25/29	Term- 5	1/08/30- 03/19/30	Term- 5	06/11/30-08/20/30
Term- 6	11/07/28- 02/06/29	Term -6	05/01/29- 07/10/29	Term-6	10/02/29- 12/18/29	Term- 6	03/26/30-06/04/30	Term- 6	08/27/30-11/05/30
Term- 7	02/13/29- 04/24/29	Term -7	07/17/29- 09/ 25/29	Term-7	1/08/30- 03/19/30	Term- 7	06/11/30-08/20/30	Term- 7	11/12/30-2/11/31
Term- 8	05/01/29- 07/10/29	Term -8	10/02/29- 12/18/29	Term-8	03/26/30-06/04/30	Term- 8	08/27/30-11/05/30	Term- 8	2/18/31-04/29/31
Term- 9	07/17/29- 09/ 25/29	Term -9	1/08/30- 03/19/30	Term-9	06/11/30-08/20/30	Term- 9	11/12/30-2/11/31	Term- 9	5/06/31-7/15/31
Grad Date	09/25/29	Grad Date	03/19/30	Grad Date	08/20/30	Grad Date	02/11/31	Grad Date	7/15/2031

Table 5. Projected Start Dates (Pink = Start of Core Terms)

f. Plans for Promoting and Marketing the Proposed Program

Stanbridge University will promote and market its new Associate of Science in Dental Hygiene through a balanced blend of digital messaging, print materials, and community outreach, developed in partnership with the program director and the compliance and accreditation teams. Key program details, curriculum highlights, admission criteria, costs, and required institutional and programmatic accreditation disclaimers will appear on a dedicated webpage and across our major online profiles, with identical language in all admissions handouts to keep the message clear and consistent. This content will be sourced from the Student Catalog, which provides prospective students with comprehensive information.

Promotional efforts will focus on the region surrounding the campus that offers the program. Marketing and Admissions will coordinate outreach to local high schools, community colleges, and partner organizations, offering presentations and service events that spotlight the program. Current students, alumni, and employer partners will receive the news through internal channels, while geotargeted search and social-media campaigns will extend our reach to prospective applicants in the immediate area.

Prospective students will be guided through the admissions and financial aid processes to ensure they understand the program, its requirements, and the steps needed to join orientation if accepted. On-campus tours and live virtual information sessions, co-hosted by admissions and program faculty, will serve as the initial touchpoints. Students will be able to submit inquiries and schedule either a one-on-one meeting or a group information session. Each inquiry pathway will be publicized on the website, via email invitations, and across social platforms.

After the initial meeting with Admissions, prospective students will be supported through each admissions requirement, including entrance examinations, formal applications, and program interviews. At any point, they may meet with a financial aid representative, and once accepted, they are encouraged to complete their financial aid paperwork before the start of classes. Before the first day of class, a three-day hybrid (online and in-person) orientation introduces incoming students to the departments they will engage with throughout the program: Instruction, Student Services, and Career Services.

g. Projected Timeline for Planning and Initiating Program

To ensure a smooth and compliant launch of the Associate of Science in Dental Hygiene (ASDH) program at Stanbridge University, a detailed planning and implementation timeline has been developed. This timeline aligns with the required processes of both the Dental Hygiene Board of California (DHBC) and the Commission on Dental Accreditation (CODA). It outlines key milestones, including submission

of required documents, construction of clinical and laboratory facilities, and completion of accreditation steps. Careful coordination of each task will ensure that the program meets all regulatory requirements and is prepared to enroll its first cohort. The following table provides a breakdown of major activities, their anticipated dates.

Projected Timeline for Program Planning and Implementation

Task	Date	Responsible Party
DHBC		
DHBC – Letter of Intent	4/3/26	Stanbridge University
DHBC – Submit Feasibility Study	5/20/26	Stanbridge University
DHBC Review of Feasibility Study	6/30/26	DHBC
DHBC(ES) Recommendation on the Feasibility Study	7/17/26	DHBC
DHBC Action on the Feasibility Study	8/1/26	DHBC
Construction of DH Clinic/Lab	11/2026-5/2027	Stanbridge University
Self-Study Report and Site Visit **(with CODA)**	5/27/27-11/27/29	Stanbridge University / CODA/ DHBC
DHBC(ES) and Full Dental Hygiene Board Actions	7/17/28	DHBC
CODA		
CODA – Submit Application and Self-Study	9/24/26	Stanbridge University
CODA -Application Review **(1–3 months)**	10/27/26-1/26/27	CODA
CODA Site Visit **(4–7 months)**	1/26/27-5/26/27	CODA
CODA Consideration of Program **(12–18 months)**	5/27/27- 11/27/28	CODA

Table 6. Source CODA self study and DHBC Feasibility Study

2. Structure and Governance

a. Institutional Accreditation Status and History

The Orange County main campus received its initial institutional accreditation from the Accrediting Commission of Career Schools and Colleges (ACCSC) in 2004. The university received institutional accreditation for all four campuses, demonstrating that it meets the requirements of the Standards of Accreditation. This accreditation confirms that the university maintains the requisite policies, procedures, and resources for its existing programs and students. The university remains in good standing with its institutional accreditation for all locations.

Further, the university has not faced a denial, revocation, or warning for its institutional accreditation or any of its programs at any time. In 2024, the Orange County main campus received renewal of accreditation for a period of five years, extending through April 2029. Please see Appendix C for Stanbridge University Catalog. Last year, the main campus received a “School of Excellence” award from its institutional accreditor, ACCSC, which led to the granting of an additional year of accreditation through April 2030.

The Los Angeles branch campus was initially included within the main campus scope of accreditation in March 2018. Recently, the Los Angeles branch campus received renewal of accreditation for a period of five years through March 2030.

The Riverside branch campus initially received approval from the institutional accreditor to operate as a satellite location, a classroom extension of the main campus, in August 2020. In 2023, due to continued program growth, the university pursued branch campus accreditation and received approval in November 2023. The Riverside branch campus was included within the main campus’s scope of accreditation from November 2023 through 2025. The branch campus is currently awaiting a site visit by its institutional accreditor, ACCSC.

The San Diego branch campus was included within the main campus’s scope of accreditation from November 2024 through 2026. Recently, the branch campus underwent a site visit by its institutional accreditor, ACCSC. The visit was a success with no findings, and the branch campus is currently awaiting the reception of its accreditation renewal.

Programmatic Accreditation or State Approval

The campuses offer educational programs in healthcare across various levels. They provide associate degrees in vocational nursing, occupational therapy assistant, and physical therapist assistant, providing students with the skills needed for entry level positions in healthcare. For nursing, there is a bachelor's degree in nursing for those new to the field. Additionally, the university offers master's degrees in nursing and occupational therapy, designed to help professionals advance in their careers. These programs cater to a range of student goals in the healthcare industry.

b. History and Organizational Structure

The Stanbridge University main campus in Irvine, CA was founded in 1996 as Executive 2000 and welcomed its first students with a certificate program in information technology. Following the successful launch of its inaugural program, the institution expanded, adding nursing and later therapy programs. Evidence of the institution's growth and maturation can be found in its name changes starting with Executive 2000 in 1996, Stanbridge College in 2004, and Stanbridge University in 2017.

The Orange County main campus and the branch campuses in Los Angeles, Riverside, and San Diego are accredited by the ACCSC and are approved to offer the following programs:

- Associate of Occupational Science in Vocational Nursing (all campuses),
- Associate of Occupational Science in Occupational Therapy Assistant (offered in Orange County and Los Angeles only),
- Associate of Science in Physical Therapist Assistant (offered in Orange County and Los Angeles only),
- Bachelor of Science in Nursing (offered all campuses except San Diego),
- Master of Science in Nursing (offered online), and
- Master of Science in Occupational Therapy (offered at all campuses except San Diego).

To further highlight the organizational structure, the university is providing the organization charts for the main campus and the three branch campuses, identifying the curricular and co-curricular structure for each location. Please see Appendix B for the Organizational Charts for each campus.

c. Geographic Area Served by the Institution

Stanbridge University serves a broad and diverse geographical area across Southern California, specifically Orange County, Los Angeles, Riverside, and San Diego counties. The institution maintains

strong relationships with local healthcare providers, healthcare facilities, and hospitals to ensure programs are responsive to community workforce needs.

Each campus is located in one of the ten most populous counties in California (Office of the Governor of California, 2025), serving diverse populations across metropolitan, inland, and coastal regions.

Orange County

Orange County spans 792.9 square miles and is bordered by Los Angeles, San Bernadino, and San Diego counties (U.S. Census Bureau, Orange County). Orange County has an estimated population of 3,17,435 (U.S. Census Bureau, QuickFacts Orange County, 2024). The county has a population that is approximately 68.7% White, 2.3% Black or African American, 1.1% American Indian and Alaska Native, 23.7% Asian, 0.4% Native Hawaiian and Other Pacific Islander, and 3.9% Two or More Races. Additionally, 34.2% of the population is of Hispanic or Latino origin (U.S. Census Bureau, QuickFacts Orange County, 2024).

The median household income in Orange County is approximately $110,042. The employment rate is 63%, which is approximately 3% higher than the state's overall employment rate of 60.2%. The county's poverty rate of 9.1% is lower than California's overall rate of 12% (U.S. Census Bureau, Orange County).

In Orange County, 44.5% of individuals have a Bachelor's degree or higher. 46.9% of the population speak another language other than English in the home. 16.9% of the population are 65 years of age or older. The veteran population is 3.4% and the population of individuals with a disability is 9.8%. 6% of the population does not have health insurance (U.S. Census Bureau, Orange County).

Riverside County

As the fourth largest county in California by total area, Riverside County spans 7,209.3 square miles and is bordered by Imperial, San Diego, San Bernadino, Orange, and Imperial counties (U.S. Census Bureau, Riverside County). Riverside County has an estimated population of 2,529,933 (U.S. Census Bureau, QuickFacts Riverside County, 2024). The county has a population that is approximately 78% White, 7.6% Black or African American, 2% American Indian and Alaska Native, 8.1% Asian, 0.5% Native Hawaiian and Other Pacific Islander, and 3.9% Two or More Races. Approximately 51.9% of the population is of Hispanic or Latino origin (U.S. Census Bureau, QuickFacts Riverside County, 2024.

The median household income in Riverside County is approximately $90,527. The employment rate is 58.5%, which is approximately 1.5% lower than the state's overall employment rate of 60.2%. The

county's poverty rate of 11.3% is slightly lower than California's overall rate of 12% (U.S. Census Bureau, Riverside County).

In Riverside County, 26.5% of individuals have a Bachelor's degree or higher. 44.3% of the population speak another language other than English in the home. 15.7% of the population are 65 years of age or older. The veteran population is 5.4% and the population of individuals with a disability is 12.3%. 7.9% of the population does not have health insurance (U.S. Census Bureau, Riverside County).

Los Angeles County

As the most populous county in California, Los Angeles County has an estimated population of 9,757,179 (U.S. Census Bureau, QuickFacts Los Angeles County, 2024). Los Angeles County spans 4,060.3 square miles and is bordered by Orange, San Bernadino, Ventura, and Kern counties (U.S. Census Bureau, Los Angeles County). Los Angeles County has a population that is approximately 69.9% White, 9% Black or African American, 1.5% American Indian and Alaska Native, 16% Asian, 0.4% Native Hawaiian and Other Pacific Islander, and 3.4% Two or More Races. Approximately 48.6% of the population is of Hispanic or Latino origin (U.S. Census Bureau, QuickFacts Los Angeles County, 2024).

The median household income in Los Angeles County is approximately $86,587. The employment rate is 61.3%, which is approximately 1% higher than the state's overall employment rate of 60.2%. The county's poverty rate of 13.7% is higher than California's overall rate of 12% (U.S. Census Bureau, Los Angeles County).

In Los Angeles County, 36.5% of individuals have a Bachelor's degree or higher. 55.1% of the population speak another language other than English in the home. 15.7% of the population are 65 years of age or older. The veteran population is 2.6% and the population of individuals with a disability is 11.4%. 7.6% of the population does not have health insurance (U.S. Census Bureau, Los Angeles County).

San Diego County

San Diego County spans 4,210.5 square miles and is bordered by Orange, Riverside, and Imperial counties (U.S. Census Bureau, San Diego County). San Diego county is the second most populous county in California with an estimated population of 3,298,799. The county has a population that is approximately 74% White, 5.5% Black or African American, 1.4% American Indian and Alaska Native, 13.4% Asian, 0.6% Native Hawaiian and Other Pacific Islander, and 5.1% Two or More Races. Approximately 34.9% of the population is of Hispanic or Latino origin (U.S. Census Bureau, QuickFacts San Diego County, 2024).

The median household income in San Diego County is approximately $103,674. The employment rate is 60.5%, which is comparable to the state's overall employment rate of 60.2%. The county's poverty rate of 10.1% is lower than California's overall rate of 12% (U.S. Census Bureau, San Diego County).

In San Diego County, 43.5% of individuals have a Bachelor's degree or higher. 38.6% of the population speak another language other than English in the home. 15.9% of the population are 65 years of age or older. The veteran population is 7% and the population of individuals with a disability is 11.2%. 5.9% of the population does not have health insurance (U.S. Census Bureau, San Diego County)

Stanbridge University's presence across Southern California's most populous and diverse regions provides insight to the educational and workforce needs of the region. This geographic and cultural diversity guides the university's approach to student and community engagement.

d. Institutional Strategic Plan.

The Stanbridge University Strategic Plan provides a comprehensive overview of the strategic planning process, detailing the institution's goals, objectives, and initiatives. Please see Appendix E for the Institutional Strategic Plan.

e. Type of RDH or other health-related programs

The following represents the number of students currently enrolled, graduates by program type, along with passage rate on licensing examinations for the past five years and status of program with state, regional, and federal authorities. The graduates and passage rate information represents only the Orange County main and Los Angeles branch campuses, as the Riverside and San Diego branch campuses launched their programs recently and have no graduates nor passage rates to report.

Due to the launch of the Los Angeles branch campus in 2018, data is available for only three out of the five years requested. This limitation is a result of the graduating cohorts not occurring until several years after campus launch. This limitation arose from the fact that initial graduating cohorts required approximately two years to complete the program.

As mentioned, the Orange County main campus and the branch campuses in Los Angeles, Riverside, and San Diego are accredited by the ACCSC and are approved to offer the following programs (Please see Appendix D for ACCSC accreditation status by campus):

- Associate of Occupational Science in Vocational Nursing (all campuses),

- Associate of Occupational Science in Occupational Therapy Assistant (offered in Orange County and Los Angeles only),
- Associate of Science in Physical Therapist Assistant (offered in Orange County and Los Angeles only),
- Bachelor of Science in Nursing (offered all campuses except San Diego),
- Master of Science in Nursing (offered online), and
- Master of Science in Occupational Therapy (offered at all campuses except San Diego).

The main and branch campuses are approved to operate by the California Bureau for Private Postsecondary Education (BPPE) through April 30, 2029 and remain in good standing with the agency. Additionally, all campus programs remain in good standing with all institutional accrediting and programmatic accrediting or state approval agencies for each of its programs. The following is a list of institutional accrediting and programmatic accrediting or approval agencies by program:

- **The Board of Vocational Nursing and Psychiatric Technicians (BVNPT)**
  The university is fully approved by the BVNPT to offer the Associate of Occupational Science in Vocational Nursing program at all campus locations. The programs are in good standing with the BVNPT.
- **The Board of Registered Nursing (BRN)**
  The university is fully approved by the BRN to offer the Bachelor of Science in Nursing program at its Orange County, Los Angeles, and Riverside locations. The programs are in good standing with the BRN.
- **The Accrediting Council for Occupational Therapy Education (ACOTE)**
  - The university is fully approved by ACOTE to offer the Associate of Occupational Science in Occupational Therapy Assistant program at its Orange County and Los Angeles locations. The programs are in good standing with ACOTE.
  - The university is fully approved by ACOTE to offer the Master of Science in Occupational Therapy program at its Orange County, Los Angeles, and Riverside locations. The programs are in good standing with ACOTE.
- **The Commission on Accreditation in Physical Therapy Education (CAPTE)**
  The university is fully approved by CAPTE to offer the Associate of Science in Physical Therapist Assistant program at its Orange County and Los Angeles locations. The programs are in good standing with CAPTE.
- **The Commission on Collegiate Nursing Education (CCNE)**

The university has supplemental programmatic accreditation from the CCNE for the Bachelor of Science in Nursing program offered at its Orange County, Los Angeles, and Riverside locations. The program is in good standing with the CCNE.

Student Enrollment, Graduation, and Passage Rates

The following outlines the current enrollment for all university campuses. This information illustrates the scope of the university's existing health-related programs. The following key provides the abbreviations for each program listed in the charts below, indicating the programs offered at each campus. While the main campus offers all the programs, the other campuses will offer only a selection of these programs.

University Programs Key/Legend:

- **VN**: Vocational Nurse Diploma
- **AVN**: Associate of Occupational Science in Vocational Nursing
- **OTA**: Associate of Occupational Science in Occupational Therapy Assistant
- **PTA**: Associate of Science in Physical Therapist Assistant
- **BSN**: Bachelor of Science in Nursing
- **RN-BSN**: Bachelor of Science in Nursing (post licensure, taught out in 2024)
- **MSN**: Master of Science in Nursing (online)
- **MSOT**: Master of Science in Occupational Therapy

Campus Student Enrollment

Campus	Programs Offered	Current Enrollment
Orange County Main Campus	AVN, OTA, PTA, BSN, MSN, and MSOT	1004
Los Angeles Branch Campus	AVN, OTA, PTA, BSN, and MSOT	912

Campus	Programs Offered	Current Enrollment
Riverside Branch Campus	AVN, PTA, BSN, and MSOT	688
San Diego Branch Campus	AVN	32
	Total	2636

Table 7. Stanbridge University Enrollment as of May 8, 2026

Student Enrollment, Graduation, and Passage Rates

The following outlines graduation and licensure examination passage rates for the University's health-related programs over the past six years. The data were derived from annual reports submitted to the Accrediting Commission of Career Schools and Colleges (ACCSC) and include graduation and licensure outcomes for applicable programs. Stanbridge University continues to meet the requirements established by its institutional and programmatic regulators and accrediting agencies for enrollment, retention, graduation, and licensure performance.

The University's internal benchmarks are intentionally set above minimum compliance thresholds as part of its commitment to continuous improvement and educational quality. These goals are designed to support ongoing assessment and institutional effectiveness rather than to address deficiencies in performance. Stanbridge University maintains established faculty onboarding, orientation, and mentorship practices intended to support faculty retention, instructional effectiveness, and student success. In recent years, the University expanded these efforts in response to findings from its 2022 Diversity, Equity, and Inclusion (DEI) Report, which identified changing faculty and student demographics and evolving best practices in higher education. These enhancements included additional faculty development, mentorship, and retention strategies designed to support an increasingly diverse academic community.

The University also provides structured student support services across its nursing and allied health programs. Students are assigned a Student Services Officer (SSO) at the beginning of their program and continue to receive support throughout enrollment. SSOs monitor attendance and academic progress, provide

academic and personal advising, and coordinate intervention plans when concerns arise. Additional support services include faculty office hours, peer and virtual tutoring through the Learning Resource Center (LRC), writing and research assistance, remediation scheduling, study skills and test-taking support, and referrals to the Stanbridge Student Assistance Program (SSAP), which provides confidential counseling services. These coordinated support efforts contributed to an eleven percent increase in full-time graduation rates in Los Angeles and a three percent increase in Orange County in 2025 for the Associate of Occupational Science in Vocational Nursing (AVN) program, compared with the previous rates reported for the Vocational Nursing (VN) diploma program.

Reported passage rates correspond to the required national certification or licensure examination for each program:

- **Associate of Occupational Science in Vocational Nursing (AVN):** National Council Licensure Examination for Practical Nurses (NCLEX-PN)
- **Bachelor of Science in Nursing (BSN):** National Council Licensure Examination for Registered Nurses (NCLEX-RN)
- **Associate of Occupational Science in Occupational Therapy Assistant (OTA):** National Board for Certification in Occupational Therapy – Certified Occupational Therapy Assistant Examination (NBCOT-COTA)
- **Associate of Science in Physical Therapist Assistant (PTA):** National Physical Therapy Examination (NPTE)
- **Master of Science in Occupational Therapy (MSOT):** National Board for Certification in Occupational Therapy – Occupational Therapist Registered Examination (NBCOT-OTR)

AVN passage rate data are available beginning in 2025. Prior vocational nursing outcomes reported for earlier years correspond to the Vocational Nurse (VN) Diploma program, the predecessor to the AVN program, which prepared students for the same NCLEX-PN licensure examination. The VN Diploma program concluded reporting in 2024 and therefore does not have reported data for 2025.

Because the BSN program is newer and has not yet produced cohorts fully aligned with the formal reporting cycle, historical BSN passage rate data are not yet available. To demonstrate institutional effectiveness and student achievement, the University submitted outcomes from the predecessor Associate of Science in Nursing (ASN) program, which prepared students for the same NCLEX-RN licensure examination required for registered nursing licensure.

Official graduation data for the AVN program remain limited due to program approval and implementation timelines. The program received ACCSC approval in 2019 (Orange County), 2021 (Los Angeles),

2023 (Riverside), and 2024 (San Diego), and approval from the California Board of Vocational Nursing and Psychiatric Technicians (BVNPT) in 2022 (Orange County and Los Angeles), 2023 (Riverside), and 2025 (San Diego). Additional AVN outcome data are expected as cohorts continue to complete the program and reporting cycle.

The BSN program was approved by ACCSC and the California Board of Registered Nursing (BRN) in 2020 and launched at the Orange County and Los Angeles campuses in 2021. Graduation and passage rate data will continue to become available as cohorts progress through the reporting cycle.
To provide evidence of institutional performance, the University submitted ASN licensure outcomes from the Orange County and Los Angeles campuses. Orange County NCLEX-RN pass rates were 100% in 2020 and 2021, 94% in 2022, and 99% in 2023. The first Los Angeles ASN cohort achieved a 100% pass rate in 2023.

While the ASN and BSN are distinct academic programs, both prepare students for registered nursing licensure through the NCLEX-RN examination. The BSN expands upon the ASN curriculum through additional coursework in leadership, research, and public health nursing. The University and its nursing programs remain in good standing with ACCSC and BRN, and students continue to benefit from simulation laboratories, instructional resources, and comprehensive student support services.

Although AVN and BSN outcome data remain limited due to program maturity and reporting timelines, the available licensure outcomes and predecessor program results demonstrate the University's experience in preparing students for professional licensure examinations and supporting student achievement.

Graduates by Program Type

Campus	Programs Offered	2020 Graduates	2021 Graduates	2022 Graduates	2023 Graduates	2024 Graduates	2025 Graduates
Orange County Main Campus (OC)	VN Diploma – Full Time (FT)[1]	55%	62%	56%	51%	50%	N/A

[1] The VN Diploma program has been taught out, and 2024 was the final reporting year for which program data were available.

Campus	Programs Offered	2020 Graduates	2021 Graduates	2022 Graduates	2023 Graduates	2024 Graduates	2025 Graduates
OC Campus	VN Diploma – Part Time (PT)[2]	55%	50%	50%	40%	46%	N/A
OC Campus	AVN – Full Time (FT)[3]	N/A	N/A	N/A	N/A	N/A	53%
OC Campus	AVN – Part Time (PT)[4]	N/A	N/A	N/A	N/A	N/A	N/A
OC Campus	OTA – FT	87%	80%	83%	69%	84%	93%
OC Campus	OTA – PT	N/A	71%	N/A	N/A	N/A	N/A
OC Campus	PTA	84%	81%	71%	78%	78%	80%
OC Campus	ASN[5]	83%	83%	88%	87%	N/A	N/A
OC Campus	BSN[6]	N/A	N/A	N/A	N/A	N/A	N/A
OC Campus	RN-BSN	N/A	82%	70%	92%	100%	N/A

[2] The VN Diploma program has been taught out, and 2024 was the final reporting year for which program data were available.
[3] The AVN program was recently launched, and 2025 is the first year for which program outcome data is available.
[4] The AVN program was recently launched, and 2025 is the first year for which program outcome data is available.
[5] The ASN program has been taught out, and 2023 was the final reporting year for which program data were available.
[6] The BSN program was recently launched, and 2026 will be the first year for which program outcome data is available.

Campus	Programs Offered	2020 Graduates	2021 Graduates	2022 Graduates	2023 Graduates	2024 Graduates	2025 Graduates
OC Campus	MSN	N/A	100%	N/A	N/A	80%	83%
OC Campus	MSOT	95%	99%	100%	97%	98%	94%
Los Angeles Branch Campus (LA)	VN Diploma – FT[7]	N/A	68%	73%	58%	45%	N/A
LA Campus	VN Diploma – PT[8]	N/A	N/A	N/A	N/A	45%	N/A
LA Campus	AVN – FT[9]	N/A	N/A	N/A	N/A	N/A	56%
LA Campus	AVN – PT[10]	N/A	N/A	N/A	N/A	N/A	N/A
LA Campus	OTA – FT	N/A	N/A	65%	70%	83%	85%
LA Campus	OTA – PT	N/A	N/A	N/A	81%	N/A	N/A

[7] The VN Diploma program has been taught out, and 2024 was the final reporting year for which program data were available.
[8] The VN Diploma program has been taught out, and 2024 was the final reporting year for which program data were available.
[9] The AVN program was recently launched, and 2025 is the first year for which program outcome data is available
[10] The AVN program was recently launched, and 2025 is the first year for which program outcome data is available

Campus	Programs Offered	2020 Graduates	2021 Graduates	2022 Graduates	2023 Graduates	2024 Graduates	2025 Graduates
LA Campus	PTA	N/A	N/A	N/A	N/A	90%	88%
LA Campus	ASN[11]	N/A	N/A	N/A	70%	N/A	N/A
LA Campus	BSN[12]	N/A	N/A	N/A	N/A	N/A	N/A
LA Campus	MSOT	N/A	N/A	N/A	N/A	N/A	N/A

Table 8. Stanbridge University ACCSC Annual Report 2020-2025

Passage Rates on Certification or Licensing Examinations

Campus	Programs Offered	2020 Passage Rate	2021 Passage Rate	2022 Passage Rate	2023 Passage Rate	2024 Passage Rate	2025 Passage Rate
Orange County Main Campus (OC)	VN Diploma– Full Time (FT)	93%	93%	89%	95%	95%	N/A
OC Campus	VN Diploma – Part Time (PT)	97%	97%	98%	100%	95%	N/A
OC Campus	AVN – FT	N/A	N/A	N/A	N/A	N/A	91%
OC Campus	AVN – PT	N/A	N/A	N/A	N/A	N/A	N/A

[11] The ASN program has been taught out, and 2023 was the final reporting year for which program data were available.
[12] The BSN program was recently launched, and 2026 will be the first year for which program outcome data is available.

Campus	Programs Offered	2020 Passage Rate	2021 Passage Rate	2022 Passage Rate	2023 Passage Rate	2024 Passage Rate	2025 Passage Rate
OC Campus	OTA - FT	89%	90%	89%	83%	81%	81%
OC Campus	OTA - PT	N/A	80%	N/A	N/A	N/A	N/A
OC Campus	PTA	100%	93%	100%	100%	98%	100%
OC Campus	ASN	100%	100%	94%	99%	N/A	N/A
OC Campus	MSN	N/A	N/A	N/A	N/A	N/A	N/A
OC Campus	MSOT	100%	97%	100%	97%	98%	97%
Los Angeles Branch Campus (LA)	VN Diploma – FT	N/A	100%	86%	99%	93%	N/A
LA Campus	VN Diploma – PT	N/A	N/A	N/A	N/A	85%	N/A
LA Campus	AVN – FT	N/A	N/A	N/A	N/A	N/A	87%
LA Campus	AVN – PT	N/A	N/A	N/A	N/A	N/A	N/A
LA Campus	OTA – FT	N/A	N/A	71%	76%	83%	100%
LA Campus	OTA – PT	N/A	N/A	N/A	82%	N/A	N/A
LA Campus	PTA	N/A	N/A	N/A	N/A	100%	100%

Campus	Programs Offered	2020 Passage Rate	2021 Passage Rate	2022 Passage Rate	2023 Passage Rate	2024 Passage Rate	2025 Passage Rate
LA Campus	ASN	N/A	N/A	N/A	100%	N/A	N/A

Table 9. Stanbridge University ACCSC Annual Report 2020-2025

f. If the institution does not have an RDH education program

The university provided all data related to enrollment, graduation, passage rates, and program status with regulatory bodies for other health-related programs.

3. Facilities and Resources

a. Describe space committed to the program

Program Facilities and Space Allocation

The proposed Dental Hygiene Program will be housed in a dedicated, fully equipped facility designed to support both clinical education and didactic instruction. The space has been carefully planned to ensure an optimal learning environment that meets accreditation standards and supports program growth. The facility includes the following key areas:

Dental Hygiene Clinic

The on-site dental hygiene clinic is designed to offer real-world experience in a professional setting. It is proposed to feature:

- 24 fully equipped operatories to accommodate student clinical practice and patient care.
- 6 digital radiography rooms
- 1 Panoramic X-ray room
- Sterilization area
- Locker room for students
- Dedicated storage space for clinical and program supplies
- Reception and waiting area

Faculty and Administrative Offices

The facility includes dedicated office space for faculty and program staff, allowing for student consultations, academic planning, and daily operations.

Simulation and Wet Laboratory

The simulation lab is integrated with the wet lab. This space is projected to include:

- 24 simulation benches for preclinical instruction and hands-on practice
- 2 lab tables (room for 24 students)
- 3 X- Ray units
- 1 instructor station
- 4 deep sinks
- Cabinets for storage
- Additional equipment for wet lab activities, model trimmers, vacuum formers, etc..

The proposed dental hygiene program is designed to admit 24 students per cohort, supported by a clinic and simulation laboratory equipped with 24 functional units. To ensure that all students receive adequate and equitable hands-on training, ensuring that all 24 students receive equivalent instruction, patient care experience, and skill development without overburdening faculty or facilities.

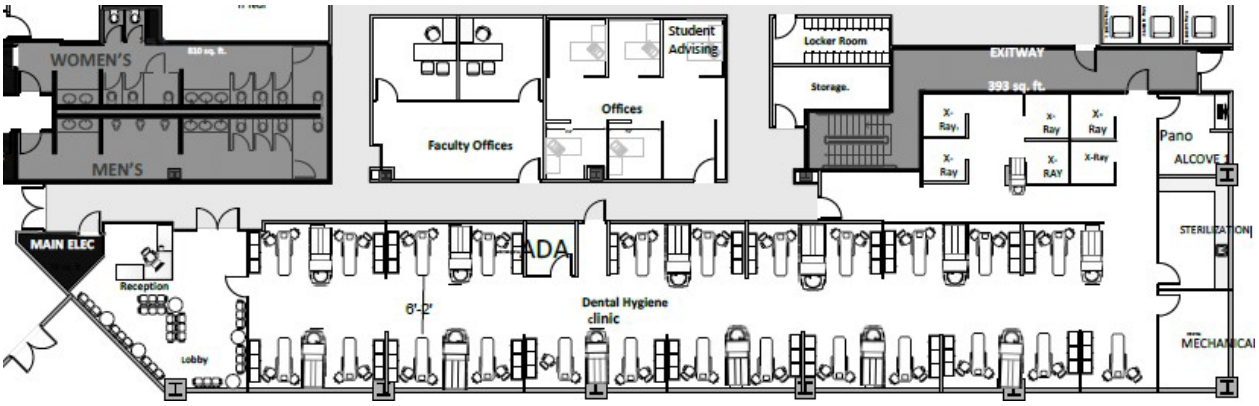

Figure 1. Dental Hygiene Clinic

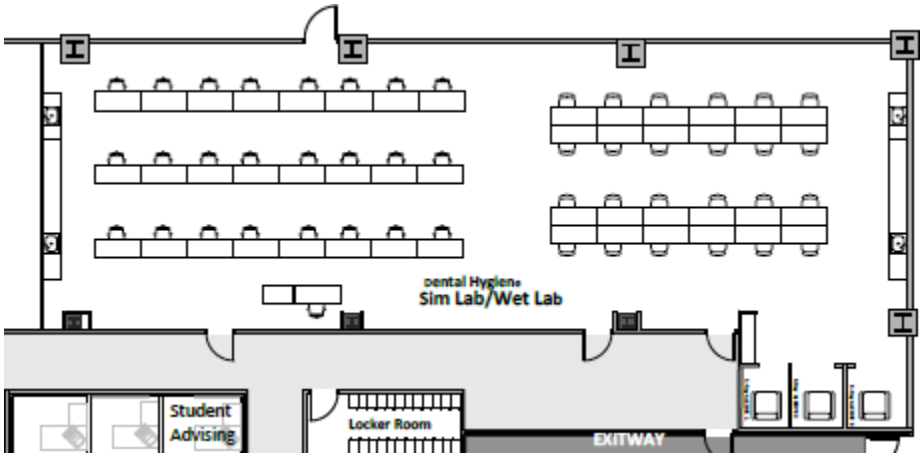

Figure 2. Simulation and Wet Lab

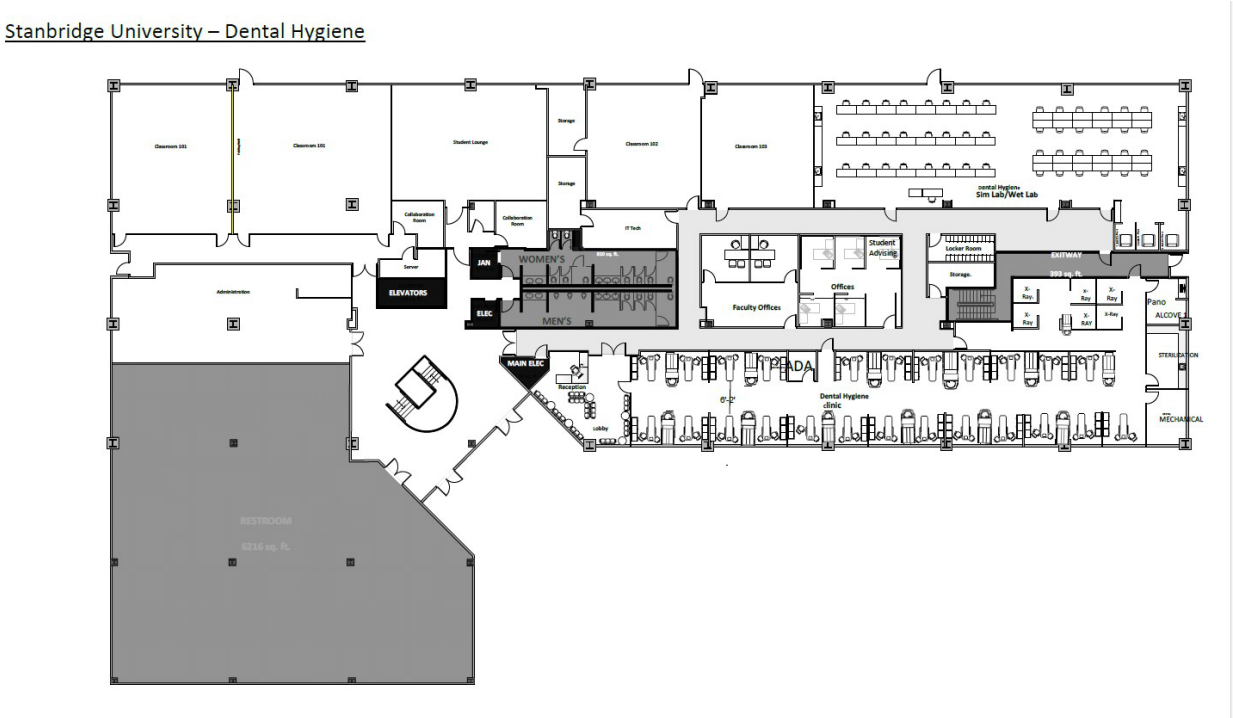

Figure 3. Floor Plan Overview

b. Status Report on Construction

The designated space for the Dental Hygiene Program will undergo comprehensive renovation to meet the educational, clinical, and regulatory requirements necessary for program implementation. The renovation plans are currently in the pre-construction phase.

At present, we are awaiting initial approval from the Dental Hygiene Board of California (DHBC). Once approval is granted, the project will move forward with architectural design finalization, procurement of necessary equipment and furnishings, and phased construction. The renovation will include modifications to existing clinical and laboratory areas to ensure compliance with infection control protocols, accessibility standards, and instructional needs specific to dental hygiene education.
The project timeline and budget will be refined following DHBC feedback and approval, at which point a formal construction schedule will be established in coordination with facilities planning and external contractors.

c. List educational resources, equipment, supplies to be purchased

To support the development and delivery of the Dental Hygiene Program, a detailed list of educational resources, equipment, and supplies has been prepared. These items are necessary to establish fully functional clinical, simulation, and instructional spaces that align with professional standards and regulatory requirements.

The list includes resources for clinic, simulation, laboratory, and faculty and administrative needs. All equipment and materials will be selected to reflect current industry standards and to provide students with experience using tools and technology commonly found in modern dental practices.

The following list outlines the initial purchases required to adequately equip the program for full implementation.

4. Cost- Revenue Projections

a. Local, state, federal support

Stanbridge University is a proprietary, private institution that operates independently without financial support from local, state, or federal sources.

b. Projected student fees

Student fees at Stanbridge University are designed to cover the costs of instructional materials, clinical supplies, and program operations. These fees are calculated based on expected enrollment figures and are aligned with the fees of comparable programs in the region.

c. Grant support

Stanbridge University does not receive grant funding. The institution operates independently, relying solely on tuition revenue.

d. Support from other entities

Stanbridge University will fund the dental hygiene program entirely through its own institutional resources. The university has allocated sufficient internal funds to cover all program costs, including staffing, facilities, equipment, and student support services.

e. Projected clinic revenue and 5 year capital and operational line item budget

The dental hygiene clinic will function as a free clinic dedicated to serving the community. As such, no revenue will be generated from clinic operations.

	First Year	Second Year	Third Year	Fourth Year	Fifth Year
I Capital Expenditures	2027 to 2028	2029 to 2030	2030 to 2031	2031 to 2032	2032 to 2033
Total Expenses	**$ 6,590,071**	**$2,691,296**	**$ 3,029,676**	**$ 3,121,893**	**$ 3,190,313**
A. Construction Clinic, Lab, and Reception	$ 579,21= 542,718 construction + 28,500 Architectural +8,000 Permits	$ 0	$ 0	$ 0	$0
B. Equipment					
1. Clinic (dental units, chair, etc)	$ 1,690,747 See Schein estimate	$ 0	$ 0	$ 0	$ 0
2. Radiology	$ 219,562 See Schein estimate	$3,000 Dosimetry Services for students and staff	$3,000 Dosimetry Services for students and staff	$4,000 Dosimetry Services for students and staff	$4,000 Dosimetry Services for students and staff
3. Laboratory	$ 1,727,083 See Schein	$ 0	$ 0	$ 0	$ 0
4. Locker Room	$ 11,808 Lockers and installation	$ 0	$ 0	$ 0	$ 0

5. Reception Room	$ 13,748 = reception office + Reception lobby	$ 0	$ 0	$ 0	$ 0
6. Faculty and Staff Offices	$ 40,130.00	$ 0	$ 0	$ 0	$ 0
7. Instructional Equipment	$ 30,704 software Ascend Academic	$20,000.00 software Ascend Academic	$ 20,000.00 software Ascend Academic	$ 30,000.00 software Ascend Academic	$ 30,000.00 software Ascend Academic
8. Sterilization Room	$ 105,622= 73,001 + $49,038 See Schein estimate	$ 2,000.00 water system filters & Hydrum maintenance	$ 2,000.00 water system filters & Hydrum maintenance	$ 2,000.00 water system filters & Hydrum maintenance	$ 2,000.00 water system filters & Hydrum maintenance
9. Equipment Room (compressors)	$ 87,059 See Schein estimate	$ 0	$ 0	$ 0	$ 0
10. Other (Specify)					
II NON- Capital Expenditures					
A. Instructional materials	$ 4,000 Books, slides etc	$2,000	$2,000	$2,000	$2,000
B. Clinic Supplies	$255,981 Clinic supplies + Steril. +3PPE + Patient care	$80,000 ~ $6,600 per month	$100,000 ~ $8,300 per month	$120,000 ~ $10,000 per month	$120,000 ~$10,000 per month
C. Laboratory Supplies	$172,213 start up supplies & Computers	$8,000 ~$600 per month	$ 9,000 ~$750 per month	$ 9,000 ~$750 per month	$ 9,000 ~$750 per month
D. Office Supplies	$ 3,000 Poss additional needs	$ 2,000	$ 2,300	$ 2,300	$ 2,500
E. Program Library Collection					
1. Institutional	$ 43,690	$ 43,690	$43,690	$ 44,000	$ 45,000
2. Departmental	$ 4,300	$4,300	$ 4,300	$ 4,600	$ 4,600
F. Equipment Maintenance and Replacement	$ 5,000	$ 8,000	$ 10,000	$10,000	$ 15,000
III. Faculty					
A. Salaries	$ 522,600 1 PD + 3 FT faculty @ 116,250= $465,000 1 PT DDS @($100 hr 12 hr wk) $57,600	$1,228,950 1 PD + 6 FT faculty @ 116,250= $813,750 5PT Faculty@ 60,000= 300,000 2 PT DDS @($100 hr 12 hr wk) 57,600= $115,200	$1,485,750 1 PD + 6 FT faculty @ 116,250= $813,750 8PT Faculty@ 60,000= 480,000 4 PT DDS @ ($100 hr 10 hr wk) 48,000= $192,000	$1,530,322 1 PD + 6 FT faculty 8PT Faculty 4 PT DDS (COL3%)	$1,576,231 1 PD + 6 FT faculty 8PT Faculty 4 PT DDS (COL3%)
B. Benefits	$116,040 ~20% of base pay for benefits	$ 245,790 ~20% of base pay for benefits	$297,150 ~20% of base pay for benefits	$306,064 ~20% of base pay for benefits	$315,246 ~20% of base pay for benefits
C. Professional Development	$ 8,000	$8,000	$8,000	$8,000	$8,000

D. Travel	$ 1,600 Company meeting development	$1,600	$1,800	$2,000	$2,000
E. Other					
IV. Staff					
A. Secretarial Support	$ 46,000 1 FT- admin assistant	$46,000 1 FT- admin assistant	$47,380 1 FT- admin assistant (COL 3%)	$48,801 1 FT- admin assistant (COL 3%)	$50,265 1 FT- admin assistant (COL 3%)
B. Clinical Support Staff	$92,000 1 FT -Clinic Coordinator @ $66,000 1 PT -DA Sterilization @ $26,000	$178,000 2 FT- Clinic Coordinator/ sterilization @ $66,000 1 FT- DA Sterilization @ $46,000	$183,340 2 FT- Clinic Coordinator/ sterilization 1 FT- DA Sterilization (COL 3%)	$188,840 2 FT- Clinic Coordinator / sterilization 1 FT- DA Sterilization (COL 3%)	$194,505 2 FT- Clinic Coordinator/ sterilization 1 FT -DA Sterilization (COL 3%)
C. Other					
V. Marketing Expenses					
A. Marketing Expenses	$ 809,966	$ 809,966	$ 809,966	$ 809,966	$ 809,966
B. Projected Student Fees (Tuition) see other fees in the table below	$4,079,760= $84 ,995*48 students	$4,079,760= $84,995*48 students	$4,079,760= $84,995*48 students	$4,079,760= $84,995*48 students	$4,079,760= $84,995*48 students

Table 10. Dental Hygiene Projected Costs

	Nowell Construction Inc.			
	Project: Projected Estimate Based on Floor Plan Provided			
	Dental Clinic + Lab Space - 16875 W Bernardo Drive San Diego, CA.			
	SCOPE OF WORK			
			Bidder	Quote
1	Demolition:			
	*Wall Removal		DePaul	7,800.00
	* Remove Old Light Fixtures			770.00
	* Saw Cut Concrete for Underground Utilities, break and Remove		Advanced	15,000.00
	* Dirt Removal		A-Team	1,450.00
2	Concrete			
	* Prep Trench with Vapor Barrier, Dowels		Advanced	18,650.00
	* Pour back with 2,500 psi mix			
3	Plumbing:		Egal Eye	450.00
	* Run Camera into Drain Line to Determine Depth, Location			
	*Underground Drain to (6) Sinks, (1) Floor Sink		DW Plmg	87.550.00
	* Rough in Fixtures, Vent into Existing accessable Vents.			
	* Set Finish on Owner's Sinks			
	* Furnish and install (3) 21" x 32" stainless steel Sinks. Faucet allowance $800.00			
3	Electrical:		Hot Wire	85,000.00
	*Set Transformer in Equipment Room + Sub Panel for Distribution			
	*Power to: Dental Units, X-Ray units, Air Compressor, Vacuum,			
	*New Light fixtures; LED Flat Panel			
4	HVAC:		Eskimo	59,000.00
	* Modify existing system, add Thermostats			
5	Walls:		JNB	54,000.00
	*Steel Stud Frame 20 ga. 16: o.c. With 5/8" Drywall, Level 4 Finish			
	* As Shone on Floor Plan Sketch			
6	T-Bar System:		JNB	42,250.00
	*Install Standard 15/16" White Grid, Standard 5/8" Lay-in Panel (Match Existing)			
7	Paint		DW Coat	9,500.00
	*One Coat of Primer With Two Coats of Finish. One Color.			
8	Millwork:		Stanbrige	N.I.C.
	* Dental Casework : Operatory Divider Sink Units, Sterile Sink Units			
	To Be Furnished and Installed by others			
9	Doors: Install Doors provided on Site in 'AS IS' Condition		Wayne	1,200.00
10	Floor Cover:		Signature	70,560.00
	* Minor Floor Prep to fill small Cracks, Divits			
	* Install LVP Product Selection to be Determined 8,249 SQ FT			
11	Window Treatment		Sundown	4,500.00
	* Apply a Reflective Film on Windows Where the Furred out Walls Occur.			
12	Wall Signs		Nowell	200.00
	* (4) Brail exit signs			
13	Final Cleaning		DW Coat	3,500.00
	Wash Interior windows, Dust Millwork, Vacuum Floor			
14	Labor:			
	*Maintain The Job Site; Load out Construction Debris		Nowell	13,600.00
	* Move Materials as Required			
15	Supervision:			
	* Schedule and Coordinate Subcontractors, Inspections			18,400.00
16	Contractor's Fee			49,388.00
	* Manage And Oversee the Project			
	Total Construction Estimate			$542,718.00
17	Architectural, M.P.E. Plans Project to Run : $28,500.00			
	City Permits; $8,000.			
Note:				
	This "ESTIMATE" is a Projection of Construction Costs Based on Previous Similar Projects			
	After the Final Architectural & Engineered Mechanical, Electrical, Plumbing Plans are Completed			
	The Estimate will be Revised to Reflect the Changes To The Scope of Work			
	Work is Intended to be Done During Regular Working Hours (6:00 - 4:00) Monday-Friday.			
	The Costs Relating to The Development of "The Plans" And Governmental Fees Are Not A Part of This Construction Estimate			
Estimated Construction Schedule:				
	Plan Development: 3-4 Weeks			
	City Plan Check; 6 Weeks			
	Construction: 16-17 Weeks			

Table 11. Construction Estimate

HENRY SCHEIN®
DENTAL

Equipment Deposits
PO Box 360920
Pittsburgh, PA 15251-6920

Correspondence
135 Duryea Road
Melville, NY 11747

QUOTE# 202605181439001

Date:	Acct No:	Estimated Install Date:
05/18/2026	4522016	12/31/2026
Field Sales Consultant:	**Sales Specialist:**	**Sales Specialist:**
Mike Neal	Ben Oliver	

Installation Address: 277 Rancheros Dr

Bill To:	Stanbridge Univ Hygiene SD		
Address:	277 Rancheros Dr		
City:	San Marcos	**State:** CA	**Zip:** 92069
Deliver To:	Stanbridge Univ Hygiene SD		
Phone:	8887896208		
Fax:			
Email:			

City:	San Marcos	**State:** CA	**Zip:** 92069
Phone:	8887896208	**Fax:**	
Order Type:	New Build		
Henry Schein Dental			
Address:			
City:	**State:**	**Zip:**	
Phone:	**Fax:**		

Qty	Manufacturer	Item Code	Description	Retail Price	Price	Total
			PRICING IS FOR BUDGETARY			
			PURPOSES ONLY. PER REQUEST, A			
			BUFFER MARGIN HAS BEEN			
			ADDED TO HELP WITH YEARLY			
			PRICE INCREASES OR INCREASES			
			DUE TO TARRIFFS			
			FINAL PRICING BASED UPON			
			FINAL EQUIPMENT SELECTIONS			
			AND THE DATE ORDERED			
			INSTALL INCLUDED IN PRICING			
			hygiene lab chair package	$60,858.97	$47,750.88	$1,146,021.12
24	ADEC	493-0361	Opt,Fndtn Price,511B,No			
24	ADEC	492-8731	Seamless Upholstery			
24	ADEC	492-8550	Floor Box,Ctrd,511/311B			
24	ADEC	143-8316	Fdation Price,532PRO Radius,7			
24	ADEC	493-0337	Opt,Tray Hldr,Sd Mt,Strd,			
24	ADEC	147-8887	Control Module,XC10,Integrated			
24	ADEC	147-8908	XC10 Motor w/Medium Tubing,INT			
24	ADEC	147-8908	XC10 Motor w/Medium Tubing,INT			
24	ADEC	492-9140	Positions,6-Pin Tubing			
24	ADEC	492-9141	pos[0],4-Hole Tubing			
24	ADEC	143-8320	Fdation Price,551STA Single 3			
24	ADEC	492-8537	Arm,Long,Asst			
24	ADEC	492-9296	Dual Turret,Dual Turret			
24	ADEC	493-0636	HVE,Adtl,11mm			
24	ADEC	492-8750	400 Sprt Link			
24	ADEC	492-9082	Fndtn,572LED LT Radius MT			

HENRY SCHEIN®
DENTAL

Equipment Deposits
PO Box 360920
Pittsburgh, PA 15251-6920

Correspondence
135 Duryea Road
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QUOTE# 202605181439001

Date:	Acct No:	Estimated Install Date:
05/18/2026	4522016	12/31/2026
Field Sales Consultant:	**Sales Specialist:**	**Sales Specialist:**
Mike Neal	Ben Oliver	

Installation Address: 277 Rancheros Dr

Bill To:	Stanbridge Univ Hygiene SD		
Address:	277 Rancheros Dr		
City:	San Marcos	**State:** CA	**Zip:** 92069
Deliver To:	Stanbridge Univ Hygiene SD		
Phone:	8887896208		
Fax:			
Email:			

City: San Marcos	**State:** CA	**Zip:** 92069	
Phone: 8887896208	**Fax:**		
Order Type: New Build			
Henry Schein Dental			
Address:			
City:	**State:**	**Zip:**	
Phone:	**Fax:**		

Qty	Manufacturer	Item Code	Description	Retail Price	Price	Total
24	ADEC	492-9198	Handle,Handle			
24	ADEC	492-9043	Fndtn Prc,482 Mntr MT,Rad			
24	ADEC	492-9121	Foundation Price- 521			
24	ADEC	492-9122	Foundation Price- 522			
			Hyg. Island Cabinet	$39,795.00	$31,223.76	$374,685.12
12	ADEC	492-9386	Fndtn Prc,592.114In Full			
12	ADEC	492-9608	592,114, Full Cent Xray			
12	ADEC	493-0125	Dispenser/Soap & Sanitizer			
12	ADEC	492-9447	DS2002,T-Wall Disp,2X Glv			
12	ADEC	492-9443	DR2008,Door Strg CPU			
12	ADEC	492-9588	WA2104,Mdsctn Pvcy Pnl,2X			
12	ADEC	492-9464	WA2003,Sink Wall,Pwr Pnl,			
12	ADEC	492-9583	UP2013,28IN,Upr,Wood Door			
12	ADEC	492-9442	DR2005,Door Strg,Apron			
12	ADEC	493-0267	Ctop Mod Name CS2101 26In			
			Hyg. Side Cabinets	$18,060.00	$14,170.16	$170,041.92
12	ADEC	492-9391	593.70L Starting Point			
12	ADEC	493-0513	593L Curved Left Endcap			
12	ADEC	493-0514	593L Curved Right Endcap			
12	ADEC	492-9945	14" Door Strg/Trash			
12	ADEC	492-9549	DR3202,Door Strg,Sharps			
12	ADEC	492-9579	DB3101,DWR,Barrier Disp			
12	ADEC	492-9560	DB3010,5IN,5IN,5IN,7.5IN			
12	ADEC	492-9391	593.70L Starting Point			
12	ADEC	493-0513	593L Curved Left Endcap			
12	ADEC	493-0514	593L Curved Right Endcap			
12	ADEC	492-9560	DB3010,5IN,5IN,5IN,7.5IN			
12	ADEC	492-9579	DB3101,DWR,Barrier Disp			
12	ADEC	492-9549	DR3202,Door Strg,Sharps			
12	ADEC	492-9945	14" Door Strg/Trash			
			Hyg Steri Center	$79,405.00	$73,001.36	$146,002.72

HENRY SCHEIN®
DENTAL

Equipment Deposits
PO Box 360920
Pittsburgh, PA 15251-6920

Correspondence
135 Duryea Road
Melville, NY 11747

QUOTE# 202605181439001

Date:	Acct No:	Estimated Install Date:
05/18/2026	4522016	12/31/2026
Field Sales Consultant:	**Sales Specialist:**	**Sales Specialist:**
Mike Neal	Ben Oliver	

Installation Address: 277 Rancheros Dr

Bill To:	Stanbridge Univ Hygiene SD	**City:** San Marcos	**State:** CA	**Zip:** 92069	
Address:	277 Rancheros Dr	**Phone:** 8887896208	**Fax:**		
City:	San Marcos **State:** CA **Zip:** 92069	**Order Type:** New Build			
Deliver To:	Stanbridge Univ Hygiene SD	**Henry Schein Dental**			
Phone:	8887896208	**Address:**			
Fax:		**City:**	**State:**	**Zip:**	
Email:		**Phone:**	**Fax:**		

Qty	Manufacturer	Item Code	Description	Retail Price	Price	Total
2	ADEC	493-0653	FNDTN STERI 594, 308 IN			
2	ADEC	493-0231	DR4003,Trash Drop			
2	ADEC	493-0255	EQ4202,Ulsnc Cln W/Ctop			
2	ADEC	493-0255	EQ4202,Ulsnc Cln W/Ctop			
2	ADEC	492-9458	EQ4100,Corner Lower			
2	ADEC	493-0254	SK4009, Sink			
2	ADEC	493-0114	Drwrs,DB4006,Prep/Pk,5/5/			
2	ADEC	494-0018	M.R. Tower Pos 2 Mod			
2	ADEC	494-0018	M.R. Tower Pos 2 Mod			
2	ADEC	493-0135	TW4104 Sterile Storage			
2	ADEC	493-0874	Accessory Shelf 14in			
2	ADEC	492-9506	UP4002,Upr Strg,Alum Door			
2						
			Hyg Mechanical Room	$58,911.96	$43,051.06	$87,059.42
2	ADEC	147-2282	Compressor SC12+ Hex Motor			
2	ADEC	147-2285	Vaccuum Sys DV12+			
4	ADEC	493-0791	Transf Buck Boost 500VA			
2	ADEC	493-0961	Wtr Sfty Vlv WS2 24VAC			
2	ADEC	129-7984	Sgl Button 24V Blue LED			
2	ADEC	129-7995	Dbl 4 Button 24V Blue LED			
2	ADEC	124-8065	Kit,Fresh Air Intake			
2						
			sterilization	$36,226.41	$27,424.49	$105,622.42
6	MIDMAK	147-0783	Midmark M11 Steam Sterilizer			
4	MIDMAK	387-4276	QckCln Ulsnc 6.6 Gal			
4	SCICAN	138-4222	VistaPure V3000			
2	ACCUT	177-0181	Drain Hub Kt DH158/DH8200			
2	MIEINC	802-0604	PG8581 Instr Wshr-Pkg 1			
			hyg x ray rooms	$9,250.00	$4,507.69	$36,061.52
8	BELMON	144-5250	IO,PHOT-xlls w/LCD,12In			

HENRY SCHEIN®
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Equipment Deposits
PO Box 360920
Pittsburgh, PA 15251-6920

Correspondence
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Melville, NY 11747

QUOTE# 202605181439001

Date:	Acct No:	Estimated Install Date:
05/18/2026	4522016	12/31/2026
Field Sales Consultant:	**Sales Specialist:**	**Sales Specialist:**
Mike Neal	Ben Oliver	

Installation Address: 277 Rancheros Dr

Bill To:	Stanbridge Univ Hygiene SD		
Address:	277 Rancheros Dr		
City:	San Marcos	**State:** CA	**Zip:** 92069
Deliver To:	Stanbridge Univ Hygiene SD		
Phone:	8887896208		
Fax:			
Email:			

City:	San Marcos	**State:** CA	**Zip:** 92069
Phone:	8887896208	**Fax:**	
Order Type:	New Build		
Henry Schein Dental			
Address:			
City:	**State:**	**Zip:**	
Phone:	**Fax:**		

Qty	Manufacturer	Item Code	Description	Retail Price	Price	Total
8	TPCADV	189-0984	Chr,Mirage XR,Stormy			
			digital imaging	$64,674.99	$52,595.52	$183,501.50
8	DEXIS	146-8119	Dexis Ti2 Kt			
2	INSTRM	628-5767	OP2D 3D Ready X-Ray			
4	DEXIS	148-0406	Scanner I/O Wired 3D IS 3800			
1						
1						

APPLIED CUSTOMER DISCOUNT:
$632,643.08

Subtotal:	$2,248,995.74
Shipping & Handling:	$30,000.00
ESTIMATED TAX:	$199,412.13
Total:	$2,478,407.87
Deposit:	$247,840.79
Balance Due:	$2,230,567.08

Payment Terms: Minimum 10% deposit required to initiate order (excluding government customers). Balance to be paid on delivery, and Customer must take delivery within three months of Estimated Install Date above. Excluding applicable terms from other applicable contract.

For dental radiation-emitting equipment, the National Council on Radiation Protection (NCRP) recommends, and many states require, a shielding design/plan review performed by a qualified expert before installation. As a service, HSD will obtain this from a qualified expert on your behalf; applicable fees will be added to your order. If you are in a state that does not require this, and decline this service, please check the box and sign here. Decline ☐ Customer Signature_____

THIS ORDER IS SUBJECT TO HENRY SCHEIN DENTAL EQUIPMENT TERMS AND CONDITIONS AND ANY SUPPLEMENTAL TERMS AND CONDITIONS PROVIDED WITH PURCHASES HEREUNDER, AND THE PURCHASER AGREES TO BE BOUND THEREBY.
Orders are subject to credit approval.

Table 12. Henry Schein Clinic Estimates

HENRY SCHEIN®
DENTAL

Equipment Deposits
PO Box 360920
Pittsburgh, PA 15251-6920

Correspondence
135 Duryea Road
Melville, NY 11747

QUOTE# 202508141815001

Date:	Acct No:	Estimated Install Date:
05/18/2026	4522016	12/31/2026
Field Sales Consultant:	**Sales Specialist:**	**Sales Specialist:**
Mike Neal	Ben Oliver	

Installation Address: 277 Rancheros Dr

Bill To:	Stanbridge Univ Hygiene SD	**City:**	San Marcos	**State:** CA	**Zip:** 92069
Address:	277 Rancheros Dr	**Phone:**	8887896208	**Fax:**	
City:	San Marcos **State:** CA **Zip:** 92069	**Order Type:**	New Build		
Deliver To:	Stanbridge Univ Hygiene SD		Henry Schein Dental		
Phone:	8887896208	**Address:**			
Fax:		**City:**	**State:**	**Zip:**	
Email:		**Phone:**	**Fax:**		

Qty	Manufacturer	Item Code	Description	Retail Price	Price	Total
			PRICING IS FOR BUDGETARY			
			PURPOSES ONLY. PER REQUEST, A			
			BUFFER MARGIN HAS BEEN			
			ADDED TO HELP WITH YEARLY			
			PRICE INCREASES OR INCREASES			
			DUE TO TARRIFFS			
			FINAL PRICING BASED UPON			
			FINAL EQUIPMENT SELECTIONS			
			AND THE DATE ORDERED			
			INSTALL INCLUDED IN PRICING			
			Sim Mechanical Room	$54,135.97	$39,560.91	$80,079.12
2	ADEC	147-2282	Compressor SC12+ Hex Motor			
2	ADEC	147-2285	Vaccuum Sys DV12+			
4	ADEC	493-0791	Transf Buck Boost 500VA			
2	ADEC	129-7995	Dbl 4 Button 24V Blue LED			
2	ADEC	124-8065	Kit,Fresh Air Intake			
			Sim x ray rooms	$9,250.00	$4,507.69	$27,046.14
6	BELMON	144-5250	IO,PHOT-xlls w/LCD,12In			
6	TPCADV	189-0984	Chr,Mirage XR,Stormy			
			Sim digital imaging	$22,042.99	$16,253.73	$114,671.64
8	DEXIS	146-8119	Dexis Ti2 Kt			
6	INSTRM	628-5865	Sensor Kit IXS Size 1			
			41L Mobile Simulator 2	$19,780.00	$14,295.69	$371,687.94
26	ADEC	492-9037	Fndtn Price,41L Simulator			

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DENTAL

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Date:	Acct No:	Estimated Install Date:
05/18/2026	4522016	12/31/2026
Field Sales Consultant:	**Sales Specialist:**	**Sales Specialist:**
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Installation Address: 277 Rancheroe Dr

Bill To:	Stanbridge Univ Hygiene SD		
Address:	277 Rancheros Dr		
City:	San Marcos	**State:** CA	**Zip:** 92069
Deliver To:	Stanbridge Univ Hygiene SD		
Phone:	8887896208		
Fax:			
Email:			

City:	San Marcos	**State:** CA	**Zip:** 92069
Phone:	8887896208	**Fax:**	
Order Type:	New Build		
Henry Schein Dental			
Address:			
City:	**State:**	**Zip:**	
Phone:	**Fax:**		

Qty	Manufacturer	Item Code	Description	Retail Price	Price	Total
			A-dec 578L LED Dental Light, Specialty M	$6,415.00	$4,496.69	$116,913.94
26	ADEC	493-1121	Bench Mt 598 Simulation			
26	ADEC	492-9102	Fndtn,578 LED Lt, Stnry			
			A-dec Monitor MT,381	$1,375.00	$1,001.79	$26,046.54
26	ADEC	492-9198	Handle,Handle			
26	ADEC	492-9034	Fndtn,381 Mntr Mt,Radius			
			A-dec 521 Doctor's Stool	$1,835.00	$1,383.31	$35,966.06
26	ADEC	492-9121	Foundation Price- 521			
			sim cab left	$18,539.00	$13,975.55	$111,804.40
8	ADEC	492-9378	591.42L Starting Point			
			Sim Cab Middle	$16,834.00	$12,690.25	$101,522.00
8	ADEC	492-9378	591.42L Starting Point			
			Sim Cab Right	$18,843.00	$14,204.72	$113,637.76
8	ADEC	492-9378	591.42L Starting Point			
			Sim Cab Instructor	$23,639.00	$17,820.17	$35,640.34
2	ADEC	492-9378	591.42L Starting Point			
			CUSTOM WET LAB	$65,567.00	$49,427.43	$98,854.86
2	ADEC	493-0262	Fndtn Prc,594,238IN Steri			
			CUSTOM SOUBLE SIDED WORKSTATI	$99,043.00	$74,663.18	$298,652.72
4	ADEC	492-9378	591.42L Starting Point			
			LIGHT/CAMERA CEILING MOUNT	$15,855.99	$13,169.20	$26,338.40

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05/18/2026	4522016	12/31/2026
Field Sales Consultant:	**Sales Specialist:**	**Sales Specialist:**
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Installation Address: 277 Rancheros Dr

Bill To:	Stanbridge Univ Hygiene SD	**City:** San Marcos	**State:** CA **Zip:** 92069
Address:	277 Rancheros Dr	**Phone:** 8887896208	**Fax:**
City:	San Marcos **State:** CA **Zip:** 92069	**Order Type:** New Build	
Deliver To:	Stanbridge Univ Hygiene SD	Henry Schein Dental	
Phone:	8887896208	**Address:**	
Fax:		**City:**	**State:** **Zip:**
Email:		**Phone:**	**Fax:**

Qty	Manufacturer	Item Code	Description	Retail Price	Price	Total
2	PLANM	445-1646	Lt,2-4KCam,Solanna Vision			
2	PLANM	148-0363	Ceiling Mnt Opt f/Solanna Lt			

APPLIED CUSTOMER DISCOUNT:
$567,675.98

Subtotal:	$1,558,861.86
Shipping & Handling:	$44,000.00
ESTIMATED TAX:	$140,250.42
Total:	$1,743,112.28
Deposit:	$174,311.23
Balance Due:	$1,568,801.05

Payment Terms: Minimum 10% deposit required to initiate order (excluding government customers). Balance to be paid on delivery, and Customer must take delivery within three months of Estimated Install Date above. Excluding applicable terms from other applicable contract.

For dental radiation-emitting equipment, the National Council on Radiation Protection (NCRP) recommends, and many states require, a shielding design/plan review performed by a qualified expert before installation. As a service, HSD will obtain this from a qualified expert on your behalf; applicable fees will be added to your order.
If you are in a state that does not require this, and decline this service, please check the box and sign here. Decline ☐ Customer Signature_____

THIS ORDER IS SUBJECT TO HENRY SCHEIN DENTAL EQUIPMENT TERMS AND CONDITIONS AND ANY SUPPLEMENTAL TERMS AND CONDITIONS PROVIDED WITH PURCHASES HEREUNDER, AND THE PURCHASER AGREES TO BE BOUND THEREBY.
Orders are subject to credit approval.

Table 13. Henry Schein Lab Estimates

Dental Hygiene Supplies and Additional Equipment Estimates

Supplies List

Quantity	Dental Hygiene Clinic	Unit Price	Total Price	Item #	Company
5	Wall clocks	$30	$150	9065150	Schein
24	Wall file holders	$35 for 6	$140		Amazon
4	Scanners	$424	$1,696	1239200	Schein
24	Cavicide wipes/spray	$16	$384	6402805	Schein
24	Disinfectant spray (intermediate-level)	$16	$384	6402261	Schein
16	Computer Covers	$19	$304	1890596	Schein
4	Tray Covers	$32.50	$130	1273484	Schein
24	Barrier Film	$12	$288	1461806	Schein
24	Disposable barriers (Chair covers)	$40	$960	5701933	Schein
24	Syringe Cover	$16	$384	1890605	Schein
10	Utility gloves	$12	$120	6284209	Schein
2	Tray paper	$16	$32	5703807	Schein
4	Sensor Sheaths	$24	$96	1125546	Schein
2	Finger Cots	$18	$36	1278304	Schein
4	Bite wing tabs	$22	$88	1005811	Schein
4	Antibacterial hand soap	$41	$164	3900797	Schein
24	Hand sanitizer	$5	$120	1500074	Schein
3	Paper towels	$104	$312	1011510	Schein
4	Autoclave cleaner	$34	$136	3865728	Schein
24	Sharps containers	$11	$264	6666741	Schein
1	Spill kits (biohazard)	$35	$35	4225158	Schein
1	Automated external defibrillator (AED)	$1,212	$1,212	PONSITE-BUS	AED.com
1	First aid kit	$69	$69	6924964	Schein
1	Essential Emergency Medical Kit	$755	$755	1003490	Dental City
24	Instrument transport boxes / Procedure Tub	$91	$2184	6581762	Schein
5	High-volume evacuators (HVE)	$46	$230	8898148	Schein
5	Saliva ejector tips	$10	$50	1125996	Schein
3	Air-water syringes	$40	$120	1474738	Schein
2	Waterline treatment tablets	$60	$120	4920070	Schein
2	Waterline test kit	$307	$614	6830153	Schein
6	Mouth Props	$67	$402	6001585	Schein
24	Cavitron Units	$2,527	$60,648	1671302	Schein
4	Piezo Units	$1,600	$6,400	5703444	Schein

2	Instrument cassettes	$750	$1,500		Hu Freidy
7	X-ray aprons	$512	$3,590	5701391	Schein
3	Pediatric led apron	$110	$330	1891518	Schein
4	Pediatric Sensor Kit IXS Size 0	$9,727	$38,880		Schein
1	Velscope - Oral cancer devicce	2,200	$2,200		Schein
31	Computers	$1,620	$50,220	Dell - OptiPlex 7000	Best Buy
	Total		**$175,800**		
Quantity	**Sterilization Room Supplies**	**Unit Price**	Total Price	Item #	Company
2	Ultrasonic cleaners	$53	$106	1003185	Schein
10	Self Seal Sterilization Pouch (various sizes)	$45	$450	1124860	Schein
1	Biological monitoring tests (weekly)	$276	$276	1335356	Schein
2	Steam Sterilization Integrator	$40	$80	6010819	Schein
2	Sterilization tape	$13	$26	8580189	Schein
1	Autoclave Tape Dispenser	$55	$55	9330177	Schein
3	Evacuation cleaner	$47	$141	1414627	Schein
4	Evacuation Cleaner Container	$75	$300	6409341	Schein
	Laundry service (Towels, blankets)	$240	240.00	a month	Alsco
	Total		**1621.00**		
Quantity	**Personal Protective Equipment (PPE)**	**Unit Price**	Total Price	Item #	Company
20	Level 3 face masks	$16	$320	1424165	Schein
5	Safety glasses	$7	$35	7530600	Schein
2	Face shields	$75	$150	1012254	Schein
30	Disposable gowns	$22	$660	8580090	Schein
5	Hair covers	$7	$35	1046058	Schein
1	Over gloves (Case of 10,000 Disposable Poly Plastic Gloves for Cooking, Food Prep)	$98	$98		Amazon
120	Gloves-exam (Nitrile, latex-free)	$17	$2,040	1126831	Schein
	Total		**$3,338**		
Quantity	**Patient Care Supplies**	**Unit Price**	Total Price	Item #	Company
2	Prophy paste	$80	$160	5552395	Schein
1	Fluoride varnish	$200	$200	5432267	Schein
3	Cotton rolls/gauze	$60	$180	7548984	Schein
2	Cotton swabs	$18	$36	1149951	Schein
2	Bibs	$43	$86	1383687	Schein
1	Disposable cups	$46	$46	5703731	Schein
2	Mouth wash	$57	$114	3210059	Schein
3	(OHI kits)Toothbrush, floss, paste	$74	$222	5439387	Schein
3	End Tuft Toothbrush	$15	$45	7124416	Schein
3	Proxy brush	$31	$93	7120155	Schein
1	Tongue scraper	$111	$111	9007693	Schein

1	Tartar & Stain Remover	$31	$31	1004263	Schein
2	Denture Cleaner	$30	$60	8770057	Schein
10	Needles (various gauges)	$18	$180	1941613	Schein
20	Local anesthetic carpules	$62	$1,240	4651205	Schein
1	Needle protectors/sheaths	$76	$76	9911756	Schein
5	Anesthetic syringes	$38	$190	1004612	Schein
6	Chlorhexidine gluconate	$10	$60	5702249	Schein
2	Irrigation syringes and tips	$56	$112	1025120	Schein
12	Arestin syringes	$64	$768	4229209	Schein
4	Nitrous Oxide units	$3500	$14,000		Schein
10	Nitrous oxide tanks	$87	$870		Air Gas
10	Oxygen tanks	$97	$970		Air Gas
8	Nasal masks	$124	$992	1722086	Schein
2	Sealant	$71	$142	5702070	Schein
3	Phosphoric Acid Etching Gel	$25	$75	3842260	Schein
8	Curing lights	$930	$7440	1126227	Schein
2	Articulating paper	$22	$44	1008575	Schein
50	Laser tips	$10.72	$536	1900162	Schein
64	Tissue (kleenex)	$3.29	$211	1434498	Schein
3	Titanium implant instruments	$453	$1,359	8221120	Schein
50	Set UpTrays	$9	$450	1086901	Schein
2	Tray Rack	$100	$200	2160213	Schein
30	Snap-A-Ray DS	$75	$2250	1890487	Schein
30	Rinn Kits	$407	$12,210	1890715	Schein
4	Diode Laser	$6,000	$24,000	1900425	Schein
7	Intraoral Camera	$430	$3,010	1426407	Schein
12	Typodont mount	$200	$2,400	CBM-3A – Bench & Chair Mount	Kilgore
	Total		**$75,169**		
Quantity	**Lab**	**Unit Price**	Total Price	Item #	Company
1	Dental alginate	$165	$165	1356389	Schein
24	Mixing bowls (rubber)	$16.46	$395.46	9001264	Schein
24	Spatulas	$10	$240	1348852	Schein
24	Spatulas (Plaster)	$22	$528	1048897	Schein
24	Spatulas (dental cement)	$43	$1032	3782282	Schein
1	Dental stone	$73	$73	1417287	Schein
24	Scissors	$88	$2112	1070150	Schein
2	Thermoplastic sheets (whitening tray material)	$63	126.00	4750217	Schein

12	Mixing pads	$10	$120	1002880	Schein
15	Mixing glass slabs	$27	$405	3657286	Schein
2	Dental cements (Glass ionomer, temporary, resin-modified types)	$500	1000.00	3335101/1048782	Schein
1	Silver Diamine Fluoride	$120	$120	1630196	Schein
2	Desensitizer	$105	$110	5702794	Schein
1	Amalgam capsules	$70	$140	1005748	Schein
2	Amalgamator (titrator)	$600	$1,200	5702251	Schein
12	Amalgam carrier	$60	$720	3782793	Schein
12	Amalgam Plugger	$44	$528	9535895	Schein
2	Matrix bands	$100	$200	2470124	Schein
3	Phosphoric Acid Etching Gel	$25	$75	3842260	Schein
6	Rubber dam kits (Rubber sheets, clamps, punch, forceps, frames)	$730	$4,380	8885053	Schein
1	Periodontal dressing (Coe-Pak or Barricaid)	$136	$136	3334499	Schein
3	Polishing burs/discs/strips	$40	$120	3780005	Schein
2	Composite materials	$132.50	$265	7772325	Schein
3	Composite Dispenser	$68.67	$206	7772404	Schein
3	Dental handpieces (high speed)	$207	$620	5701072	Schein
3	Dental handpieces (Slow speed)	$210	$630	5700498	Schein
6	Burs	$53	$318	1300444/1956161	Schein
1	First aid kit (for lab)	$69	$69	6924964	Schein
10	Impression trays (Multiple sizes)	$20	$200	9004563	Schein
1	Micro brushes	$80	$80	1079238	Schein
6	X-ray practice manikins/ Dexter	$3,000	$18,000	CDK1974A	GTSimulators
3	Pediatric X-ray manikins	$1,520	$4,560	CDK765PD	GTSimulators
6	Model trimmers	$900	$1,800	6122272	Schein
6	Vibrators	$150	$900	9004053	Schein
6	Denture Ultrasonic	$30	$180	8776971	Schein
6	Vacuum formers	$540	$3,240	1016065	Schein
1	Wax	$25	$25	5471584	Schein
1	NoMad hand held x-ray unit	$7,000	$7,000		Schein
25	Frasaco Premium Head with Full Articulating Jaw and Magnetic Mounting Plates	$2,595	$64,800	4030049M P-6/3	Practicon
25	Frasaco Face Shroud (Various Shades) with Drainage for use on ADEC Simulators	$135	$3,375	40300565 V1 P-G SFO V1	Practicon
24	Frasaco ANA-4 Typodont with Calculus in Quad 1 and Quad 4	$329.93	$7,920	SO300115 ANA-4 DAF CV 99-003	Practicon
25	Computers	$1,620	$40,500	Dell - OptiPlex 7000	Best Buy

	Total		**$172,213**		
Quantity	**Reception Office**	**Unit Price**	Total Price	Item #	Company
3	Chairs	$150	$450	2260271	Staples
2	Desks	$280	$560	24503499	Staples
2	Computers	$1,620	$3,240	Dell - Opti Plex 7000	Best Buy
10	Copy paper	$10	$100	135855	Staples
5	Pens	$10	$50	609710	Staples
3	Highlighters	$8.33	$25	659760	Staples
2	Permanent markers	$10	$20	125328	Staples
3	Dry erase markers	$5	$15	379465	Staples
2	Whiteboard erasers	$6	$12	272153	Staples
2	Pencils	$2	$4	24424025	Staples
3	Notepads	$15	$45	24419956	Staples
4	Sticky notes	$4	$16	565447	Staples
3	Staplers & staples	$14.33	$43	493340/504308	Staples
6	Paper clips & binder clips	$47	$28	378813/472480	Staples
5	Scissors	$6	$30	711770	Staples
2	Tape	$6	$12	483535	Staples
3	Hole punches (1-, 2-, and 3-hole)	$23.33	$70	937157	Staples
5	File folders	$18	$90	116657	Staples
5	Hanging file folders	$18	$90	266262	Staples
2	Label maker & label tape	$60	$120	24528008/24629101	Staples
20	Clipboards	$2.50	$50	951060	Staples
2	Envelopes	$5	$10	394057	Staples
5	Cleaning wipes	$10	$50	1949018	Staples
3	Phone system (multi-line)	$334	$2,000		
1	Locking file cabinets	$1,800	$1,800	24420864	Staples
1	Shredder	$113	$113	946196	Staples
1	Printer	$800	800	24555210	Staples
1	Scanner	$450	$425	1239200	Schein
	Total		**$10,268**		
Quantity	**Locker Room**	**Unit Price**	Total Price	Item #	Company
72	Lockers	$164.16	**$11,808**	32368GRY	Lockers.com
Quantity	**Reception**				
24	Chairs	$66.67	$1,608	1958159	Staples
	Signs / décor	$1,500	$1,500		

	Total		**$3,108**		
Quantity	**Faculty Office**	**Unit Price**	Total Price	Item #	Company
5	Folders	$18	$90	266262	Staples
10	Paper	$10	$100	135855	Staples
5	Pens	$10	$50	609710	Staples
2	Markers	$10	$20	125328	Staples
5	Staples	$13	$65	493340	Staples
2	Tape	$6	$12	483535	Staples
3	Hole punches (1, 2, and 3-hole)	$23.33	$70	937157	Staples
4	Desks (multi unit)	$2,300	$9,200	2094404	Staples
16	Chairs	$150	$2,400	2260271	Staples
5	Hanging file folders	$18	$90	266262	Staples
	Phone system		$2,000		
1	Shredder	$113	$113	946196	Staples
16	Computers	$1,620	$25,920	Dell - Opti Plex 7000	Best Buy
	Total		**$40,130**		
Quantity	**Dental Hygiene Clinic**	**Unit Price**	Total Price	Item #	Company
5	Wall clocks	$30	$150	9065150	Schein
12	Wall file holders	$35 for 6	$70		Amazon
4	Scanners	$424	$1,696	1239200	Schein
24	Cavicide wipes/spray	$16	$384	6402805	Schein
12	Disinfectant spray (intermediate-level)	$16	$192	6402261	Schein
16	Computer Covers	$19	$304	1890596	Schein
2	Tray Covers	$32.50	$65	1273484	Schein
12	Barrier Film	$12	$144	1461806	Schein
12	Disposable barriers (Chair covers)	$40	$480	5701933	Schein
12	Syringe Cover	$16	$192	1890605	Schein
10	Utility gloves	$12	$120	6284209	Schein
2	Tray paper	$16	$32	5703807	Schein
4	Sensor Sheaths	$24	$96	1125546	Schein
2	Finger Cots	$18	$36	1278304	Schein
4	Bite wing tabs	$22	$88	1005811	Schein
4	Antibacterial hand soap	$41	$164	3900797	Schein
24	Hand sanitizer	$5	$120	1500074	Schein
3	Paper towels	$104	$312	1011510	Schein
4	Autoclave cleaner	$34	$136	3865728	Schein
13	Sharps containers	$143	$143	6666741	Schein
1	Spill kits (biohazard)	$35	$35	4225158	Schein

1	Automated external defibrillator (AED)	$1,212	$1,212	PONSITE-BUS	AED.com
1	First aid kit	$69	$69	6924964	Schein
1	Essential Emergency Medical Kit	$755	$755	1003490	Dental City
12	Instrument transport boxes / Procedure Tub	$91	$1,092	6581762	Schein
5	High-volume evacuators (HVE)	$46	$230	8898148	Schein
5	Saliva ejector tips	$10	$50	1125996	Schein
3	Air-water syringes	$40	$120	1474738	Schein
2	Waterline treatment tablets	$60	$120	4920070	Schein
2	Waterline test kit	$307	$614	6830153	Schein
6	Mouth Props	$67	$402	6001585	Schein
12	Cavitron Units	$2,527	$30,324	1671302	Schein
4	Piezo Units	$1,600	$6,400	5703444	Schein
2	Instrument cassettes	$750	$1,500		Hu Freidy
5	X-ray aprons	$512	$2,560	5701391	Schein
3	Pediatric led apron	$110	$330	1891518	Schein
4	Pediatric Sensor Kit IXS Size 0	$9,727	$38,880		Schein
1	Velscope - Oral cancer devicce	2,200	$2,200		Schein
	Total		**$91,817**		
Quantity	**Sterilization Room Supplies**	**Unit Price**	Total Price	Item #	Company
1	Ultrasonic cleaners	$53	$53	1003185	Schein
10	SelfSeal Sterilization Pouch (various sizes)	$45	$450	1124860	Schein
1	Biological monitoring tests (weekly)	$276	$276	1335356	Schein
2	Steam Sterilization Integrator	$40	$80	6010819	Schein
2	Sterilization tape	$13	$26	8580189	Schein
1	Autoclave Tape Dispenser	$55	$55	9330177	Schein
3	Evacuation cleaner	$47	$141	1414627	Schein
4	Evacuation Cleaner Container	$75	$300	6409341	Schein
	Laundry service (Towels, blankets)	$240	240.00	a month	Alsco
	Total		**$1621.00**		
Quantity	**Personal Protective Equipment (PPE)**	**Unit Price**	Total Price	Item #	Company
20	Level 3 face masks	$16	$320	1424165	Schein
5	Safety glasses	$7	$35	7530600	Schein
2	Face shields	$75	$150	1012254	Schein
30	Disposable gowns	$22	$660	8580090	Schein
5	Hair covers	$7	$35	1046058	Schein
1	Over gloves (Case of 10,000 Disposable Poly Plastic Gloves for Cooking, Food Prep)	$98	$98		Amazon
120	Gloves-exam (Nitrile, latex-free)	$17	$2,040	1126831	Schein
	Total		**$3,338**		

Quantity	**Patient Care Supplies**	**Unit Price**	Total Price	Item #	Company
2	Prophy paste	$80	$160	5552395	Schein
1	Fluoride varnish	$200	$200	5432267	Schein
3	Cotton rolls/gauze	$60	$180	7548984	Schein
2	Cotton swabs	$18	$36	1149951	Schein
2	Bibs	$43	$86	1383687	Schein
1	Disposable cups	$46	$46	5703731	Schein
2	Mouth wash	$57	$114	3210059	Schein
3	(OHI kits)Toothbrush, floss, paste	$74	$222	5439387	Schein
3	End Tuft Toothbrush	$15	$45	7124416	Schein
3	Proxy brush	$31	$93	7120155	Schein
1	Tongue scraper	$111	$111	9007693	Schein
1	Tartar & Stain Remover	$31	$31	1004263	Schein
2	Denture Cleaner	$30	$60	8770057	Schein
10	Needles (various gauges)	$18	$180	1941613	Schein
20	Local anesthetic carpules	$62	$1,240	4651205	Schein
1	Needle protectors/sheaths	$76	$76	9911756	Schein
5	Anesthetic syringes	$38	$190	1004612	Schein
6	Chlorhexidine gluconate	$10	$60	5702249	Schein
2	Irrigation syringes and tips	$56	$112	1025120	Schein
6	Arestin syringes	$64	$384.00	4229209	Schein
4	Nitrous Oxide units	$3500	$14,000		Schein
10	Nitrous oxide tanks	$87	$870.00		Air Gas
10	Oxygen tanks	$97	$970.00		Air Gas
4	Nasal masks	$124	$496.00	1722086	Schein
2	Sealant	$71	$142	5702070	Schein
3	Phosphoric Acid Etching Gel	$25	$75	3842260	Schein
4	Curing lights	$930	$3,720	1126227	Schein
2	Articulating paper	$22	$44	1008575	Schein
50	Laser tips	$10.72	$536.00	1900162	Schein
64	Tissue (Kleenex)	$3.29	$211	1434498	Schein
3	Titanium implant instruments	$453	$1,359	8221120	Schein
50	Set Up Trays	$9	$450	1086901	Schein
2	Tray Rack	$100	$200	2160213	Schein
15	Snap-A-Ray DS	$75	$1,125	1890487	Schein
15	Rinn Kits	$407	$6,105	1890715	Schein
4	Diode Laser	$6,000	$24,000	1900425	Schein
7	Intraoral Camera	$430	$3,010	1426407	Schein

12	Typodont mount	$200	$2,400	CBM-3A – Bench & Chair Mount	Kilgore
	Total		**$63,339**		
Quantity	**Lab**	**Unit Price**	Total Price	Item #	Company
1	Dental alginate	$165	$165	1356389	Schein
15	Mixing bowls (rubber)	$16.46	$247	9001264	Schein
15	Spatulas	$10	$150	1348852	Schein
15	Spatulas (Plaster)	$22	$330	1048897	Schein
15	Spatulas (dental cement)	$43	$645	3782282	Schein
1	Dental stone	$73	$73	1417287	Schein
15	Scissors	$88	$1,320	1070150	Schein
2	Thermoplastic sheets (whitening tray material)	$63	126.00	4750217	Schein
6	Mixing pads	$10	$60	1002880	Schein
15	Mixing glass slabs	$27	$405	3657286	Schein
2	Dental cements (Glass ionomer, temporary, resin-modified types)	$500	1000.00	3335101/1048782	Schein
1	Silver Diamine Fluoride	$120	$120	1630196	Schein
2	Desensitizer	$105	$110	5702794	Schein
1	Amalgam capsules	$70	$140	1005748	Schein
2	Amalgamator (titrator)	$600	$1,200	5702251	Schein
12	Amalgam carrier	$60	$720	3782793	Schein
12	Amalgam Plugger	$44	$528	9535895	Schein
2	Matrix bands	$100	$200	2470124	Schein
3	Phosphoric Acid Etching Gel	$25	$75	3842260	Schein
6	Rubber dam kits (Rubber sheets, clamps, punch, forceps, frames)	$730	$4,380	8885053	Schein
1	Periodontal dressing (Coe-Pak or Barricaid)	$136	$136	3334499	Schein
3	Polishing burs/discs/strips	$40	$120	3780005	Schein
2	Composite materials	$132.50	$265	7772325	Schein
3	Composite Dispenser	$68.67	$206	7772404	Schein
3	Dental handpieces (high speed)	$207	$620	5701072	Schein
3	Dental handpieces (Slow speed)	$210	$630	5700498	Schein
6	Burs	$53	$318	1300444/1956161	Schein
1	First aid kit (for lab)	$69	$69	6924964	Schein
10	Impression trays (Multiple sizes)	$20	$200	9004563	Schein
1	Micro brushes	$80	$80	1079238	Schein
6	X-ray practice manikins/ Dexter	$3,000	$18,000	CDK1974A	GTSimulators
3	Pediatric X-ray manikins	$1,520	$4,560	CDK765PD	GTSimulators
4	Model trimmers	$900	$3,600	6122272	Schein

6	Vibrators	$150	$900	9004053	Schein
4	Denture Ultrasonic	$30	$120	8776971	Schein
4	Vacuum formers	$540	$2,160	1016065	Schein
1	Wax	$25	$25	5471584	Schein
1	NoMad hand held x-ray unit	$7,000	$7,000		Schein
25	Frasaco Premium Head with Full Articulating Jaw and Magnetic Mounting Plates	$2,595	$64,800	4030049M P-6/3	Practicon
25	Frasaco Face Shroud (Various Shades) with Drainage for use on ADEC Simulators	$135	$3,375	40300565 V1 P-G SFO V1	Practicon
24	Frasaco ANA-4 Typodont with Calculus in Quad 1 and Quad 4	$329.93	$7,920	SO300115 ANA-4 DAF CV 99-003	Practicon
16	Computers	$1,620	$25,920	Dell - OptiPlex 7000	Best Buy
	Total		**$153,018**		
Quantity	**Reception Office**	**Unit Price**	Total Price	Item #	Company
3	Chairs	$150	$450	2260271	Staples
2	Desks	$280	$560	24503499	Staples
2	Computers	$1,620	$3,240	Dell - Opti Plex 7000	Best Buy
10	Copy paper	$10	$100	135855	Staples
5	Pens	$10	$50	609710	Staples
3	Highlighters	$8.33	$25	659760	Staples
2	Permanent markers	$10	$20	125328	Staples
3	Dry erase markers	$5	$15	379465	Staples
2	Whiteboard erasers	$6	$12	272153	Staples
2	Pencils	$2	$4	24424025	Staples
3	Notepads	$15	$45	24419956	Staples
4	Sticky notes	$4	$16	565447	Staples
3	Staplers & staples	$14.33	$43	493340/504308	Staples
6	Paper clips & binder clips	$47	$28	378813/472480	Staples
5	Scissors	$6	$30	711770	Staples
2	Tape	$6	$12	483535	Staples
3	Hole punches (1-, 2-, and 3-hole)	$23.33	$70	937157	Staples
5	File folders	$18	$90	116657	Staples
5	Hanging file folders	$18	$90	266262	Staples
2	Label maker & label tape	$60	$120	24528008/24629101	Staples
20	Clipboards	$2.50	$50	951060	Staples
2	Envelopes	$5	$10	394057	Staples
5	Cleaning wipes	$10	$50	1949018	Staples

3	Phone system (multi-line)	$334	$2,000		
1	Locking file cabinets	$1,800	$1,800	24420864	Staples
1	Shredder	$113	$113	946196	Staples
1	Printer	$800	800	24555210	Staples
1	Scanner	$450	$425	1239200	Schein
	Total		**$10,268**		
Quantity	**Locker Room**	**Unit Price**	Total Price	Item #	Company
48	Lockers	$164.16	**$7,880**	32368GRY	Lockers.com
Quantity	**Reception**				
12	Chairs	$66.67	$800	1958159	Staples
	Signs / décor	$1,500	$1,500		
	Total		**$2,300**		
Quantity	**Faculty Office**	**Unit Price**	Total Price	Item #	Company
5	Folders	$18	$90	266262	Staples
10	Paper	$10	$100	135855	Staples
5	Pens	$10	$50	609710	Staples
2	Markers	$10	$20	125328	Staples
5	Staples	$13	$65	493340	Staples
2	Tape	$6	$12	483535	Staples
3	Hole punches (1, 2, and 3-hole)	$23.33	$70	937157	Staples
4	Desks (multi unit)	$2,300	$9,200	2094404	Staples
16	Chairs	$150	$2,400	2260271	Staples
5	Hanging file folders	$18	$90	266262	Staples
	Phone system		$2,000		
1	Shredder	$113	$113	946196	Staples
16	Computers	$1,620	$25,920	Dell - Opti Plex 7000	Best Buy
	Total		**$40,130**		

Table 14. Dental Hygiene Supplies and Additional Equipment Estimates

LANDAUER®

August 12th, 2025

Stanbridge University
Amber Davis, M.Ed, RDH
1450 Iowa Avenue
Suite 100
Riverside, CA 92507

RE: New Radiation Monitoring Service from LANDAUER

Dear Amber:

Thank you for your recent quotation request for radiation monitoring service from LANDAUER. For more than 70 years, LANDAUER has proudly helped clients ease employee safety concerns and comply with regulations. LANDAUER provides you the most accurate and reliable OSL technology. The Luxel®+ dosimeter has ten times the sensitivity of TLD and film.

We are happy to offer the following services and pricing based upon the information received indicating your current usage of approximately (100) dosimeters.

• Luxel®+ Dosimeter (Type Pa)	$ 16.28 ea. / Quarterly
• One-time set up charge for new participants* (waived)	$ 4.50 ea.
• Unreturned Dosimeter Charge*	$ 14.00 ea.
• Sort & Pack fee, single site*	$ 12.00 per shipment
• Sort & Pack fee, multiple site*	$ 15.50 per shipment
• Form 5 Termination Reports*	$ 4.10 ea.
• Form 5 Annual Reports*	$ 4.10 ea.
• myLDR.com® Online Access	No Charge
• Paperless Radiation Dosimetry Reports	No Charge
• DHL Pre-paid Return Label (optional)*	$ 8.00 ea.
• Dosimeter Return Package - Postage Due*	$ 12.00 ea.

* These items are non-discountable.
Please note that fluctuation with your dosimeter quantity can impact the noted pricing above. Dosimeters shipped separately from the regularly scheduled shipment incur a handling fee of $14.70 per dosimeter.

Please call us to obtain pricing for reports and services not quoted above. This quotation is valid for a period of 60 days. You will be billed quarterly in arrears.

Your LANDAUER account provides you with access to myLDR.com, our online account management system. Utilize myLDR to make payments, add, change, and delete participants, retrieve electronic dosimetry reports, and more!

We look forward to providing you with world-class radiation safety solutions. If you have any questions or require any additional information, please do not hesitate to contact me.

Sincerely,

David Marotta
Regional Sales Manager
dmarotta@landauer.com
949-991-0088

Table 15. Radiology Dosimeter Estimates

Hu- Freidy Student Kit			
Quantity	**Item**	**Price**	**Order #**
2	H67/H7 DE scaler	$70	SH6/77
2	204s DE Scaler	$70	S204S7
4	11/12 ODU DE Explorer	$88	EXD11/127
2	UNC CC, SE Probe	$88	PCPUNC127
2	CC SE Probe 3-6-9-12	$52	PCP127
2	Q2N Nabors Probe Color - Coded	$84	PQ2N6
2	1/2 Gracey Rigid	$70	SG1/2R9
2	7/8 Gracey Rigid	$70	SG7/8R7
2	11/12 Gracey Rigid	$70	SG11/12R7
2	13/14 Gracey Rigid	$40	SG13/14R7
1	1/2 Mini Five Gracey Rigid	$40	SAS1/2R9E2
1	11/12 Mini Five Gracey Rigid	$40	SAS11/12R9E2
1	13/14 Mini Five Gracey Rigid	$40	SAS13/14R9E2
2	B5/6 Barnhart rigid	$70	SBH5/6R7
2	3/7 Hirschfeld File	$34	FH3/76
2	5/11 Hirschfeld File	$34	FH5/116
4	7 Mirror Handle	$31	MH7
2	Double Decker Cassette- 20 Inst	$400	IM5208 WITH NH
1	Plastic Test Stick (Pkg 6)	$13	PTS
2	Dual grit Stone	$80	SSDGRIT
1	File Sharpener Tanged Carbon Steel	$70	FST
	Kilgore		
Quantity	**Item**		**Order #**
1	Frasaco ANA-4 Typodont with Calculus	$315	SO300115 ANA-4 DAF CV 99-003
1	Andau Medical- Dental Loupes	$1,500	
	Total	**$3,369**	

	Henry Schein Student Kit		
Quantity	**Item**	**Price**	**Order #**
1	Double Sided Mouth Mirror 6/ Pk	$36	600-1967
1	Acclean Hygiene Handpiece	$267	112-5544
2	Integra Safety Glasses Clear Lens	$6	107-5394
2	Safety Zone Black Jack Grey Lens Safety Glasses	$12	417-1811
1	Aspirating Syringe C-W Type	$7	100-9808
1	Petite Aspirating Syringe	$28	953-5522
2	Locking Cotton Pliers	$14	104-7594
1	Napkin Holder non chill (6/Pk)	$7	100-0012
2	Acclean 200 YD Floss (Office Spool W/ Dispenser)	$6	155-4658
1	2 Tone Disclosing Solution 2oz Multicolored Bt	$11	8898871
1	Nitrile Utility Gloves Small	$6	600-2896
1	Nitrile Utility Gloves Small	$6	600-6520
2	PDT Montana Jack	$40	731-1681
1	Powerline 1000 (Triple bend) 30k	$86	167-0185
1	Slimline 1000 (Triple bend) 30k	$86	167-0128
2	E-Z Jett Cassette Zirc	$58	658-0030
1	Blood Pressure Cuff	$10	100-0360
1	Stethoscope	$25	900-4815
1	Faceshield	$65	4430212
1	Thermometer	$5	900-4856
	Total	**$781**	

Table 16. Student instrument and kit fees

TUITION SUMMARY CHART					
PROGRAM (Riverside Branch Campus)	BOOKS, EBOOKS AND SUPPLIES	TUITION	THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM	NONREFUNDABLE STUDENT TUITION RECOVERY FUND (STRF)	THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUNDABLE STRF *
Associate of Science in Dental Hygiene	$9,935	$84,995	$94,930	0	**$94,930**

Program Specific Fees	
Instrument Kit	$1,869
Lab Kit	$781
BLS-CPR Certification	$70
Dental Loupes	$1,500
Total	**$4,220**

Vaccinations	
MMR (measles, mumps, and rubella)	CVS Pharmacy $121
Tdap (Tetanus, Diphtheria, Pertussis)	CVS Pharmacy $86.54
Hep B -Titer	Quest Lab $106
Hep B - vaccine 2 part	CVS Pharmacy $196x2=392
Varicella Vaccine	CVS Pharmacy $216x2= $434
TB skin test- Yearly	CVS Pharmacy $35 + $30 reading= $ 65
Total	**$1,204.54**

* The amount in this column may differ for those who are not required to pay the California Student Tuition Recovery Fund (STRF)fee.

** The "PERIOD OF ATTENDANCE" delineated here is "THE CURRENT PERIOD OF ATTENDANCE" in the Enrollment Agreement foreach program. The amount in this column is only for a specific cohort in the program that enrolls on a particular start date. The amount may change for other cohorts in the program that enroll on other start dates. The amount in this column may also differ for those who are not required to pay the California Student Tuition Recovery Fund (STRF) fee.

All tuition and charges are subject to change.

Cost of Attendance Policy

The cost of attendance (COA) is an estimate of a student's educational expenses for a period of enrollment at Stanbridge University and includes various factors such as tuition, fees, books, supplies, transportation, living expenses, etc. Direct costs are paid directly to Stanbridge University and are listed in the table above. Indirect costs are not paid to Stanbridge University and are estimates provided in the COA. The COA is the basis for establishing a student's financial need, as it sets a limit on the total aid a student may receive for purposes of the Campus-Based and Direct Loan programs and is one of the basic components of the Pell Grant calculation. A student enrolled in any of our offered programs on at least a half time basis, would anticipate the following COA

estimated components detailed below.

COST OF ATTENDANCE

Bachelor of Science in Dental Hygiene	With Parent	Off Campus
Personal/Misc.	$5,726.00	$8,953.00
Transportation	$7,665.00	$11,172.00
Living Expense - Food Allowance	$2,604.00	$7,511.00
Living Expense - Housing	$13,573.00	$17,773.00
Total	**$29,568.00**	**$45,409.00**

A student's COA is the sum of the following components:

Tuition and fees – An amount normally assessed for a student carrying the same academic workload, as determined by the institution.

Books, course materials, supplies, and equipment – An allowance for books, course materials, and equipment, which must include all such costs required of all students in the same course of study, including a reasonable allowance for the rental or upfront purchase of a personal computer, as determined by the institution.

Living expenses – An allowance for food and housing costs, as determined by the institution, to be incurred by the student attending the institution on at least a half-time basis and regardless of whether they are living off campus or with parents. A standard food allowance will be equivalent to three meals each day.

Transportation – An allowance, as determined by the institution, which may include transportation between campus, residences, and place of work.
Miscellaneous personal expenses – An allowance, as determined by the institution, for a student attending the Institution on at least a half-time basis.

Federal student loan fees – An allowance for the average cost of any Federal student loan fee or origination fee charged to the student or the parent of the student.

The following COA components can be included upon request:
Dependent Care – An allowance for dependents receiving care, as determined by the institution, to represent an average based on the number and age of dependents.
Stanbridge University will only include dependent care cost as a COA element upon request and when the student provides information regarding the number and age of dependents receiving care, and the timeframe for which care is provided. The inclusion of this COA component will not require a professional judgment.
Disability-related expenses – An allowance, as determined by the institution, for expenses associated with a student's disability, including special services, personal assistance, transportation, equipment, and supplies that are reasonably incurred and not provided for by other agencies.

Stanbridge University will only include disability-related expenses as a COA element upon request. The inclusion of this COA component will not require a professional judgment.

Housing Status

Knowing a student's housing status is important for assigning the correct cost of attendance (COA) and establishing a student's financial aid package. Stanbridge University has developed a Housing Status Form, with the intent of collecting a student's housing status at the point of packaging.

The housing categories consist of the following:
Living With Parents – A dependent or independent student living with their parents.
Living Off Campus – A dependent or independent student living off campus on their own and not in institutionally owned or operated housing.

Special Circumstance

A student has the option to request a special circumstance professional judgement of their account if they believe data elements in the COA need to be adjusted to reflect their unique situation more accurately. A COA adjustment may include a documented interview between the student and Financial Aid Officer and/or supplementary information about the personal circumstance of the applicant as it pertains to their situation.

Table 17. Tuition Summary Chart

5. Students and Student Services

a. Admission and Progression Criteria:

Institutional policies

All applicants must hold a diploma from an accredited high school or the recognized equivalent, e.g., General Education Development (GED) certificate.

Provision of any one of the following documents will satisfy the high school diploma requirement. A copy may be submitted to start the enrollment process; the official document or transcript must be received by the university within twenty-one (21) days from the program start date:

A high school diploma

A GED certificate

An associate's degree or higher

A credential of completion from a homeschool secondary school program equivalent to a high school diploma per state law.

High school diplomas must be granted by (1) an institution (or program in the case of a homeschooled applicant) recognized by the Department of Education in the state in which the applicant acquired the diploma, or (2) an institution accredited by an accrediting agency that is recognized by the U.S. Department of Education. Transcripts for degrees and diplomas awarded by foreign schools must be translated and evaluated for U.S. high school education equivalency (at applicant expense) before being accepted.

If you are interested in attending the university but need reasonable accommodations, please visit ada.stanbridge.edu for further assistance. Stanbridge University complies with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. ADA policies are addressed in this catalog under the institutional policies section.

ENGLISH LANGUAGE REQUIREMENT

All classes at Stanbridge University are taught in English. Stanbridge University does not provide courses in ESL (English as a Second Language). To be admitted to a program offered by the university, all students must provide proof of graduation from a secondary school or higher in which English is the language of instruction or give proof of obtaining the required minimum score on the Reading Comprehension part of the Accuplacer, as stated for each program, or on the Test of English as a Foreign Language (TOEFL): 470 paper-based format, 150 computer-based format, 52 internet-based format.

ADMISSIONS PROCEDURES

Applicants seeking admission to programs delivered on-campus must meet with an admissions representative to receive an overview of their desired program and information on the minimum requirements for admission to the program, including, if applicable, the assessment exam score requirement. Applicants seeking admission to programs delivered online must fill out an application and speak to an admissions representative (before or after filling out the application) in order to have any questions answered about the overview of their desired program and information on the minimum requirements for admission to the program.

During the in-person meetings on campus or telephone conversations for online programs:
Applicants are given an overview of the programs and courses of interest to them, including the length, cost, policies, student and career services, and fields of employment relevant to the program.
Applicants must submit an online application. The application fee for the Bachelor of Science in Nursing and Associate of Science in Dental Hygiene is $50, and for the Master of Science in Occupational Therapy is $150.

Applicants are asked to schedule a time to take the assessment exam in the Test Center for those programs requiring an assessment exam, and if the exam is applicable to the student. **N.B.**: Please see program-specific requirements for admission under each program.

Applicants are required to submit a copy of a high school diploma or the equivalent or an official transcript of record from an accredited postsecondary institution showing completion of the required postsecondary degree or credits and coursework, according to the requirements of the program. Applicants seeking admission to the Master of Science in Nursing programs will also have to show proof of unencumbered RN licensure. Students are required to provide an email address upon registration. This address will be used to send information to students, including schedule confirmations, changes and reminders, notices of deficiency, reports of progress, administrative action, probation, and other official communications. Students must review daily the messages to the email address provided to the university and update the email address on file when it changes. If a student does not have an email address at enrollment, assistance will be provided for the student to establish a no-charge email account and access the new account from the Learning Resource Center.

Applicants to an online program or program with online courses must complete an online readiness assessment prior to enrollment in the program. Applicants to an online program must also complete the Orientation to Online Learning course prior to participation in the program in order to address the skills, competencies, and access to technology necessary to succeed in a distance education environment.

Independent Study

Independent study for academic credit may be approved for specific courses to students who meet certain eligibility criteria. Students approved to take an independent study course are expected to meet all course learning outcomes as defined in the course's evaluation and grading policies.

Student Identity Verification

Stanbridge University abides by the United States Federal Higher Education Opportunity Act (HEOA) of 2008, that requires the verification of student identity in credit-bearing distance education courses. The policy requires the verification of the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit. This policy applies to all credit-bearing distance education courses and programs offered by the university.

To authenticate identity, the university will use one or more of the following methods for verification:

A secure login with username and password,

Proctored examinations, and new or emerging technologies and practices that are effective in verifying student identification.

Students seeking registration in a distance education course will be required to provide appropriate identification to establish their identity. Upon admission, a student will receive a unique user ID and user-determined password to access the university's learning management system, Edverum. Students are not allowed to change their user ID for any reason. A student's failure to comply with this policy may result in dismissal and may also be in violation of civil/criminal law and be subject to applicable penalties.

Minimum Computer Technical Requirements for Distance Education Courses

Applicants to an online program or program with online course(s) must have access to the following computer hardware and software.

BROWSER

Google Chrome (version 97+)

Microsoft Edge (version 97+)

FireFox (version 102.7+)

Safari (version 15+)

INTERNET

High-speed Internet connection

At least 30mbps is recommended

OPERATING SYSTEM

MAC

MacOS 11+

WINDOWS

Windows 10 (version 21H2+)

Windows 11 (version 21H2+)

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Stanbridge University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificate, diploma, or degree you earn in the Associate of Occupational Science in Occupational Therapy Assistant, Master of Science in Occupational Therapy, Associate of Science in Physical Therapist Assistant, Vocational Nurse, Associate of Occupational Science in Vocational Nursing, Associate of Science in Nursing, Bachelor of Science in Nursing (Degree Completion), Bachelor of Science in Nursing (full-cycle), Associate of Science in Dental Hygiene, or Master of Science in Nursing program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or certificate, diploma, or degree in the Associate of Occupational Science in Occupational Therapy Assistant, Master of Science in Occupational Therapy, Associate of Science in Physical Therapist Assistant, Vocational Nurse, Associate of Occupational Science in Vocational Nursing, Associate of Science in Nursing, Bachelor of Science in Nursing (Degree Completion), Bachelor of Science in Nursing (full-cycle), Associate of Science in Dental Hygiene, or Master of Science in Nursing program that you earn at this institution are not accepted at the institution to which

you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Stanbridge University to determine if your credits or certificate, diploma, or degree will transfer.

Articulation Agreements

This institution has not entered into any transfer or articulation agreements with any other school for the currently offered programs.

Arbitration and Class Action Waiver Disclosure

Arbitration and Class Action Waiver Disclosure: Stanbridge University requires each student to agree to a pre-dispute arbitration agreement and a class action waiver as a condition of enrollment ("Arbitration Agreement"). The Arbitration Agreement does not, in any way, limit, relinquish, or waive a student's ability to pursue filing a borrower defense claim, pursuant to 34 C.F.R. § 685.206(e) at any time. The Arbitration Agreement does not require that the student participate in arbitration or any internal dispute resolution process offered by the College prior to filing a borrower defense to repayment application with the U.S. Department of Education pursuant to 34 C.F.R. § 685.206(e). Any arbitration, required by the Arbitration Agreement, tolls (pauses) the limitations period for filing a borrower defense to repayment application pursuant to 34 C.F.R. § 685.206(e)(6)(ii) for the length of time that the arbitration proceeding is underway. Any questions about the Arbitration Agreement or a dispute relating to a student's Title IV Federal student loans or to the provision of educational services for which the loans were provided should be directed to the Financial Aid Department, 2041 Business Center Drive, Irvine, CA 92612, or by email at fa@stanbridge.edu.

†All ADMISSION POLICIES and PROCEDURES, TUITION AND FINANCIAL AID, STUDENT SERVICES, CAREER SERVICES, and other academic programs at the Los Angeles, Alhambra Branch Campus, Riverside Branch Campus, and San Diego Branch Campus, unless otherwise noted. Policies, procedures, and services in this catalog that are offered to academic programs at the Irvine Campus are offered to academic programs at the Los Angeles, Alhambra Branch Campus, Riverside Branch Campus, and San Diego Branch Campus, unless otherwise noted.

Educational program selection policies

1. Complete an online application for the Associate of Science in Dental Hygiene degree program. Click here to apply now and start your admissions application process for an early decision.

If you are not ready to apply, but would like more information, please attend a virtual information session and campus tour offered on campus. Click here to view the info session schedule. Please note, all prospective students must apply online before moving on to the entrance exam step.

2. After submitting your online application, take the Next Generation Accuplacer examination. Secure online testing for the Accuplacer is now available. Please contact your Admissions Representative to learn more.

The following preferred minimum scores on each test of this examination are required: Reading Comprehension 250; Sentence Skills 237; Arithmetic 237; and Elementary Algebra 237. Scheduling your exam will be coordinated by your dedicated Admissions Representative.

The applicant may take each of the Accuplacer tests required for admission to a program up to three times initially, with at least 48 hours between attempts. If the applicant does not achieve a passing score on the required tests after three attempts, the applicant must wait thirty (30) calendar days before retaking the test(s). After the waiting period, the applicant may retake the Accuplacer test(s) up to three more times. If the applicant does not achieve a passing score after these three attempts, the applicant must wait sixty (60) calendar days before retaking the Accuplacer test(s) required for admission to the program. The applicant will be allowed to take each of the Accuplacer tests up to three times after the waiting period. If the applicant does not achieve a passing score on each of the required test(s) after these three attempts, the applicant must wait ninety (90) calendar days before retaking the Accuplacer test(s) again for admission to a program at the university. The university reserves the right to deny retake requests in cases of academic dishonesty or misconduct during examination and approve an alternative retesting arrangement, due to mitigating considerations, on a case-by-case basis.

The university will also accept the Test of Essential Academic Skills (TEAS) VII admissions test scores from applicants, taken at outside institutions, for consideration of admission into the Associate of Science in Dental Hygiene: For the TEAS VI to be considered for admission into the program, the applicant must

have achieved a TEAS score of 70% or higher composite (proficient level). The TEAS VII must have been taken and passed within three years from the date of acceptance by the university.

3. Take the Assessment Technologies Institute (ATI) Critical Thinking Assessment Entrance Exam and achieve a minimum score of 68% to be eligible for an interview. Applicants may take the ATI Critical Thinking exam up to two times, with at least 5 days between attempts. If the minimum score is not achieved after two attempts, applicants are required to wait 30 days before retaking the exam up to two more times. After the fourth failed attempt for ATI the applicant must wait six months to test again.

Upon completion of steps 1 through 3, applicants may proceed to the following:

4. Submit an official transcript of record showing possession of a high school diploma or its equivalent, such as GED, from an accredited secondary school or an associate degree or higher from an accredited college or university.
5. Complete a background check.
6. Schedule and attend a meeting with a Financial Aid Officer.
7. Submit Official Transcripts of all courses taken at all high schools, colleges, and/or universities.
8. Interview with the Program Director and designee. Interviews are offered on set days and times.

The interviewer will use a Candidate Interview form for the interview and will award points for the applicant's essay and responses. During the interview according to departmental rubric. The interviewer will also award points according to the departmental rubric for the applicant's score on the Accuplacer examination; completion of an academic degree; completion of relevant prerequisite courses; grade point average for the completed prerequisite courses; and current certificates and/or work experience in the dental field. The interviewer will combine these points with the points awarded for the interview into a total score according to the departmental rubric. Based on the total score, the applicant will be ranked among the other applicants who are applying for admission to the program with the current cohort.

9. Submit the Transfer of Credit Request form and related documentation for evaluation of possible transfer credit. Transfer credit will only be granted under the following conditions:

Required prerequisite science courses must have been completed within five (5) years of the start date of program with a grade of B or higher. All transfer credit policies of the institution have been met. Applicants will be notified of admission to the program by a letter of invitation. An applicant may only decline the letter of invitation twice and must repeat steps 2-10 above when reapplying for admission to the program. Applicants who have met the minimum requirements for admission to the ASDH program, and who have the highest number of combined points awarded according to the departmental rubric, will be accepted for admission to the current cohort.

Should an opening occur, the applicant who has the next highest number of combined points may be accepted for admission. If there are more individuals qualified for admission than a cohort allows, those who are not admitted to the current cohort may reapply to be considered for admission to a subsequent cohort.

Applicants reapplying for admission only must resubmit official transcripts of record if they have taken additional courses since the previous application for admission.

b. Progression and Graduation Criteria

Institutional criteria for progression and graduation

ATTENDANCE

Stanbridge University's attendance policy is as follows:

Consistent attendance is a requirement for graduation. A student failing to abide by university and program attendance policies will be dismissed. Absences are recorded and become part of the student's permanent record regardless of the reason for the absences. To graduate, students must complete all units and all courses of a program. Students dismissed from the university due to attendance violations will receive a refund as described in the Financial Aid policy section of this catalog. Students not returning after 14 consecutive days of absence (starting from the last date of attendance) will be dismissed.

Attendance Requirement for all Online Courses Students participating in the university's blended and online courses are expected to be in attendance in accordance with the syllabus as participation is essential to student learning and the assessment of the achievement of required outcomes. All blended and online courses require a set number of online academically related activities (ARAs) for each instructional week. ARAs designated as attendance ARAs are declared in the course outline. A student's failure to participate in the designated attendance ARA, such as contributing substantively to a discussion forum post,

will result in an absence. Students not participating for 14 consecutive days of absence (starting from the last date of attendance) will be dismissed.

SATISFACTORY ACADEMIC PROGRESS (SAP)

The following describes Stanbridge University's Satisfactory Academic Progress (SAP) policy. The university's SAP policy for Title IV, HEA students is the same as the university's standards for students enrolled in the same educational programs who are not receiving Title IV aid. Quantitative Requirement: Program Completion Time Limit and GPA Students have a maximum of 1.5 times beyond the normal length of the program to complete their chosen course of study (or program). Students not completing by the extended timeframe will be dismissed. Students must meet the attendance requirements established for their program.

Attainment of satisfactory progress (attendance, credit earned and GPA) is monitored at the completion of each term for MSOT, MSN, BSN (Degree Completion), OTA, ASDH, and PTA students. At 50% of program completion, a minimum GPA and a minimum of 34% of total program credits must be earned. Students failing to meet these benchmarks will be placed on probation. At the 100% mark of the original program the student must have accumulated 67% of the required program quarter hours of credit, the student's GPA must meet the required minimum, and the student must be able to attain the required graduation GPA by 150% of original program length. Any student not able to meet the 150% benchmark will be dismissed.

Additional Satisfactory Academic Progress Requirements: Veterans Administration

Veterans or eligible persons will be evaluated each term to determine satisfactory progress. Students not meeting the 2.0 GPA passing requirement will be placed on probation. Those not meeting the 2.0 GPA passing requirement in the next term will have their benefits terminated.

GRADUATION REQUIREMENTS FOR MASTER'S, BACHELOR'S, AND ASSOCIATE DEGREE STUDENTS

Bachelor's and associate degree students must achieve a GPA of at least 2.0 in order to graduate. Master's degree students must achieve a cumulative GPA of 3.0 in order to graduate. Only those graduate level courses in which a student earns the equivalent of a 2.0 or better may be applied toward the total number

of credits required for graduation. Satisfactory completion of all the courses in a program must occur within 150% of the program quarter hours of credit attempted. Bachelor of Science in Nursing (degree completion) program students must complete 90 quarter hours of credit in their program (of which up to 20% of the 90 quarter hours of credit in the program may be transfer credit from other institutions).
*Please refer to specific graduation requirements under each program.

Educational Program's Criteria for Progression and Graduation

Graduation Requirements

Students in the Associate of Science in Dental Hygiene program must attain 75%, or a Pass, in each course, in order to graduate. In addition to passing each course with the minimum passing grade of 75%, ASDH students must pass the dental hygiene clinical exit examination with a minimum score of 75% and successfully complete all clinical competencies and requirements.
To graduate, students in the ASDH program must complete a minimum of eight (8) hours of community service.

Dental Hygiene Theory Courses

Students will be given a grade based on points earned on all course assignments and requirements, as documented in each course syllabus. A theory course's grade may include exams, quizzes, assignments, papers, projects, and presentations. Students must earn a minimum grade of 75% and complete all course requirements in order to pass.

Students who do not meet the minimum passing grade for a theory course will be given two (2) opportunities for remediation. Remediation may include an alternative exam or level-up assessment designed to assess the required knowledge, skills, or competencies. In order to pass a remediation exam, a grade of 75% or higher must be earned on the exam or assessment. Regardless of the score earned, the maximum grade that will be entered into the grade record for any remediated course will be 75%, or a pass.

A failure to pass after two (2) remediation attempts will result in course failure. Remediation of a theory course must be carried out within twenty-one (21) days of the end of the course or prior to the start of the next term, whichever is shorter.

Dental Hygiene Lab Courses

Students will be given a grade based on points earned on all course assignments and requirements, as documented in each course syllabus. A lab course's grade is based on skill performance, lab assignments, and practical examinations. Students must earn a 75% and complete all course requirements in order to pass. Students who do not meet the minimum passing grade for a lab course will be given one (1) opportunity for remediation. Remediation may include an alternative exam or level-up assessment designed to assess the required knowledge, skills, or competencies. In order to pass a remediation exam, a grade of 75% or higher, or Pass, must be earned on the exam or assessment. Regardless of the score earned, the maximum grade that will be entered into the grade record for any remediated course will be 75%, or a Pass. A failure to pass after a one (1) remediation attempt will result in course failure. Remediation of a lab course must be carried out within twenty-one (21) days of the end of the course or prior to the start of the next term, whichever is shorter.

Dental Hygiene Clinical Courses

Students will be given a grade based on points earned on all course assignments and requirements, as documented in each course syllabus. A clinical course's grade is based on competency evaluations, patient care assessments, professionalism, and skill demonstrations. Students must earn a 75% or higher and complete all course requirements in order to pass.

Grade	Meaning	Grade Point Value
A+	97 - 100%	4.0
A	93 - 96%	4.0
A-	90 – 92%	3.7
B+	87 – 89%	3.3
B	83 – 86%	3.0
B-	80 – 82%	2.7
C+	77 – 79%	2.3
C	75 – 76%	2.0
C-	70 – 74%	1.7
D+	67 – 69%	1.3
D	65 – 66%	1.0
D-	60 – 64%	0.7
F	59% and below	0
PASS	Satisfactory performance	4.0
FAIL	Unsatisfactory performance	0.00
In Progress	Course not completed	0
TR	Received transfer credit for coursework	Not computed in GPA

Table 18. Stanbridge University Grading Scale

Students who do not meet the minimum passing grade for a clinical course will receive a failing grade and will be dismissed from the program. Remediation for a clinical course is not offered.

General Education Courses

Students will be given a grade based on points earned on all course assignments and requirements, as documented in each course syllabus. General education course grades may include exams, quizzes, assignments, papers, projects, presentations, and practical examinations. Students must earn a minimum grade of 75% and complete all course requirements in order to pass.
Students who do not meet the minimum passing grade for general education courses will be given up to three (3) opportunities for remediation. Remediation may include an alternative exam or level-up assessment designed to assess the required knowledge, skills, or competencies. In order to pass a remediation exam, a grade of 75% or higher must be earned on the exam or assessment. Regardless of the score earned, the maximum grade that will be entered into the grade record for any remediated course will be 75%, or a Pass.

A failure to pass after three (3) remediation attempts will result in course failure. Remediation of a general education course must be carried out within twenty-one (21) days of the end of the course or prior to the start of the next term, whichever is shorter.

Hybrid and Online Courses

The Associate of Science in Dental Hygiene program offers hybrid and distance education courses. Hybrid and distance education courses are delivered through the university's learning management system, Edverum, which provides students with access to course instructions, syllabi, discussion forums, slides, and videos as well as exams and assignments for each course. Students participating in hybrid or distance education courses are expected to be in attendance, and complete all course activities, in accordance with the course syllabus.

Attendance Policies

CLASS HOURS

Students should refer to their schedule for the actual class dates. ASDH theory and clinical coursework may occur any day of the week (Monday through Sunday) during mornings, afternoons, or evenings.

THEORY CLASS ATTENDANCE

Regular and timely attendance in the classroom is necessary for students to meet the stated objectives of each course. Regular attendance demonstrates professional and responsible behavior. Patterns of tardiness, early outs, and absences are not consistent with the professional standards expected of ASDH students and will result in disciplinary action. Students may be absent one (1) day from each theory course in a 10-week term. Students who accumulate greater than one (1) day of absence from each theory course in a 10-week course will be placed on attendance probation by the Office of Student Services. Students who violate the stipulations of their attendance probation will be dismissed from the program. Students may request to reenroll in the program, repeat the course from which they were dismissed, and continue with the sequence of other courses in the program provided space is available.

THEORY LEAVING EARLY AND TARDINESS

It is required that students attend all classroom hours. Early leave is when a student leaves class prior to the instructor dismissing the class. Tardiness is when a student arrives after the start of class or after a scheduled return from a break. Students must notify the instructor in advance when leaving early or arriving late at the start of class. Failure to provide advanced notification will result in a Notice of Deficiency. Students who miss more than 10% of total class time for the course or have more than two (3) occurrences of leaving early or tardiness will meet with the Program Director, or designee, for disciplinary action, up to and including dismissal.

MAKE-UP OF COURSE EXAMINATIONS DUE TO ABSENCE

If the absence occurs on an exam day, a student must notify the instructor prior to the scheduled exam time that they will not be present for the exam. Student must provide documentable evidence. If the student does not notify the instructor or have proper documentation, the exam grade will be zero. Only

one make-up exam per course, per term, will be allowed. The alternate make-up exam will be administered through the Office of Student Services and must be arranged within 3 days of missing the exam. Please note: Final exams cannot be made up. Regardless of the score achieved on the make-up exam, the maximum grade that will be entered into the student's grade record for any make-up exam in a theory class will be 75%.

CLINICAL ATTENDANCE

Students cannot miss more than 10% of clinical hours. Clinical hours refer to simulation laboratory classes or clinicals.

Students who are unable to attend clinical must do the following:

1. Email the clinical instructor and clinic coordinator at least one (1) hour before the scheduled clinical. Failure to provide advanced notification may result in a Notice of Deficiency.
2. Provide the clinical instructor and clinic coordinator with a physician's release note before returning to the clinical area if the absence was due to a contagious illness or injury. Boots, slings or other support devices are not allowed in the clinical area.

CLINICAL LEAVING EARLY AND TARDINESS

Students cannot miss more than 10% of clinical hours. Early leave is when a student leaves before the instructor dismisses the laboratory class or clinic. Advanced notification of the instructor is required. Students who leave a laboratory class or clinical early will be marked absent for the day.
Students are required to be on time. Tardiness is when a student arrives more than 5 minutes late to the start of a laboratory class or clinic or returns more than 5 minutes late after a break. Students who are tardy to any laboratory class or any clinic will be sent home. All attendance policies apply.

BLENDED AND ONLINE COURSES

Blended and online distance education courses are delivered through the university's learning management system, Edverum, which provides students with access to course instructions, syllabi, discussion forums, slides, and videos as well as exams and assignments for each course. Students participating in the university's hybrid or online distance education courses are expected to be in attendance, and complete all course activities, in accordance with the syllabus.

GENERAL EDUCATION REQUIREMENTS

In preparation for the core dental hygiene coursework, students are required to complete a comprehensive sequence of general education courses that build foundational knowledge across the sciences, mathematics, communication, and the behavioral and social sciences. These general education requirements encompass 440 total hours (320 didactic and 120 laboratory). All general education courses must be successfully completed prior to the start of the core dental hygiene courses.

- **MATH 1010 – College Algebra**
  This course strengthens students' problem-solving and logical reasoning skills through algebraic concepts and real-life applications. A solid mathematical foundation is crucial for understanding pharmacology, radiology, and evidence-based clinical decision-making in dental hygiene.
- **CHEM 1010 – Inorganic Chemistry w/ Lab**
  This course is an introduction to inorganic chemistry. Topics are both descriptive and mathematical and include acids and bases, atomic structure, balancing chemical equations, chemical language, gas laws, molecular structure, solution chemistry, and chemical mathematics.
- **SOC 1010 – Introduction to Sociology**
  This course introduces students to social structures, group dynamics, and cultural influences—key to understanding patient behavior, health disparities, and effective community outreach in dental hygiene practice.
- **ENG 1005 -Intro to Written Communications**
  This course provides students with an introduction to the demands of college-level academic writing including the foundations necessary for effective research writing. The course introduces and practices the strategies and processes that successful writers employ as they work to accomplish specific purposes. Students will learn to respond constructively to their peers and how to use peer responses to improve the quality of their own work.
- **PSY 1010- Introduction to Psychology**
  This introductory course will provide students with an overview of the current body of knowledge and methods of the science of psychology. Topics will include the historical foundations of psychology, cognition, emotions, learning, human development, biological bases of behavior, personality, psychological disorders, psychotherapy and behavior change, and social behavior. Emphasis will also be placed on the application of psychology to diverse human endeavors.
- **SCI 1050- General Microbiology w/ Lab**
  An introduction to the basic concepts and principles of microbiology as it affects human health.

Topics include the process of disease transmission, immunology, physical and chemical methods of disease prevention and control as well as major infectious diseases of the body systems. The microbiology lab is a component of the course.

- **SCI 1030 -Human Anatomy**
  This course focuses on acquiring a basic understanding of, and appreciation, the structures of the human body and their relationships using a systems-based approach. Students will be introduced to anatomic terminology in order to facilitate this understanding. Anatomy lab is component of the course.
- **SCI 1020- Organic Chemistry w/Biochemistry**
  This course introduces the principles of organic chemistry and biochemistry as they relate to living organisms and health sciences. Topics include the structure, properties, and reactions of organic molecules, as well as the structure and function of key biomolecules such as proteins, carbohydrates, lipids, and nucleic acids. Students will examine fundamental biochemical pathways, including metabolism and energy production, and their role in maintaining health. Emphasis is placed on foundational concepts necessary for further study in the health sciences.
- **SCI 1040- Physiology**
  This course is designed to provide students with an understanding of the function and regulation of the human body and physiological integration of the organ systems to maintain homeostasis. Physiology lab is a component of the course.
- **COM 1050 -Funds of Public Speaking**
  This course introduces students to research, preparation, and presentation skills used in a variety of public speaking opportunities. Topics include researching information, assessment of audience and environments, use of visual aids, organizing for public speaking, outline, and developing speeches for a variety of purposes.

DENTAL HYGIENE CORE REQUIREMENTS

The dental hygiene curriculum itself consists of 1,600 core hours, distributed across (675 didactic, 265 laboratory, and 660 clinical hours), providing students with a balanced and comprehensive educational experience.

- **DH 1100 -Preclinic w/Lab**
  This course introduces the fundamental principles and techniques of dental hygiene practice. Students develop basic clinical skills, including extraoral and intraoral examinations, medical and dental history assessment, vital signs, and hard and soft tissue charting, as well as providing oral

health education. The course also covers dental hygiene instrumentation, ergonomics, infection control, hazard management, preventive care, the dental hygiene process of care, and health informatics, with emphasis on safe and effective clinical practice. Prerequisite(s): Successful completion of all DH-General Education Courses.

- **DH 1120- Head, Neck, and Oral Anatomy**

  This course focuses on the anatomical structures of the head and neck. It covers the study of muscles, nerves, blood vessels, osteology, lymphatics, glands, and the neurology specific to the head and neck, along with anatomy of the oral cavity. Prerequisite(s): Successful completion of all DH-General Education Courses.

- **DH 1250 -Radiography w/ Lab**

  This course provides students with an understanding of dental radiology theories and principles, emphasizing evidence-based decision-making in radiographic practices. Topics include radiation safety procedures, the characteristics and control methods of X-radiation, types of films used, and techniques for processing, identifying, and mounting radiographs. Students will also learn how to interpret radiographs for preliminary evaluation. The course covers intra-oral, extra-oral, adult, child, and panoramic radiographic techniques, with laboratory experience and analysis of technique errors to ensure accurate and safe radiographic practices. Prerequisite(s): Successful completion of all DH-General Education Courses

- **DH 1400 -Dental Hygiene I- Anesthesia**

  This course explores a comprehensive approach to managing patients, focusing on the use of local anesthetics and nitrous oxide/oxygen sedation. Key topics include the evolution of anesthesia, how to evaluate patients, pharmacology, mode of action, potential risks and complications with these agents, and how to handle emergencies that may arise in a clinical setting. Students will also gain hands-on experience by practicing the administration of local anesthetics and nitrous oxide/oxygen sedation on their peers in laboratory practice. Clinical experience focuses on the process of care. Students will practice a wide range of dental hygiene procedures, including preventive care, treatment planning, patient education, and health informatics, while working directly with patients under the supervision of licensed professionals. The course emphasizes developing clinical skills, critical thinking, and professional communication, preparing students for real-world practice in diverse dental settings. Prerequisite(s): Successful completion of all DH-General Education Courses and DH 1100, DH 1120, DH 1250.

- **DH 1450- Dental Materials w/ Lab**

  This course covers the properties, uses, and selection of materials commonly used in dental practice. including the composition, setting, and handling of materials such as fillings, impression materials, sealants, and cements. Students will learn about the physical and chemical properties of these materials, their clinical applications. This laboratory provides hands-on experience with commonly used dental materials and procedures. Prerequisite(s): Successful completion of all DH-General Education Courses and DH 1100, DH 1120, DH 1250.

- **DH 1040 -Dental Anatomy, Embryology, and Histology**

  This course provides an integrated study of dental anatomy, embryology, and histology as they relate to dental hygiene practice. Students examine the structure and morphology of primary and permanent teeth, tooth development and eruption, and the embryologic formation of oral and maxillofacial structures. The course also covers the microscopic structure and function of oral tissues, including enamel, dentin, cementum, pulp, periodontal tissues, alveolar bone, and oral mucosa. Prerequisite(s): Successful completion of all DH-General Education Courses and DH 1100, DH 1120, DH 1250.

- **DH 1800- Dental Hygiene II- Nutrition**

  This course covers the application of nutrition in dental hygiene, emphasizing the biochemistry of nutrition and its impact on oral health. Students will use evidence-based dentistry to guide nutritional counseling, focusing on cariology and preventative care. The course also builds on clinical concepts, providing opportunities for students to discuss their clinical experiences and refining their skills in treating periodontal diseases. Students will learn how to integrate nutrition and preventive counseling into patient care. Clinicals II builds on DH1400, providing hands-on clinical experience, with a focus on recognizing and treating early stages of periodontal disease. Students will build on previously learned skills through the dental hygiene process of care. Under the supervision of licensed professionals, students will further develop their clinical abilities, critical thinking, professional skills, and health informatics. Prerequisite(s): Successful completion of all DH-General Education Courses and DH 1100, DH 1120, DH 1250, DH 1400, DH 1450, DH 1040.

- **DH 1150 -Medical and Dental Emergencies**

  This course is designed to provide students with essential knowledge and skills for assessing and managing emergencies in a dental office. It covers common dental office emergencies, including their recognition, prevention, and appropriate response strategies, ensuring students are prepared to handle urgent situations safely and effectively. Prerequisite(s): Successful completion of all

DH-General Education Courses and DH 1100, DH 1120, DH 1250, DH 1400, DH 1450, DH 1040.

- **DH 1180- Periodontology**

  This course provides dental hygiene students with a foundational understanding of periodontology. It covers the principles of periodontal health and disease, including the structure and function of the periodontium, the role of bacteria in periodontal disease, and the classification of periodontal conditions. Students will learn to identify risk factors, recognize the signs and symptoms of periodontal diseases, and understand the importance of prevention and early intervention. Prerequisite(s): Successful completion of all DH-General Education Courses and DH 1100, DH 1120, DH 1250, DH 1400, DH 1450, DH 1040.

- **DH 1420- Pharmacology**

  This course is designed to provide an understanding of medications commonly used in dental care. Students will learn about different types of drugs, how they work in the body, and their potential effects. Key topics will include pain relievers, antibiotics, local anesthetics, and medications for common health conditions. Students will critically assess how a patient's medical history, current medications, and specific needs influence treatment planning and decision-making for safe and effective use of pharmacological agents in the dental setting, focusing on drug interactions and management of medical conditions. and understanding potential side effects or interactions. Prerequisite(s): Successful completion of all DH-General Education Courses and DH 1100, DH 1120, DH 1250, DH 1400, DH 1450, DH 1040.

- **DH 2600 -Dental Hygiene III- Special Needs**

  This course focuses on treating patients with special needs, infectious diseases, and providing tobacco cessation counseling. Students will explore clinical development through didactic and hands-on experience, critically analyzing patient scenarios to enhance communication skills and improve patient interactions. The course emphasizes practical application, fostering a deeper understanding of diverse patient care, effective treatment strategies, and interprofessional collaboration. Clinicals build on DH1800 and the skills and knowledge gained in previous courses. Students will apply the dental hygiene process of care, critical thinking, advanced treatment planning, and decision-making, preparing students to manage diverse patients and challenging clinical situations. Under the supervision of licensed professionals, students will continue to refine their clinical abilities, enhance their communication skills, and develop the confidence needed to provide comprehensive care in practice dental settings. Prerequisite(s): Successful completion of all DH-General Education Courses and DH 1100, DH 1120, DH 1250, DH 1400, DH 1450, DH 1040, DH 1800, DH 1150, DH 1180, DH 1420.

- **DH 2170- General and Maxillofacial Pathology**

  This course provides dental hygiene students with a basic understanding of general and maxillofacial pathology and immunology, including host immune responses, inflammation, and mechanisms of disease. Students will learn to recognize general pathological conditions, such as infections, lesions, and systemic diseases with oral manifestations, including inflammatory, infectious, and neoplastic disorders, and understand their relevance to dental hygiene practice. Prerequisite(s): Successful completion of all DH-General Education Courses and DH 1100, DH 1120, DH 1250, DH 1400, DH 1450, DH 1040, DH 1800, DH 1150, DH 1180, DH 1420.
- **DH 2050- Research Design and Methodology**

  This course introduces the principles and techniques of research in the field of dental care. The course covers designing, conducting, and analyzing research studies, with a focus on evidence-based practice. Students will learn about various research methodologies, data collection techniques, and statistical analysis, while also exploring ethical considerations in research. Prerequisite(s): Successful completion of all DH-General Education Courses and DH 1100, DH 1120, DH 1250, DH 1400, DH 1450, DH 1040, DH 1800, DH 1150, DH 1180, DH 1420.
- **DH 2000- Dental Hygiene IV- Advanced Instrumentation**

  This course is designed to equip students with the skills and techniques needed to treat patients with advanced periodontal disease. The course focuses on specialized instruments and advanced techniques tailored to manage complex cases, including those requiring deep scaling and root planing. Students will learn proper seating positions, ergonomics, and instrumentation methods. Building on previous clinical concepts, this course provides opportunities for students to debrief and discuss clinical experiences, strengthening their critical thinking and confidence in treating challenging periodontal cases. Clinic builds on DH2000 and the skills and knowledge gained in previous courses. Students will apply the dental hygiene process of care, critical thinking, advanced treatment planning, and decision-making, preparing students to manage diverse patients and challenging clinical situations. Under the supervision of licensed professionals, students will continue to refine their clinical abilities, enhance their communication skills, and develop the confidence needed to provide comprehensive care in practice dental settings. Prerequisite(s): Successful completion of all DH-General Education Courses and DH 1100, DH 1120, DH 1250, DH 1400, DH 1450, DH 1040, DH 1800, DH 1150, DH 1180, DH 1420, DH 2600, DH 2170, DH 2050.
- **DH 2270- Leadership and Practice Management**

  This course focuses on the development of leadership and practice management skills essential for success in the dental hygiene profession. Topics include team management, effective

communication, conflict resolution, decision-making, ethics, and leadership styles. Students also examine dental practice operations, including office administration, financial management, scheduling, patient communication, and staff coordination. Emphasis is placed on the use of health informatics, including electronic health records and data management, to improve patient care, practice efficiency, and support leadership in a collaborative healthcare environment. Prerequisite(s): Successful completion of all DH-General Education Courses and DH 1100, DH 1120, DH 1250, DH 1400, DH 1450, DH 1040, DH 1800, DH 1150, DH 1180, DH 1420, DH 2600, DH 2170, DH 2050.

- **DH 2100- Community Dental Health and Diversity**

  This course explores the principles and practices of oral health within public health settings. It focuses on prevention, education, and policy development to promote oral health at the community level. Students will learn about public health indices used to assess oral health trends, as well as strategies for program planning, implementation, and evaluation. Emphasis is placed on culturally competent patient care and understanding the social, cultural, and economic factors that influence oral health in diverse populations, preparing students to contribute to and advocate for effective community-based oral health initiatives. Prerequisite(s): Successful completion of all DH-General Education Courses and DH 1100, DH 1120, DH 1250, DH 1400, DH 1450, DH 1040, DH 1800, DH 1150, DH 1180, DH 1420, DH 2600, DH 2170, DH 2050.

- **DH 2200- Dental Hygiene V- Advanced Seminar**

  This seminar course engages students in the analysis of current issues and emerging trends within dental hygiene practice. Emphasis is placed on case-based learning and the application of critical thinking skills to clinical, ethical, and professional scenarios. Students will explore strategies for lifelong learning and career development while completing a capstone project based on research initiated in DH 2050. This project showcases their ability to synthesize evidence-based research with practical application, preparing them for leadership and advancement in the profession. skills and knowledge gained in previous courses, with a focus on treating patients with advanced and severe periodontal conditions. Students will apply the dental hygiene process of care, advanced treatment planning, and critical thinking to manage complex cases. This course also emphasizes time management and ability. Under the supervision of licensed professionals, students will refine their clinical abilities, enhance their communication skills, and further develop the confidence needed to deliver comprehensive care in a professional dental practice setting. Prerequisite(s): Successful completion of all DH-General Education Courses and DH 1100, DH 1120, DH 1250, DH 1400, DH 1450, DH 1040, DH 1800, DH 1150, DH 1180, DH 1420, DH 2600, DH 2170, DH 2050, DH 2000, DH 2270, DH 2100.

- **DH 2250- Law and Ethics of Dental Hygiene**

  This course explores the legal and ethical principles that govern the practice of dental hygiene. Students will examine ethical dilemmas commonly encountered in clinical practice and learn how to apply ethical decision-making frameworks. The course also provides an overview of relevant laws and regulations, preparing students to navigate the professional and legal aspects of dental hygiene practice with integrity and accountability. Prerequisite(s): Successful completion of all DH-General Education Courses and DH 1100, DH 1120, DH 1250, DH 1400, DH 1450, DH 1040, DH 1800, DH 1150, DH 1180, DH 1420, DH 2600, DH 2170, DH 2050, DH 2000, DH 2270, DH 2100.

- **DH 2700- Keystone**

  Keystone serves as the culminating experience of the dental hygiene program, requiring students to integrate knowledge and skills from all areas of the curriculum. Through comprehensive mock board examinations, clinical assessments, students will demonstrate their readiness for licensure and entry into professional practice. This course includes a dental hygiene HESI exit exam. Prerequisite(s): Successful completion of all DH-General Education Courses and DH 1100, DH 1120, DH 1250, DH 1400, DH 1450, DH 1040, DH 1800, DH 1150, DH 1180, DH 1420, DH 2600, DH 2170, DH 2050, DH 2000, DH 2270, DH 2100.

Associate of Science in Dental Hygiene

Terms 9 terms
I Weeks 99 instructional weeks
C Weeks 55 Clinical weeks

TERM 1								
COURSE ID	COURSE DESCRIPTION	WEEKS	MODALITY	DIDACTIC		LAB	CLINIC	CREDITS
MATH 1010	College Algebra	10	Online	30				3
CHEM 1010	Inorganic Chemistry w/ Lab	10	Blended	30		10		3.5
SOC 1010	Introduction to Sociology	10	Online	30				3
ENG 1005	Intro to Written Communications	10	Online	30				3
				120		**10**	**0**	**12.5**
TERM 2								
COURSE ID	COURSE DESCRIPTION	WEEKS	MODALITY	DIDACTIC		LAB	CLINIC	CREDITS
PSY 1010	Introduction to Psychology	10	Online	30				3
SCI 1050	General Microbiology w/ Lab	10	Blended	35		25		4.5
SCI 1030	Human Anatomy w/ Lab	10	Blended	35		25		4.5
				65		**120**	**0**	**12**
TERM 3								
COURSE ID	COURSE DESCRIPTION	WEEKS	MODALITY	DIDACTIC		LAB	CLINIC	CREDITS
SCI 1020	Organic Chemistry and Biochemistry w/ Lab	10	Blended	35		35		5
SCI 1040	Physiology w/ Lab	10	Blended	35		25		4.5
COM 1050	Funds of Public Speaking	10	Online	30				3
				100		**120**	**0**	**12.5**
TERM 4								
COURSE ID	COURSE DESCRIPTION	WEEKS	MODALITY	DIDACTIC	online/Ground	LAB	CLINIC	CREDITS
DH 1100	Preclinic w/Lab	11	Ground	30	0/30	80		6.5
DH 1120	Head, Neck, and Oral Anatomy	11	Blended	35	10/25			3
DH 1250	Radiography w/Lab	11	Ground	30	0/30	40		4
				95		**120**	**0**	**13.5**
TERM 5								
COURSE ID	COURSE DESCRIPTION	WEEKS	MODALITY	DIDACTIC	online/Ground	LAB	CLINIC	CREDITS
DH 1400	Dental Hygiene I- Dental Anesthesia	11	Ground	35	0/35	80	80	9.5
DH 1450	Dental Materials w/Lab	11	Blended	30	15/15	30		3.5
DH 1040	Dental Anatomy, Embryology, and Histology	11	Blended	45	20/25			3.5
				110		**110**	**80**	**16.5**
TERM 6								
COURSE ID	COURSE DESCRIPTION	WEEKS	MODALITY	DIDACTIC	online/Ground	LAB	CLINIC	CREDITS
DH 1800	Dental Hygiene II- Nutrition	11	Blended	35	15/20		135	7
DH 1150	Medical and Dental Emergencies	11	Blended	25	10/15			2
DH 1180	Periodontology	11	Blended	35	15/20			3
DH 1420	Pharmacology	11	Blended	35	15/20			3
				130		**0**	**135**	**15**
TERM 7								
COURSE ID	COURSE DESCRIPTION	WEEKS	MODALITY	DIDACTIC	online/Ground	LAB	CLINIC	CREDITS
DH 2600	Dental Hygiene III- Special Needs	11	Bleneded	35	15/20	20	145	9
DH 2170	General and Maxillofacial Pathology	11	Blended	45	20/25			4
DH 2050	Research Design and Methodology	11	Blended	40	25/15			3.5
				120		**20**	**145**	**16.5**
TERM 8								
COURSE ID	COURSE DESCRIPTION	WEEKS	MODALITY	DIDACTIC	online/Ground	LAB	CLINIC	CREDITS
DH 2000	Dental Hygiene IV- Advanced Instrumentation	11	Blended	30	10/20	15	150	8
DH 2270	Leadership and Practice Management	11	Blended	35	20/15			3
DH 2100	Community Dental Health and Diversity	11	Blended	35	10/25			3
				100		**15**	**150**	**14**
TERM 9								
COURSE ID	COURSE DESCRIPTION	WEEKS	MODALITY	DIDACTIC	online/Ground	LAB	CLINIC	CREDITS
DH 2200	Dental Hygiene V- Advanced Semina r	11	Blended	40	20/20		150	8
DH 2250	Law and Ethics of Dental Hygiene	11	Blended	40	20/20			3
DH 2700	Keystone	11	Ground	40	0/40			4
				120		**0**	**150**	**15**

GE	**440**	**120**	**0**	**37**
Core	**675**	**265**	**660**	**90.5**
	1115	**385**	**650**	**127.5**

Table 19. Course Outline

Dental Hygiene Competency Requirements

Students must meet all clinical, laboratory, and didactic competency requirements to successfully complete the dental hygiene program and demonstrate readiness for professional practice. Competencies (proficiency evaluations) are designed to ensure that each student can safely, effectively, and independently provide dental hygiene care that meets the standards set forth by the Commission on Dental Accreditation (CODA) and the Dental Hygiene Board of California (DHBC). Competencies are assessed through a combination of direct observation, performance evaluations, and clinical demonstrations. Each proficiency evaluation must be performed at a level that reflects entry-level competence for the graduating dental hygienist.

The tables below outline the required competencies associated with each course. Students are expected to complete and pass all listed requirements in order to progress through the curriculum and graduate from the program.

Lab Proficiency Evaluation			
DH1100	**DH1400L**	**DH 2600L**	**DH 2000L**
Pass >75%	**Pass >75%**	**Pass >75%**	**Pass >75%**
Mouth Mirror	Nitrous Oxide/02	Mouth Mirror	Mini five 5/6
Explorer 11/12	ASA	Explorer 11/12	Mini five 11/12
Periodontal Probe	MSA	Periodontal Probe	Mini five 13/14
Anterior Scaler	PSA	Anterior Scaler	Files
Posterior Sickle	AMSA	Posterior Sickle	Nabers Probe
Universal Curette	GP	Universal Curette	Piezoelectric
Gracey 1/2	NP	Gracey 1/2	Magnetostrictive
Gracey 7/8	IA	Gracey 7/8	Gingival Curettage
Gracey 11/12	Lingual	Gracey 11/12	Laser
Gracey 13/14	Long Buccal	Gracey 13/14	Arestin
Ergonomics	Mental	Ergonomics	Instrument Sharpening
PPE/ Handwashing	Incisive	Infection Control	
Infection Control	Intraseptal	Wheelchair transfer	
Heath History	Supraperiosteal	Cetacaine	
Vitals	Gow Gates	Chart Audit	
Intra/Extra Oral Exam		Gingival Curettage	
Calculus Detection		Velscope	
OHI	**DH1450**		
DH Treatment Plan	Pass >75%		
Sealants	Digital Scan		
Polishing	Zinc Oxide Eugenol		
Fluoride	Zinc polycarboxylate		
Sterilization	Composite polishing		
Instrument Sharpening	Cleaning Removable pros		
Magnetostrictive	Sealant		
DH1250	Suture removal		
Pass >75%	Periodontal Dressing		
Infection Control	Desensitizer		
Digital (DXTR)FMS Rinn	Irrigation		
Digital (DXTR) FMS Bis	Air Polishing		
Digital (DXTR) BWX Horiz	Trays(pour,trim, fabrication, delivery)		
Digital Occlusal (DXTR)			
Digital (DXTR)BWX Vert	Amalgam Polishing		
Digital (DXTR) BWX Nomad			
Digital (DXTR) Pedo BWX			
Radiation Pano)			
Intraoral (Partner) pictures			
Digital (Patient) FMS			
Digital (Patient) Pano			

Table 20. Lab Proficiency Evaluations

Clinical Proficiency Evaluation				
DH1400C	**DH1800C**	**DH2600C**	**DH2000C**	**DH2200C**
Pass ≥75%	**Pass ≥75%**	**Pass ≥80%**	**Pass ≥85%**	**Pass ≥90%**
Instrumentation	**Instrumentation**	**Instrumentation**	**Instrumentation**	**Instrumentation**
Mouth Mirror	Mouth Mirror	Mouth Mirror	Mini five 5/6	Mini five 5/6
Explorer 11/12	Explorer 11/12	Universal Curette	Mini five 11/12	Mini five 11/12
Periodontal Probe	Periodontal Probe	Montana Jack	Mini five 13/14	Mini five 13/14
Anterior Scaler	Anterior Scaler	Gracey 11/12	Files	Files
Posterior Sickle	Posterior Sickle	Gracey 13/14	Nabers Probe	Nabers Probe
Universal Curette	Universal Curette	Gracey 15/16	Piezoelectric	Piezoelectric
Gracey 1/2	Gracey 1/2	Gracey 17/18		
Gracey 7/8	Gracey 7/8	Magnetostrictive		
Gracey 11/12	Gracey 11/12			
Gracey 13/14	Gracey 13/14			
	Magnetostrictive			
Other	**Other**	**Other**	**Other**	**Other**
Sterilization	Sterilization	Sterilization	Sterilization	Sterilization
Infection Control	Instrument Sharpening	Instrument Sharpening	DH Treatment Plan	Infection Control
DH Treatment Plan	DH Treatment Plan	DH Treatment Plan	Chart Audit	Instrument Sharpening
Sealants	Sealants	Air Polishing	Calculus Detection	Irrigation
Intra/Extra Oral Exam	Trays	Velscope	Desensitizer	Trays
Chart Audit	Calculus Detection	Gingival Curettage- Minimum 2 Patients	2-Gingival Curettage- Minimum 2 Patients	2-Gingival Curettage- Minimum 2 Patients
	Desensitizer	Calculus Detection	laser	Laser
Patient Type	Intra/Extra Oral Exam	Irrigation	Arestin	Arestin
4 Quads AAP ≥ 0 Healthy, Gingivitis, Mild Perio. Biofilm to Light calculus	Chart Audit	Digital Scan		Digital Scan
1 Adolescent Case		Tobacco Cessation		Nutrition
1 Adult Case		Chart Audit		Chart Audit
1 Child Case	**Dental Anesthesia**	**Dental Anesthesia**	**Dental Anesthesia**	**Dental Anesthesia**
		Nitrous Oxide/02	Nitrous Oxide/02	Nitrous Oxide/02
Radiographs	ASA (Right)	ASA (Left)	2 ASA (R&L)	Gow Gates
1 Digital FMS	MSA (Right)	MSA (Left)	2 MSA (R&L)	Cetacaine
1 Digital BWX	PSA (Right)	PSA (Left)	2 PSA (R&L)	
1 Occlusal	AMSA (Right)	AMSA (Left)	2 AMSA (R&L)	
Interpretation	GP (Right)	GP (Left)	2 GP (R&L)	
	NP	NP	2 NP	
	IA (Right)	IA (Left)	2 IA (R&L)	
	Lingual (Right)	Lingual (Left)	2 Lingual (R&L)	
	Long Buccal (Right)	Long Buccal (Left)	2 Long Buccal (R&L)	
	Mental (Right)	Mental (Left)	2 Mental (R&L)	
	Incisive (Right)	Incisive (Left)	2 Incisive (R&L)	
	Supraperiosteal(Right)	Supraperiosteal(Left)	2 Supraperi (R&L)	
	Patient Type	**Patient Type**	**Patient Type**	**Patient Type**
	4 Quads AAP ≥ I Mild to Moderate Perio. Light-Moderate Calculus	4 Quads AAP ≥II Moderate-Advanced Perio. Moderate Calculus	6 Quads AAP ≥ II Moderate to Severe Perio (3 Quads AAP ≥ II & 3 Quads AAP ≥III or IV). Moderate to Heavy Calculus	6 Quads AAP ≥ II Moderate to Severe Perio (3 Quads AAP ≥ II & 3 Quads AAP ≥III or IV). Moderate to Heavy Calculus
	1 Adolescent	2 Adult Case	2 Adult Case	1 Adult Case
	1 Adult Case	1 Child Case	1 Geriatrics Case	1 Geriatrics Case
			1 Special Needs Case	1 Special Needs Case
			Reevaluation	Reevaluation
	Radiographs	**Radiographs**	**Radiographs**	**Radiographs**
	1 Digital FMS	1 Digital FMS	1 Digital FMXS	1 Digital BWX
	1 Digital BWX	1 Digital BWX	1 Digital BWX	1 Digital BWX - Vertical
		Pano	1 Digital BWX-Vert	Pano
	Interpretation	Interpretation		Interpretation

Table 21. Clinical Proficiency Evaluations

Sample Core Schedules

Role	Monday	Tuesday	Wednesday	Thursday	Friday
Administrative Assistant	8:00am-5:00pm	8:00am–5:00pm	8:00am–5:00pm	8:00am–5:00pm	8:00am 5:00pm
Clinic Coordinator #1	7:00am–3:30pm	7:30am–3:30pm	7:00am–3:30pm	7:00am–3:30pm	7:00am-3:30pm
Clinic Coordinator #2	10:00am–7:00pm	8:30am–5:30pm	10:00am–7:00pm	8:30am–5:30pm	9:30am-6:30pm
Sterilization DA/RDA	10:00am–7:00pm	8:00am–5:00pm	10:00am–7:00pm	8:00am–5:00pm	9:30am-6:30pm

Schedule June 05, 2028- Aug 15, 2028

Cohort: 1- Term 4

Hour	Monday Cohort 1	Tuesday Cohort 1	Wednesday Cohort 1	Thursday Cohort 1	Friday
7:00					
7:30					
8:00	DH 1100 preclinic LEC 8:00-11:00 (3 hrs) Faculty A Room 24 students	DH 1100 Preclinic LAB A/B 8:00-12:00 (4 hrs) Faculty A Faculty B Faculty C Faculty D Faculty E DDS A Room 24 students	DH 1120 Head, Neck, & Oral Anat LEC (2.5 hrs) 8:00-10:30 Faculty A Room 24 students	DH 1100 Preclinic LAB A/B 8:00-12:00 (4 hrs) Faculty A Faculty B Faculty C Faculty D Faculty E DDS A Room 24 students	
8:30					
9:00					
9:30					
10:00					
10:30					
11:00					
11:30					
12:00	DH 1250 Radiography LEC 12:00 -3:00 (3hrs) Faculty B Room 24 students				
12:30					
1:00		DH 1250 Radiography LAB A 1:00 -5:00 (4 hrs) Faculty B Faculty C Faculty D Room 12 students		DH 1250 Radiography LAB B 1:00 -5:00 (4 hrs) Faculty B Faculty C Faculty E Room 12 students	
1:30					
2:00					
2:30					
3:00					
3:30					
4:00					
4:30					
5:00					

		Schedule Aug 22, 2028- Oct 31, 2028			
		Cohort: 1- Term 5			
Hour	Monday Cohort 1	Tuesday Cohort 1	Wednesday Cohort 1	Thursday Cohort 1	Friday
7:00					
7:30					
8:00	DH 1400 Dental Hygiene I 8:00-11:30 (3.5 hrs) Faculty A Room 24 students	DH1400 Dental Hygiene I LAB A/B 8:00-12:00 4 hrs Faculty A Faculty B Faculty C Faculty D FacultyE DDS A Room- Clinic 24 students	DH 1040 Anat, Embryo, Histo LEC 8:00-10:30 (2.5hrs) Faculty C Room 24 students	DH 1400 Dental Hygiene I LAB A/B 8:00-12:00 4 hrs Faculty A Faculty B Faculty C Faculty D Faculty E DDS A Room- Clinic 24 students	
8:30					
9:00					
9:30					
10:00					
10:30					
11:00			DH 1450 Dent Materials LAB 11:00-2:00 3hrs Faculty A Faculty B Faculty C Room - Lab 24 students		
11:30					
12:00					
12:30	DH 1450 Dent Materials LEC ~~12:30-2:00~~ (1.5 hrs) Faculty B Room 24 students				
1:00		DH1400 Dental Hygiene I CLIN A/ B 1:00-5:00 ~~4 hrs~~ Faculty A Faculty B Faculty C ~~FacultyD~~ FacultyE DDS A Room- Clinic 24 students		DH1400 Dental Hygiene I CLIN A/B 1:00-5:00 4 hrs Faculty A Faculty B Faculty C Faculty D Faculty E DDS A Room- Clinic 24 students	
1:30					
2:00					
2:30					
3:00					
3:30					
4:00					
4:30					
5:00					

Schedule Nov 7, 2028- Feb 06, 2029

Cohort: 1- Term 6 **Cohort:2** -Term 4

Hour	Monday		Tuesday		Wednesday		Thursday		Friday
	Cohort 1	Cohort 2	Cohort 1	Cohort 2	Cohort 1	Cohort 2	Cohort 1	Cohort 2	Cohort 1
7:00									
7:30									
8:00	DH 1800 DH II CLIN A/B 8:00-12:30 (4.5hrs) Faculty B Faculty C Faculty D Faculty E Faculty F DDS B Room Clinic 24 students			DH 1100 Preclinic LAB A/B 8:00-12:00 (4 hrs) Faculty A Faculty B Faculty D Faculty E Faculty F DDS A Room - 24 students		DH 1120 Head, Neck, & Oral Anat LEC (2.5 hrs) 8:00-10:30 Faculty E Room 24 students		DH 1100 Preclinic LAB A/B 8:00-12:00 (4 hrs) Faculty A Faculty B Faculty C Faculty D Faculty F DDS A Room 24 student	DH 1800 DH II CLIN A/B 8:00-12:30 (4.5 hrs) Faculty A Faculty C Faculty D Faculty E Faculty F DDS DDS B Room Clinic 24 students
8:30		DH 1100 preclinic LEC 9:00-12:00 (3 hrs) Faculty A Room 24 students								
9:00									
9:30			DH 1800 DH II- Nutrition LEC (2 hrs) 10:00-12:00 Faculty C Room				DH 1420 Pharm LEC 2 hr 10:00-12:00 Faculty E Room 24 students		
10:00									
10:30									
11:00					DH 1800 DH II CLIN A/B 11:00-3:30 (4.5hrs) Faculty A Faculty B Faculty C Faculty D Faculty E DDS B Room Clinic 24 students				
11:30									
12:00									
12:30			DH 1180 Perio LEC 12:30 -2:30 (2hrs) Faculty F Room 24 students				DH 1150 Med/Dent Emerg LEC (1.5 hrs) 12:30-2:00 Faculty C Room 24 students		
1:00		DH 1250 Radiography LEC 1:00 -4:00 (3hrs) Faculty B Room 24 students		DH 1250 Radiography LAB A 1:00 -5:00 (4 hrs) Faculty B Faculty A Faculty E Room 12 students				DH 1250 Radiography LAB B 1:00 -5:00 (4 hrs) Faculty B Faculty D Faculty F Room 12 students		
1:30									
2:00									
2:30									
3:00									
3:30									
4:00									
4:30									
5:00									

Schedule Feb 13, 2029- April 24, 2029

Cohort: 1- Term 7 **Cohort: 2**- Term 5

Hour	Monday		Tuesday		Wednesday		Thursday		Friday
	Cohort 1	Cohort 2	Cohort 1	Cohort 2	Cohort 1	Cohort 2	Cohort 1	Cohort 2	Cohort 1
7:00									
7:30									
8:00	DH 2600 DH III CLIN A/B 8:00-1:00		DH 2170 Path LEC 8:00-12:30	DH 1400 Dental Hygiene I LAB A/B 8:00-12:00 4 hrs Faculty A Faculty D Faculty E Faculty F Faculty G DDS A Room- Clinic 24 students			DH 2050 Research LEC 8-9:30	DH 1400 Dental Hygiene I LAB A/B 8:00-12:00 4 hrs Faculty A Faculty B Faculty C Faculty E Faculty G DDS A Room- Clinic 24 students	DH 2600 DH III CLIN A/B 8:00-12:30
8:30						DH 1450 Dent Materials LAB 8:00-11:00 3hrs Faculty B Faculty D Faculty F Room - Lab 24 students			
9:00	(5hrs)	DH 1400 Dental Hygiene I 9:00-12:30 (3.5 hrs)	4.5 hrs				1.5 hrs		(4.5 hrs)
9:30	Faculty B Faculty C Faculty D		Faculty C Room- 24 students				Faculty F Room 24 students		Faculty A Faculty B
10:00	Faculty E Faculty F	Faculty A Room 24 students							Faculty D Faculty F Faculty G
10:30	DDS B								DDS B
11:00	Room Clinic 24 students								Room Clinic 24 students
11:30									
12:00					DH 2600 DH III CLIN A/B 12:00-5:00 (5hrs)	DH 1040 Anat, Embryo, Histo LEC 12:00-2:30 (2.5hrs) Faculty C Room 24 students			
12:30									
1:00				DH 1400 Dental Hygiene I CLIN A/ B 1:00-5:00 4 hrs Faculty A Faculty C Faculty D Faculty E Faculty G DDS A Room- Clinic 24 students				DH 1400 Dental Hygiene I CLIN A/B 1:00-5:00 4 hrs Faculty A Faculty B Faculty C Faculty E Faculty G DDS A Room- Clinic 24 students	DH 2600 DH III LAB
1:30		DH 1450 Dent Materials LEC 1:30-3:00 (1.5 hrs)	DH 2600 DH III LEC		Faculty A Faculty B Faculty D				A/ B 1:00-3:00 2hrs
2:00			1:30-5:00 3.5 hrs		Faculty E Faculty F				Faculty D
2:30			Faculty F		DDS B				Faculty F Faculty G
3:00		Faculty B Room 24 students	Room- 24 students		Room Clinic 24 students				Room- DH LAB 24 students
3:30									
4:00									
4:30									
5:00									
5:30									

Schedule May 01, 2029- July 10, 2029

Cohort: 1- Term 8 **Cohort: 2** Term 6 **Cohort 3:** Term 4

Hour	Monday			Tuesday			Wednesday			Thursday			Friday		
	Cohort 1	Cohort 2	Cohort 3	Cohort 1	Cohort 2	Cohort 3	Cohort 1	Cohort 2	Cohort 3	Cohort 1	Cohort 2	Cohort 3	Cohort 1	Cohort 2	Cohort 3
7:00															
7:30															
8:00	DH 2000 DH IV CLIN A/B 8:00-1:00 (5hrs) Faculty B Faculty D Faculty E Faculty G Faculty H DDS B Room Clinic 24 students					DH 1100 Preclinic LAB A/B 8:00-12:00 (4 hrs) Faculty A Faculty B Faculty E Faculty F Faculty G DDS A Room 24 students		DH 1800 DH II CLIN A/B 8:00-12:30 (4.5hrs) Faculty A Faculty B Faculty C Faculty D Faculty F DDS B Room Clinic 24 students				DH 1250 Rad ography LAB B 8:00 12:00 (4 hrs) Faculty B Facu ty D Faculty E Room 12 students	DH 2000 DH IV CLIN A/B 8:00-1:00 (5hrs) Faculty A Faculty I Faculty D Faculty F Faculty G DDS B Room Clinic 24 students	DH 1420 Pharm LEC 2 hr 8:00-10:00 Faculty E Room 24 students	
8:30															
9:00									DH 1120 Head, Neck, & Oral Anat LEC (2.5 hrs) 9:00-11:30 Faculty E Room 24 students						
9:30			DH 1100 preclinic LEC 9:30-12:30 (3 hrs) Faculty A Room 24 students	DH 2100 Commun Dent/ Diversity LEC 9:30-12:00 2.5 hrs Faculty D Room- 24 students											
10:00					DH 1800 DH II- Nutrition LEC (2 hrs) 10:00-12:00 Faculty C Room 24 students					DH 2270 Leader/ Practice LEC 10:00-11:30 1.5 hrs Faculty F Room 24 students				DH 1150 Med/Dent Emerg LEC (1.5 hrs) 10:30-12:00 Faculty C Room 24 students	
10:30															
11:00															
11:30															
12:00															
12:30				DH 2000 DH IV LEC 12:30-2:30 2 hrs Faculty E Room- 24 students	DH 1180 Perio LEC 12:30 -2:30 (2 hrs) Faculty F Room 24 students					DH 2000 DH IV LAB 12:30-2:00 1.5 hrs Faculty E Faculty B Faculty D Room- DH LAB 24 students	DH 1800 DH II CLIN A/B 12:30-5:00 (4 .5 hrs) Faculty A Faculty C Faculty F Faculty G Faculty H DDS A Room Clinic 24 students				
1:00						DH 1250 Rad ography LAB A 1:00 5:00 (4 hrs) Faculty B Faculty C Faculty D Room 12 students	DH 2000 DH IV CLIN A/B 1:00-6:00 (5hrs) Faculty I Faculty C Faculty E Faculty G Faculty H DDS C Room Clinic 24 students								
1:30			DH 1250 Radiography LEC 1:30 -4:30 (3hrs) Faculty B Room 24 students												DH 1100 Preclinic LAB A/B 1:30-5:30 (4 hrs) Faculty A Faculty B Faculty I Faculty G Faculty H DDS C Room 24 students
2:00		DH 1800 DH II CLIN A/B 2:00-6:30 (4.5hrs) Faculty A Faculty C Faculty D Faculty E Faculty F DDS C Room Clinic 24 students													
2:30															
3:00															
3:30															
4:00															
4:30															
5:00															
5:30															
6:00															
6:30															
7:00															

Schedule July 17, 2029- Sep 25, 2029

Cohort: 1 - Term 9 **Cohort: 2**- Term 7 **Cohort: 2**- Term 5

Hour	Monday			Tuesday			Wednesday			Thursday			Friday	
	Cohort 1	Cohort 2	Cohort 3	Cohort 1	Cohort 2	Cohort 3	Cohort 1	Cohort 2	Cohort 3	Cohort 1	Cohort 2	Cohort 3	Cohort 1	Cohort 2
7:00														
7:30														
8:00		DH 2600 DH III CLIN A/B 8:00-1:00 (5hrs) Faculty C Faculty D Faculty E Faculty F Faculty G DDS B Room Clinic 24 students	DH 1400 Dental Hygiene I 8:00-11:30 (3.5 hrs) Faculty A Room 24 students			DH 1400 Dental Hygiene I LAB A/B 8:00-12:00 4 hrs Faculty A Faculty B Faculty E Faculty F Faculty H DDS A Room- Clinic 24 students	DH 2200 DH V CLIN A/B 8:00-1:00 (5hrs) Faculty A Faculty B Faculty D Faculty E Faculty F DDS B Room Clinic 24 students			DH 2700 Keystone LEC 8:00-12:00 4 hrs Faculty E Room- 24 students		DH 1400 Dental Hygiene I LAB A/B 8:00-12:00 4 hrs Faculty A Faculty B Faculty C Faculty D Faculty G DDS A Room- Clinic 24 students	DH 2200 DH V CLIN A/B 8:00-1:00 (5hrs) Faculty K Faculty B Faculty L Faculty D Faculty E DDS B Room Clinic 24 students	
8:30														
9:00														
9:30					DH 2170 Path LEC 9:30-12:00 2.5 hrs Faculty C Room- 24 students									
10:00				DH 2250 Law & Ethic LEC 10:00-12:00 2 hrs Faculty D Room- 24 students							DH 2050 Research LEC 10:30-12:00 1.5 hrs Faculty F Room 24 students			
10:30									DH 1040 Anat, Embryo, Histo LEC 10:30-1:00 (2.5hrs) Faculty C Room 24 students					
11:00														
11:30														
12:00														
12:30			DH 1450 Dent Materials LEC 12:30-2:00 (1.5 hrs) Faculty B Room 24 students											
1:00				DH 2200 DH V LEC 1-3:00 2 hrs Faculty A Room 24 students	DH 2600 DH III LEC 1:00-3:00 2 hrs Faculty F Room- 24 students	DH 1400 Dental Hygiene I CLIN A/ B 1:00-5:00 4 hrs Faculty B Faculty C Faculty D Faculty H Faculty G DDS A Room- Clinic 24 students					DH 2600 DH III LAB A/ B 1:00-3:00 2hrs Faculty F Faculty B Faculty C Room- DH LAB 24 students	DH 1400 Dental Hygiene I CLIN A/B 1:00-5:00 4 hrs Faculty A Faculty D Faculty E Faculty G Faculty H DDS A Room- Clinic		
1:30	DH 2200 DH V CLIN A/B 1:30-6:30 (5hrs) Faculty H Faculty I Faculty J Faculty K Faculty L DDS C Room Clinic 24 students							DH 2600 DH III CLIN A/B 1:30-6:30 (5hrs) Faculty G Faculty H Faculty I Faculty J Faculty K DDS C Room Clinic 24 students						DH 2600 DH III CLIN A/B 1:30-6:00 (4.5hrs) Faculty F Faculty G Faculty H Faculty I Faculty J DDS C Room Clinic 24 students
2:00									DH 1450 Dent Materials LAB 2:00-5:00 3hrs Faculty B Faculty A Faculty D Room - Lab 24 students					
2:30														
3:00														
3:30														
4:00														
4:30														
5:00														
5:30														
6:00														
6:30														
7:00														
7:30														
8:00														

Table 22. Core Sample Schedule

Dismissal Policies

Dismissal may occur for the following reasons:

The student receives below 75% in any of the program's general education courses.

The student receives below 75% in any of the program's dental hygiene theory courses.

The student receives a FAIL in any of the program's dental hygiene clinical courses.

The student violates theory or clinical attendance policies.

The student commits unsafe dental hygiene practice.

The student does not complete all the programmatic clinical requirements by the designated time.

c. Student policies

1. Provisions for Student Health and Housing

Health Insurance

Students are required to carry health insurance, throughout the duration of their program, at their own cost, and may be asked to provide a copy to program administration

STUDENT HOUSING

Stanbridge University does not offer student housing services and assumes no responsibility to find or assist a student in finding housing for any of its main or branch campuses. The University does not have dormitory facilities under its control. Local accommodation information can be found at www.apartments.com.Approximate average rental costs for housing near Stanbridge University facilities vary by location.

In Irvine, the average rent is $2,904, with studio apartments averaging $2,756, one-bedroom apartments $2,904, two bedroom apartments $3,535, and three-bedroom apartments $4,413.

In Alhambra, the average rent is $1,589, with studio apartments averaging $1,548, one-bedroom apartments $1,586, two bedroom apartments $1,956, and three-bedroom apartments $2,224.

In Riverside, the average rent is $1,833, with studio apartments averaging $1,465, one-bedroom apartments $1,828, two bedroom apartments $2,223, and three-bedroom apartments $2,614.

In San Marcos, the average rent is $2,313, with studio apartments averaging $2,446, one-bedroom apartments $2,314, two bedroom apartments $2,688, and three-bedroom apartments $3,558.

These numbers are subject to change and may vary based on apartment size, location, and other factors.

2. Provision for Counseling and Guidance

STANBRIDGE STUDENT ASSISTANCE PROGRAM

Stanbridge University recognizes that balancing academic excellence and a complicated life outside of school can be stressful, and at times, overwhelming. Because no one should deal with a personal crisis without a listening ear or guidance toward a resolution, we offer the Stanbridge Student Assistance Program (SSAP). The program is a free, comprehensive, and fully confidential counseling service that helps students manage or resolve a wide variety of difficult situations and is part of Stanbridge University's commitment to student success:

Stress and Anxiety Depression and Suicide Family Conflict

Feeling Like an Outsider Alcohol and Drug Abuse Performance Related Fears

Identity Theft Recovery Financial and Legal Services Prescription Drug Costs

Students may contact the Stanbridge Student Assistance Program (SSAP) by dialing 800.977.7728 or by visiting https://allonehealthmemberportal.mylifeexpert.com/. The SSAP, available 24 hours a day, 365 days a year, is designed to help students overcome personal challenges and succeed to graduation. The program provides access to professional clinicians, school-life specialists, and legal and financial experts to help students reduce stress, build resilience, and better manage responsibilities at school, at home and in life.

3. Financial Aid Policies, Scholarship and Grant Opportunities

FINANCIAL AID OVERVIEW

General Information

Stanbridge University is an eligible institution participating in federal and state financial aid programs and private educational lending programs. Financial aid is available to those who qualify. Title IV Federal Funds. The university complies with Title IV of the federal Higher Education Act of 1965.

Student Loan Information. If the student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

(1) The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.

(2) The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

Financial Aid Procedures

The process of determining eligibility for financial aid uses standard formulas and standard student budgets. The Financial Aid Office recognizes that some students have unusual or special circumstances that may not be reflected in the standard process of determining eligibility. While funds are limited and it is not always possible to fund students to their maximum eligibility for financial aid, students with special circumstances are encouraged to contact the Financial Aid Office for review of these special circumstances. Assistance in filing private loan applications is available from the Financial Aid office. Each student is processed for financial aid based on the standard enrollment status, as defined by Stanbridge University for each program. Eligibility and disbursements of financial aid may change based on enrollment status. Because of federal financial aid regulations (excluding Pell), students whose enrollment status is less than half-time will have zero financial aid eligibility for that period. A change from full-time enrollment status could cause a loss of financial aid and create a cash pay situation for some students. Please consult the Financial Aid Office with any questions regarding enrollment status and financial aid eligibility.

To be eligible for federal and state student financial aid programs, students must:

be U.S. Citizens or eligible Non-Citizens;

be admitted to the university;

be enrolled at least half-time (6 units) in a program leading to a degree or certificate;

be making satisfactory academic progress toward their educational objectives;

be registered with the Selective Service, if required;

not be in default on a Title IV student loan or owe a refund on a Title IV student grant;

demonstrate financial need for need based programs through the defined application process of the university; and attend an Entrance Interview if applying for student loans. Students (and parents of dependent students) will be asked to fill out a FAFSA form to establish eligibility for federal financial aid.

Tuition Guidelines

Applicants in the MSOT programs are charged an application fee. Tuition changes do not affect currently enrolled students. Replacement books, eBooks, and supplies for lost or stolen ones, or for retaken courses, will not be provided without cost to students. Students will be charged for all replacement items.

Make-up and review sessions, Student Central access, Learning Resource Center usage, and Career Placement Services are provided to all students

Tuition. Students may pay tuition via personal or bank check or through private loans or federal aid (for those programs which qualify). The lending companies are not affiliated with the school and award loans to those who qualify. Those paying with a loan must have signed loan paperwork submitted before attending the program. Students whose entire tuition and fees are paid by a third-party organization are not entitled to receive a refund for the tuition and fees; the organization providing the funding receives any refund.

FEDERAL FINANCIAL AID PROGRAMS

The following is a description of the financial aid programs available at Stanbridge University. Additional information can be obtained through the Financial Aid Office**.**

FEDERAL PELL GRANT

The Federal Pell Grant program provides a foundation of assistance to which other forms of aid may be added. Eligibility for the Federal Pell Grant program is determined by a standard formula that is revised and approved every year by the federal government. Unlike loans, grants do not have to be paid back.

FEDERAL DIRECT LOAN PROGRAM

Federal Direct Loan Programs are administered by the Department of Education. Qualified students and their parents can borrow money for school through federally subsidized, low interest loans. The Federal Direct Stafford, Federal Direct Unsubsidized Stafford, and Federal Direct PLUS loans are available through this program.

FEDERAL DIRECT SUBSIDIZED STAFFORD LOAN

Federal Direct Subsidized Stafford Loans are available to students with financial need. Students may borrow up to $3,500 for their first academic year at a fixed interest rate of 6.53 percent, which is established annually by the Department of Education. The interest is paid by the federal government while students are in school and for six months after students cease their enrollment.

Regular payments begin six months after students cease enrollment or fail to carry at least half the normal, full-time school workload.

FEDERAL DIRECT UNSUBSIDIZED STAFFORD LOAN

Unsubsidized Stafford Loan programs are available for students to borrow for additional education costs. Students can borrow up to $6,000 for their first academic year as a combined total with the Federal Direct Subsidized Stafford Loan, at a fixed interest rate of 6.53 percent for undergraduate students and 8.08 percent for graduate students. With the exception of demonstrating financial need, borrowers must meet all eligibility criteria of the regular Direct Federal Stafford Loan program. Interest payments begin immediately after the loan is fully disbursed or may be added to the principal balance. Regular payments begin six months after students cease enrollment or fail to carry at least half the normal, full-time school workload. Time Limitation on Direct Subsidized Loan Eligibility for First-Time Borrowers On or After July 1, 2013. There is a limit on the maximum period of time (measured in academic years) that a student can receive Direct Subsidized Loans. In general, a student may not receive Direct Subsidized Loans for more than 150% of the published length of the program. This is called the "maximum eligibility period." The published length of any program of study is found in the Stanbridge University student catalog.
The maximum eligibility period is based on the published length of the current program in which a student is enrolled. As a result, a change in program may affect maximum eligibility. If Direct Subsidized Loans were received for one program and then a program change occurs, the Direct Subsidized Loans received for the earlier program will generally count against the new maximum eligibility period.

FEDERAL DIRECT PARENT LOANS FOR UNDERGRADUATE STUDENTS (PLUS)

Federal Direct Parent Loans for Undergraduate Students (PLUS) provide additional funds for creditworthy parents to help pay for students' educational expenses. The interest rate for these loans is 9.08 percent and the repayment schedule differs.

4. Appeals Provisions

Dismissal Appeal Process

Any Stanbridge University student who believes that they have been subjected to an improper decision by an academic program, or the Office of Student Services, is entitled to file an appeal and obtain an independent review of the decision.
To submit an appeal, students are required to email the Office of Instruction at appeal.instruction@stanbridge.edu. Any official documentation that supports the appeal should be included.

Appeal requests must be received by the end of the fifth (5) business day following the rendering of the decision and/or charges against the student. Appeals submitted after the fifth business day will not be accepted. An Appeal Committee will evaluate the appeal petition and provide an appeal decision to the student, in accordance with the university's appeals process, within fifteen (15) business days of receipt of the petition. Appeal decisions may take the following actions:

Deny the appeal

Grant the appeal

Grant with appeal with new and/or modification to any sanctions

If a student is dissatisfied with the appeal decision, they may request the Office of the President review the full record and appeal documents by emailing appeal.president@stanbridge.edu within five (5) business days following the rendering of the decision by the Appeal Committee for readmission using the guidelines below.

Satisfactory Academic Progress (SAP)

For additional information, refer to the Return of Title IV Funds and Refund Policy section in this catalog.

SAP Appeal Process

Students who do not make SAP at the end of the Financial Aid Warning period lose their Title IV financial aid eligibility and will be placed on Academic Development Status, with a loss of Title IV, HEA funding. The student may have the opportunity to have their Title IV, HEA financial aid eligibility reinstated by appealing the Academic Development Status, with a loss of Title IV, HEA funding decision and will be placed on Financial Aid Probation if the appeal is granted. To submit an appeal, students are required to email the Office of Instruction at appeal.instruction@stanbridge.edu. Any official documentation that supports the appeal should be included. Appeal requests must be received by the end of the fifth (5) business day following the rendering of the decision and/or charges against the student. Appeals submitted after the fifth business day will not be accepted. An Appeal Committee will evaluate the appeal petition and provide an appeal decision to the student, in accordance with the university's appeals process, within fifteen (15) business days of receipt of the petition. Appeal decisions may take the following actions:

Deny the appeal

Grant the appeal

Grant with appeal with new and/or modification to any sanctions. If a student is dissatisfied with the appeal decision, they may request the Office of the President review the full record and appeal documents by emailing appeal.president@stanbridge.edu within five (5) business days following the rendering of the decision by the Appeal Committee.

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Outlook

Re: Request for Program Information – Dental Hygiene Accreditation

From Natalya Miller <namiller@cabrillo.edu>
Date Mon 4/14/2025 1:54 PM
To Amber Davis <adavis@stanbridge.edu>

EXTERNAL EMAIL - This email was sent by a person from outside Stanbridge University. Exercise caution when clicking links, opening attachments or taking further action, before validating its authenticity.

Dear Amber,
My sincere apologies for the delay with my response!
Please read my answers in blue below.
Regards,
Natalya

On Tue, Apr 8, 2025 at 3:56 PM Amber Davis <adavis@stanbridge.edu> wrote:

> Good afternoon, Ms. Miller,
>
> I'm reaching out as the founding Dental Hygiene Program Director at Stanbridge University. As part of our accreditation process, we are collecting data from regional programs within a 100-mile radius.
>
> I know your time is valuable, so I'll keep this brief. We would greatly appreciate it if you could provide responses to the following:
>
> 1. Locale, region, or state(s) from which students are drawn - **All of our current students are from California**
> 2. Whether there is a waiting list or more qualified applicants than admitted annually - **Currently we have a waitlist (WL) in place. Once the application is approved, the applicant gets on the Program WL and receives the WL # based on the application post** mark.
> 3. Average time for licensed graduates to obtain gainful employment (3+ days/week) - **I believe it's within around 2-3 months**
> 4. Number of students accepted per cohort - **20 students**
> 5. Number of cohorts admitted per year - **We accept a new cohort every other year**
> 6. Current total student enrollment in your program - **39 students**
>
> Thank you in advance for your time and support. Your input is incredibly helpful as we build our program with the profession's future in mind.
>
> Kind regards,
>
> **Amber Davis**, M.Ed, RDH Director of Dental Hygiene Program, Riverside
> adavis@stanbridge.edu | **P.** 951.542.2024 Ext. 5632 | **F.** 951.268.8008

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--

Natalya Miller
Program Coordinator
Dental Hygiene, Medical Assisting, Radiologic Technology, and Phlebotomy Program
Cabrillo Community College
(831) 479-6303

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Outlook

Re: Request for Program Information – Dental Hygiene Accreditation

From Loera, Diane <dloera@Cerritos.edu>
Date Fri 4/25/2025 8:01 AM
To Amber Davis <adavis@stanbridge.edu>

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Hello Amber
I am so sorry I overlooked this! I know this is important for you.

1. Locale, region, or state(s) from which students are drawn
    a. We can have a wide range that changes from year to year, it is predominately California 99% , we have had students from Arizona, Nevada, and Kansas. We receive applicants from neighboring areas such as Downey, Bell, South Gate, Pasadena, West La, South Bay region, desert region Palm Springs, Indio,
    Whittier, Fullerton, Riverside, Long Beach, South Orange County, as far up as Santa Barbara, San Jose area and Sacramento area.

2. Whether there is a waiting list or more qualified applicants than admitted annually
    We have no waiting list and accept only 24 students per year. We have more qualified students than what we can accept.

3. Average time for licensed graduates to obtain gainful employment (3+ days/week)
    1-4 weeks

4. Number of students accepted per cohort
    24

5. Number of cohorts admitted per year
    24- we accept one class per year in August

6. Current total student enrollment in your program
    46

Thank you!
Diane

Diane M. Loera RDH, MA
Director /Chair Dental Hygiene Department

Cerritos College Health Occupation Division
11110 Alondra Blvd.
Norwalk, CA 90650
Office (562) 860-2451 x 2564
dloera@cerritos.edu
Visit us at https://www.cerritos.edu/dental-hygiene/

There are Hundreds of Languages around the world BUT a SMILE ..Speaks them ALL!!

From: Amber Davis <adavis@stanbridge.edu>
Sent: Thursday, April 24, 2025 2:15 PM
To: Loera, Diane <dloera@Cerritos.edu>
Cc: Katherine Park <kpark@stanbridge.edu>; Gary Lopez <glopez@stanbridge.edu>
Subject: Re: Request for Program Information – Dental Hygiene Accreditation

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Good afternoon, Director Loera,

I wanted to follow up on the email I sent regarding the impact of a new RDH program required by DHBC. I understand you have a busy schedule and thank you for your time.

If you have had a chance to review it, I would greatly appreciate any feedback you can share. If now is not the right time, I completely understand and would be happy to reconnect at a more convenient time.

Kind regards,
Amber Davis, M.Ed, RDH Director of Dental Hygiene Program, Riverside

adavis@stanbridge.edu | **P.** 951.542.2024 Ext. 5632 | **F.** 951.268.8008

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From: Amber Davis
Sent: Tuesday, April 8, 2025 3:59 PM
To: dloera@cerritos.edu <dloera@cerritos.edu>
Cc: Katherine Park <kpark@stanbridge.edu>; Gary Lopez <glopez@stanbridge.edu>
Subject: Request for Program Information – Dental Hygiene Accreditation

Good afternoon, Director Loera,

I'm reaching out as the founding Dental Hygiene Program Director at Stanbridge University. As part of our accreditation process, we are collecting data from regional programs within a 100-mile radius.

I know your time is valuable, so I'll keep this brief. We would greatly appreciate it if you could provide responses to the following:

1. Locale, region, or state(s) from which students are drawn
2. Whether there is a waiting list or more qualified applicants than admitted annually
3. Average time for licensed graduates to obtain gainful employment (3+ days/week)
4. Number of students accepted per cohort
5. Number of cohorts admitted per year
6. Current total student enrollment in your program

Thank you in advance for your time and support. Your input is incredibly helpful as we build our program with the profession's future in mind.

Kind regards,

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Outlook

Re: [External] Request for Program Information – Dental Hygiene Accreditation

From Zhen Qin <ZQin@concorde.edu>
Date Thu 4/10/2025 3:28 PM
To Amber Davis <adavis@stanbridge.edu>

EXTERNAL EMAIL - This email was sent by a person from outside Stanbridge University. Exercise caution when clicking links, opening attachments or taking further action, before validating its authenticity.

Hi Ms. Davis,
I would be happy to help.

1. Locale, region, or state(s) from which students are drawn
   Mostly Orange, Los Angeles, and Riverside counties, with some from further California counties and occasionally out of state as well
2. Whether there is a waiting list or more qualified applicants than admitted annually
   No waitlist, students must reapply if they do not get in
3. Average time for licensed graduates to obtain gainful employment (3+ days/week)
   2-6 weeks after they are licensed
4. Number of students accepted per cohort
   34
5. Number of cohorts admitted per year
   1-2 (every 8 months)
6. Current total student enrollment in your program
   100 students

I wish you the best in your accreditation process.

Respectfully,
Michael Zhen Qin, DDS

From: Amber Davis <adavis@stanbridge.edu>
Sent: Tuesday, April 8, 2025 4:00 PM
To: Zhen Qin <ZQin@concorde.edu>
Cc: Gary Lopez <glopez@stanbridge.edu>; Katherine Park <kpark@stanbridge.edu>
Subject: [External] Request for Program Information – Dental Hygiene Accreditation

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Good afternoon, Dr. Qin,

I'm reaching out as the founding Dental Hygiene Program Director at Stanbridge University. As part of our accreditation process, we are collecting data from regional programs within a 100-mile radius.

I know your time is valuable, so I'll keep this brief. We would greatly appreciate it if you could provide responses to the following:

1. Locale, region, or state(s) from which students are drawn
2. Whether there is a waiting list or more qualified applicants than admitted annually
3. Average time for licensed graduates to obtain gainful employment (3+ days/week)
4. Number of students accepted per cohort
5. Number of cohorts admitted per year
6. Current total student enrollment in your program

Thank you in advance for your time and support. Your input is incredibly helpful as we build our program with the profession's future in mind.

Kind regards,

Amber Davis, M.Ed, RDH | Director of Dental Hygiene Program, Riverside

adavis@stanbridge.edu | **P.** 951.542.2024 Ext. 5632 | **F.** 951.268.8008

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Outlook

Re: [External] Request for Program Information – Dental Hygiene Accreditation

From Sabrina Santucho-Avina <SSantucho@concorde.edu>
Date Tue 4/15/2025 9:07 AM
To Amber Davis <adavis@stanbridge.edu>
Cc Katherine Park <kpark@stanbridge.edu>; Gary Lopez <glopez@stanbridge.edu>

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Good morning-

1. Locale, region, or state(s) from which students are drawn - Most students are from the surrounding areas to include CA, Nevada
2. Whether there is a waiting list or more qualified applicants than admitted annually - Yes, we do have a waiting list
3. Average time for licensed graduates to obtain gainful employment (3+ days/week) - Less than 4 weeks
4. Number of students accepted per cohort - 32
5. Number of cohorts admitted per year- 1x per year/ 2x per year, Alternating
6. Current total student enrollment in your program -92

Be Well.

Sabrina Santucho RDHAP, MHA
Dental Hygiene Program Director

Concorde Career College
201 East Airport Drive, Suite A
San Bernardino, CA 92408
www.Concorde.edu

Office: 909.915.1131
Fax: 909.915.1152
Email: Ssantucho@concorde.edu

Now Enrolling for Healthcare Career Focused Programs!

From: Amber Davis <adavis@stanbridge.edu>
Sent: Tuesday, April 8, 2025 4:03 PM
To: Sabrina Santucho-Avina <SSantucho@concorde.edu>
Cc: Katherine Park <kpark@stanbridge.edu>; Gary Lopez <glopez@stanbridge.edu>
Subject: [External] Request for Program Information – Dental Hygiene Accreditation

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Good afternoon, Director Santucho,

I'm reaching out as the founding Dental Hygiene Program Director at Stanbridge University. As part of our accreditation process, we are collecting data from regional programs within a 100-mile radius.

I know your time is valuable, so I'll keep this brief. We would greatly appreciate it if you could provide responses to the following:

1. Locale, region, or state(s) from which students are drawn
2. Whether there is a waiting list or more qualified applicants than admitted annually
3. Average time for licensed graduates to obtain gainful employment (3+ days/week)
4. Number of students accepted per cohort
5. Number of cohorts admitted per year
6. Current total student enrollment in your program

Thank you in advance for your time and support. Your input is incredibly helpful as we build our program with the profession's future in mind.

Kind regards,

Amber Davis, M.Ed, RDH | Director of Dental Hygiene Program, Riverside

adavis@stanbridge.edu | **P.** 951.542.2024 Ext. 5632 | **F.** 951.268.8008

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Outlook

Re: [External] Request for Program Information – Dental Hygiene Accreditation

From Kimberly Pennington <KPennington@concorde.edu>
Date Thu 4/10/2025 1:49 PM
To Amber Davis <adavis@stanbridge.edu>

EXTERNAL EMAIL - This email was sent by a person from outside Stanbridge University. Exercise caution when clicking links, opening attachments or taking further action, before validating its authenticity.

1. Locale, region, or state(s) from which students are drawn- Mainly San Diego, however, there are some as far as Temecula
2. Whether there is a waiting list or more qualified applicants than admitted annually- We do not have a waiting list it is as students apply.
3. Average time for licensed graduates to obtain gainful employment (3+ days/week)- No more than 3 months
4. Number of students accepted per cohort- 32
5. Number of cohorts admitted per year- between 64 and 96
6. Current total student enrollment in your program- 83 we just started accepting 32 students so one of our cohorts only has 22/24 at the time they were enrolled we only had space for 24 students.

Amber hope this helps let ne know if you need anything else.

Good luck!!

Kimberly Pennington, RDH, BSDH, MEd
DH Program Director
San Diego

Concorde Career College
4393 Imperial Ave., Ste. 100
San Diego, CA 92113
www.Concorde.edu
Email:kpennington@concorde.edu
(619)688-0800 School
(619) 695-5776 Direct

From: Amber Davis <adavis@stanbridge.edu>
Sent: Tuesday, April 8, 2025 4:02 PM
To: Kimberly Pennington <KPennington@concorde.edu>
Cc: Katherine Park <kpark@stanbridge.edu>; Gary Lopez <glopez@stanbridge.edu>
Subject: [External] Request for Program Information – Dental Hygiene Accreditation

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Good afternoon, Director Pennington,

I'm reaching out as the founding Dental Hygiene Program Director at Stanbridge University. As part of our accreditation process, we are collecting data from regional programs within a 100-mile radius.

I know your time is valuable, so I'll keep this brief. We would greatly appreciate it if you could provide responses to the following:

1. Locale, region, or state(s) from which students are drawn- Mainly San Diego, however, there are some as far as Temecula
2. Whether there is a waiting list or more qualified applicants than admitted annually- We do not have a waiting list it is as students apply.

3. Average time for licensed graduates to obtain gainful employment (3+ days/week)- No more than 3 months
4. Number of students accepted per cohort- 32
5. Number of cohorts admitted per year- between 64 and 96
6. Current total student enrollment in your program- 83 we just started accepting 32 students so one of our cohorts only has 22/24 at the time they were enrolled we only had space for 24 students.

Thank you in advance for your time and support. Your input is incredibly helpful as we build our program with the profession's future in mind.

Kind regards,

Amber Davis, M.Ed, RDH Director of Dental Hygiene Program, Riverside

adavis@stanbridge.edu **| P.** 951.542.2024 Ext. 5632 **| F.** 951.268.8008

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Outlook

Re: [External Sender] Request for Program Information

From Julia Cherney <jcherney@cypresscollege.edu>
Date Mon 4/14/2025 3:55 PM
To Amber Davis <adavis@stanbridge.edu>
Cc Katherine Park <kpark@stanbridge.edu>; Gary Lopez <glopez@stanbridge.edu>

Good morning Amber,

Thank you for reaching out. Here are the answers to your questions to the best of my knowledge:

1. We don't ask students for their address on the application so we do not know from where they are drawn
2. We don't have a waiting list
3. I don't have statistics on average time for graduates to obtain gainful employment
4. We accept 20 students per cohort
5. We accept one cohort per year
6. Current total student enrollment in the program is 35

Best Regards,

Julia Cherney, R.D.H., M.S.
Professor, Dental Hygiene Department
Director, Dental Hygiene Department
Cypress College
714-484-7292

> On Apr 8, 2025, at 4:11 PM, Amber Davis <adavis@stanbridge.edu> wrote:
>
> You don't often get email from adavis@stanbridge.edu. Learn why this is important
>
> Good afternoon, Director Cherney,
>
> I'm reaching out as the founding Dental Hygiene Program Director at Stanbridge University. As part of our process The Dental Hygiene Board of California (DHBC) requires the collection of data from regional programs within a 100-mile radius.
>
> I know your time is valuable, so I'll keep this brief. We would greatly appreciate it if you could provide responses to the following:
>
> 1. Locale, region, or state(s) from which students are drawn
> 2. Whether there is a waiting list or more qualified applicants than admitted annually
> 3. Average time for licensed graduates to obtain gainful employment (3+ days/week)
> 4. Number of students accepted per cohort
> 5. Number of cohorts admitted per year
> 6. Current total student enrollment in your program
>
> Thank you in advance for your time and support. Your input is incredibly helpful as we build our program with the profession's future in mind.
>
> Kind regards,

Amber Davis, M.Ed, RDH | Director of Dental Hygiene Program, Riverside

adavis@stanbridge.edu | **P.** 951.542.2024 Ext. 5632 | **F.** 951.268.8008

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Outlook

Re: Request for Program Information

From Hayton, Shelley <slhayton@llu.edu>
Date Tue 5/20/2025 11:18 AM
To Amber Davis <adavis@stanbridge.edu>

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Hi Amber,
I am sorry for the delay. I had to retrieve some of the information from other departments. The answers to your questions are in red text.

1. Locale, region, or state(s) from which students are drawn

CITY	STATE
Colton	California
Germantown	Maryland
Pomona	California
Redlands	California
Loma Linda	California
Redlands	California
Albuquerque	New Mexico
Vista	California
Yucaipa	California
Happy Valley	Oregon
Buena Park	California
San Jose	California
Goleta	California
Vista	California
Downey	California
Seattle	Washington
Cathedral City	California
Olympia	Washington
Beaumont	California
COLLEGEDALE	Tennessee
Blythe	California
San Jose	California
Palmdale	California
Fort Smith	Arkansas
Montrose	California
Hemet	California
Riverside	California
College Place	Washington
La Mesa	California
Sun Valley	California
El Centro	California
San Jose	California

Lagrange	Georgia
Los Angeles	California
Tustin	California
Lakeside	California
Hesperia	California
Filer	Idaho
Colton	California
Beaumont	California
Murrieta	California
Perris	California
Moscow	Idaho
Riverside	California
Corona	California
Fair Oaks	California
Selma	California
Costa Mesa	California
Moreno Valley	California
Newhall	California
Napa	California
Rancho Cucamonga	California
Glendale	California
Rolling Hills Estates	California
Highland	California
Chula Vista	California

2. Whether there is a waiting list or more qualified applicants than admitted annually. There is not a waiting list. We do not have an excess of qualified applicants.
3. Average time for licensed graduates to obtain gainful employment (3+ days/week). Within a couple months.
4. Number of students accepted per cohort: up to 24
5. Number of cohorts admitted per year: 1
6. Current total student enrollment in your program: 28

I hope that helps!

Shelley

Shelley Hayton M.A.T., R.D.H.
Chair & Associate Professor ~ Dental Hygiene Department
LOMA LINDA UNIVERSITY | School of Dentistry

11092 Anderson, Loma Linda, California 92354
(909) 558-4631, (*ext.* 48211) slhayton@llu.edu

From: Amber Davis <adavis@stanbridge.edu>
Date: Tuesday, April 8, 2025 at 4:52 PM
To: Hayton, Shelley <slhayton@llu.edu>
Cc: Katherine Park <kpark@stanbridge.edu>, Gary Lopez <glopez@stanbridge.edu>
Subject: [EXTERNAL] Request for Program Information

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Good afternoon, Ms. Hayton,

I'm reaching out as the founding Dental Hygiene Program Director at Stanbridge University. As part of our process The Dental Hygiene Board of California (DHBC) requires the collection of data from regional programs within a 100-mile radius.

I know your time is valuable, so I'll keep this brief. We would greatly appreciate it if you could provide responses to the following:

1. Locale, region, or state(s) from which students are drawn
2. Whether there is a waiting list or more qualified applicants than admitted annually
3. Average time for licensed graduates to obtain gainful employment (3+ days/week)
4. Number of students accepted per cohort
5. Number of cohorts admitted per year
6. Current total student enrollment in your program

Thank you in advance for your time and support. Your input is incredibly helpful as we build our program with the profession's future in mind.

Kind regards,

Amber Davis, M.Ed, RDH | Director of Dental Hygiene Program, Riverside

adavis@stanbridge.edu | **P.** 951.542.2024 Ext. 5632 **| F.** 951.268.8008

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Outlook

Re: [EXTERNAL SENDER] Request for Program Information

From Snitker, Nicole <Nicole.Snitker@mvc.edu>
Date Sun 5/4/2025 9:17 PM
To Amber Davis <adavis@stanbridge.edu>

EXTERNAL EMAIL - This email was sent by a person from outside Stanbridge University. Exercise caution when clicking links, opening attachments or taking further action, before validating its authenticity.

Hi,

Sorry for the late response! My answers are below.

1. Locale, region, or state(s) from which students are drawn- Mainly southern CA but we have had a few from northern CA
2. Whether there is a waiting list or more qualified applicants than admitted annually. We maintain a waitlist in case any of the 20 accepted students decline their offer.
3. Average time for licensed graduates to obtain gainful employment (3+ days/week) On average our students gain employment within 3 months from becoming licensed
4. Number of students accepted per cohort. 20 per year
5. Number of cohorts admitted per year. 1 per year
6. Current total student enrollment in your program. 33 students

Best,
Niccole

Nicole Snitker, MS Ed., BS, RDH, RDA
Program Director
Dental Hygiene Program
Moreno Valley College
(951) 571-6434

From: Amber Davis <adavis@stanbridge.edu>
Date: Tuesday, April 8, 2025 at 4:16 PM
To: Snitker, Nicole <Nicole.Snitker@mvc.edu>
Cc: Katherine Park <kpark@stanbridge.edu>, Gary Lopez <glopez@stanbridge.edu>
Subject: [EXTERNAL SENDER] Request for Program Information

Good afternoon, Director Snitker,

I'm reaching out as the founding Dental Hygiene Program Director at Stanbridge University. As part of our process The Dental Hygiene Board of California (DHBC) requires the collection of data from regional programs within a 100-mile radius.

I know your time is valuable, so I'll keep this brief. We would greatly appreciate it if you could provide responses to the following:

1. Locale, region, or state(s) from which students are drawn
2. Whether there is a waiting list or more qualified applicants than admitted annually

3. Average time for licensed graduates to obtain gainful employment (3+ days/week)
4. Number of students accepted per cohort
5. Number of cohorts admitted per year
6. Current total student enrollment in your program

Thank you in advance for your time and support. Your input is incredibly helpful as we build our program with the profession's future in mind.

Kind regards,

Amber Davis, M.Ed, RDH | Director of Dental Hygiene Program, Riverside

adavis@stanbridge.edu | **P.** 951.542.2024 Ext. 5632 | **F.** 951.268.8008

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Outlook

Re: Request for Program Information

From Adrine A. Reganian <AAREGANIAN@pasadena.edu>
Date Wed 4/9/2025 10:52 AM
To Amber Davis <adavis@stanbridge.edu>
Cc Gary Lopez <glopez@stanbridge.edu>; Katherine Park <kpark@stanbridge.edu>

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Good morning, Ms. Davis.
Please see my response to your questions below.

Sincerely,
Adrine

Adrine Reganian, RDHAP, BSDH, MSHS
Dental Hygiene Program Director
Health Sciences Division
Pasadena City College
(626) 585-7545
aareganian@pasadena.edu

Dream on!

I know your time is valuable, so I'll keep this brief. We would greatly appreciate it if you could provide responses to the following:

1. Locale, region, or state(s) from which students are drawn
    a. Mainly Los Angeles county, however annually we have students from surrounding counties, from Northern California, and occasionally out of State.
2. Whether there is a waiting list or more qualified applicants than admitted annually
    a. Yes
3. Average time for licensed graduates to obtain gainful employment (3+ days/week)
    a. Generally, 2-3 days upon licensure, more than3 withing 4-6 weeks
4. Number of students accepted per cohort
    a. 16
5. Number of cohorts admitted per year
    a. One

6. Current total student enrollment in your program
    a. 25

Outlook

Re: Request for Program Information

From Jerica Block <Jerica.Block@sjvc.edu>
Date Wed 4/16/2025 1:56 PM
To Amber Davis <adavis@stanbridge.edu>
Cc Katherine Park <kpark@stanbridge.edu>; Gary Lopez <glopez@stanbridge.edu>

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Hi there,

My apologies for the delay. Here is the information that you requested:

1. Locale, region, or state(s) from which students are drawn - We have current students enrolled from as far north as Sacramento to San Diego.
2. Whether there is a waiting list or more qualified applicants than admitted annually - We do not have a waiting list.
3. Average time for licensed graduates to obtain gainful employment (3+ days/week) - Approximately 1 month
4. Number of students accepted per cohort - 30 students accepted
5. Number of cohorts admitted per year - We have 2 cohorts of 30 admitting students every 8 months.
6. Current total student enrollment in your program - 58 current students

Best of luck,

Jerica

Jerica Block, RDH, MS
Dental Hygiene Program Director
SJVC - Ontario Campus
4580 Ontario Mills Pkwy
Ontario, CA 91764
909.373.3746

From: Amber Davis <adavis@stanbridge.edu>
Sent: Tuesday, April 8, 2025 4:18 PM
To: Jerica Block <Jerica.Block@sjvc.edu>
Cc: Katherine Park <kpark@stanbridge.edu>; Gary Lopez <glopez@stanbridge.edu>
Subject: Request for Program Information

CAUTION: This email originated from outside of the organization. **Do not** click links or open attachments unless you recognize the sender and know the content is safe. If you believe this message is a phishing attack or

malicious, please forward it to security@embered.com

Good afternoon, Director Block,

I'm reaching out as the founding Dental Hygiene Program Director at Stanbridge University. As part of our process The Dental Hygiene Board of California (DHBC) requires the collection of data from regional programs within a 100-mile radius.

I know your time is valuable, so I'll keep this brief. We would greatly appreciate it if you could provide responses to the following:

1. Locale, region, or state(s) from which students are drawn
2. Whether there is a waiting list or more qualified applicants than admitted annually
3. Average time for licensed graduates to obtain gainful employment (3+ days/week)
4. Number of students accepted per cohort
5. Number of cohorts admitted per year
6. Current total student enrollment in your program

Thank you in advance for your time and support. Your input is incredibly helpful as we build our program with the profession's future in mind.

Kind regards,

Amber Davis, M.Ed, RDH Director of Dental Hygiene Program, Riverside

adavis@stanbridge.edu | **P.** 951.542.2024 Ext. 5632 | **F.** 951.268.8008

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Outlook

RE: Request for Program Information

From Michelle Hurlbutt <mhurlbutt@westcoastuniversity.edu>
Date Sat 4/26/2025 8:43 AM
To Amber Davis <adavis@stanbridge.edu>

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See below

Dr. Michelle Hurlbutt, RDH, MSDH, DHSc
Dean & Professor, Dental Hygiene

DIRECT: 714-782-1702 Ext: 44702
FAX: 714-782-1733
mHurlbutt@westcoastuniversity.edu

WEST COAST UNIVERSITY
Founded 1909
AHEAD OF THE CURVE
1477 S. Manchester Avenue
Anaheim, CA 92802
714-782-1700 | Follow us
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Great Place To Work. Certified MAY 2024-MAY 2025 USA

From: Amber Davis <adavis@stanbridge.edu>
Sent: Thursday, April 24, 2025 2:21 PM
To: Michelle Hurlbutt <mhurlbutt@westcoastuniversity.edu>
Cc: Gary Lopez <glopez@stanbridge.edu>; Katherine Park <kpark@stanbridge.edu>
Subject: Re: Request for Program Information

Good afternoon, Director Hurlbutt,

I wanted to follow up on the email I sent regarding the impact of a new RDH program required by DHBC. I understand you have a busy schedule and thank you for your time.

If you have had a chance to review it, I would greatly appreciate any feedback you can share. If now is not the right time, I completely understand and would be happy to reconnect at a more convenient time.

Kind regards,

Amber Davis, M.Ed, RDH | Director of Dental Hygiene Program, Riverside

adavis@stanbridge.edu | **P.** 951.542.2024 Ext. 5632 | **F.** 951.268.8008

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From: Amber Davis
Sent: Tuesday, April 8, 2025 4:22 PM
To: mhurlbutt@westcoastuniversity.edu <mhurlbutt@westcoastuniversity.edu>
Cc: Gary Lopez <glopez@stanbridge.edu>; Katherine Park <kpark@stanbridge.edu>
Subject: Request for Program Information

Good afternoon, Director Hurlbutt,

I'm reaching out as the founding Dental Hygiene Program Director at Stanbridge University. As part of our process The Dental Hygiene Board of California (DHBC) requires the collection of data from regional programs within a 100-mile radius.

I know your time is valuable, so I'll keep this brief. We would greatly appreciate it if you could provide responses to the following:

1. Locale, region, or state(s) from which students are drawn: All of California, especially Southern California, Washington, Oregon, Arizona, Nevada—occasionally other states as well
2. Whether there is a waiting list or more qualified applicants than admitted annually: We do not allow waiting lists
3. Average time for licensed graduates to obtain gainful employment (3+ days/week): 3 months
4. Number of students accepted per cohort: 25 (we have been approved to raise our cohort size and will do so within the year)
5. Number of cohorts admitted per year: 3
6. Current total student enrollment in your program: approximately 100 in GE and 125 in Core

Thank you in advance for your time and support. Your input is incredibly helpful as we build our program with the profession's future in mind.

Kind regards,

This e-mail and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. Please notify the sender immediately by e-mail if you have received this e-mail by mistake and delete this e-mail from your system.

Outlook

Re: Request for Program Information

From Kamibayashi, Lisa T <KAMIBALT@laccd.edu>
Date Fri 4/25/2025 2:44 PM
To Amber Davis <adavis@stanbridge.edu>
Cc Katherine Park <kpark@stanbridge.edu>; Gary Lopez <glopez@stanbridge.edu>

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HI Amber,

Sorry for the delayed email reply. The email grew exponentially after spring break....

Here are my answers from West LA college.

1. Locale, region, or state(s) from which students are drawn

We take any students who apply. Majority of students live in Los Angeles county, but some are from Ventura and Orange County. I have some coming from Sacramento and San Diego. We also take international students.

2. Whether there is a waiting list or more qualified applicants than admitted annually

We do not have waiting list. We accepts students twice a year and refresh the list every time. We have about 60 to 70 qualified applicants and we take 35 students each cohort.

3. Average time for licensed graduates to obtain gainful employment (3+ days/week)

100% if they chose to work more than three days.

4. Number of students accepted per cohort

35

5. Number of cohorts admitted per year

2

6. Current total student enrollment in your program

110

Best,

Lisa Kamibayashi, RDH, MSDHE
Professor, Dental Hygiene
Director, Dental Hygiene Program
West Los Angeles College
9000 Overland Ave.
Culver City, CA 90230
kamibalt@laccd.edu

From: Amber Davis <adavis@stanbridge.edu>
Sent: Thursday, April 24, 2025 2:22 PM
To: Kamibayashi, Lisa T <kamibalt@laccd.edu>
Cc: Katherine Park <kpark@stanbridge.edu>; Gary Lopez <glopez@stanbridge.edu>
Subject: Re: Request for Program Information

Good afternoon, Director Kamibayashi,

I wanted to follow up on the email I sent regarding the impact of a new RDH program required by DHBC. I understand you have a busy schedule and thank you for your time.

If you have had a chance to review it, I would greatly appreciate any feedback you can share. If now is not the right time, I completely understand and would be happy to reconnect at a more convenient time.

Kind regards,
Amber Davis, M.Ed, RDH Director of Dental Hygiene Program, Riverside

adavis@stanbridge.edu | **P.** 951.542.2024 Ext. 5632 | **F.** 951.268.8008

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From: Amber Davis
Sent: Tuesday, April 8, 2025 4:23 PM
To: kamibalt@laccd.edu <kamibalt@laccd.edu>
Cc: Katherine Park <kpark@stanbridge.edu>; Gary Lopez <glopez@stanbridge.edu>
Subject: Request for Program Information

Good afternoon, Director Kamibayashi,

I'm reaching out as the founding Dental Hygiene Program Director at Stanbridge University. As part of our process The Dental Hygiene Board of California (DHBC) requires the collection of data from regional

programs within a 100-mile radius.

I know your time is valuable, so I'll keep this brief. We would greatly appreciate it if you could provide responses to the following:

1. Locale, region, or state(s) from which students are drawn
2. Whether there is a waiting list or more qualified applicants than admitted annually
3. Average time for licensed graduates to obtain gainful employment (3+ days/week)
4. Number of students accepted per cohort
5. Number of cohorts admitted per year
6. Current total student enrollment in your program

Thank you in advance for your time and support. Your input is incredibly helpful as we build our program with the profession's future in mind.

Kind regards,

Outlook

Re: Request for Program Information

From Amber Davis <adavis@stanbridge.edu>
Date Mon 3/23/2026 9:27 AM
To Gay Teel <gteel@swccd.edu>

Good afternoon, Director Teel,

I'm reaching out as the founding Dental Hygiene Program Director at Stanbridge University. As part of our process The Dental Hygiene Board of California (DHBC) requires the collection of data from regional programs within a 100-mile radius. I do not have a record of your response. I am reaching out again because we intend to open a program in San Diego.

I know your time is valuable, so I'll keep this brief. We would greatly appreciate it if you could provide responses to the following:

1. Locale, region, or state(s) from which students are drawn
2. Whether there is a waiting list or more qualified applicants than admitted annually
3. Average time for licensed graduates to obtain gainful employment (3+ days/week)
4. Number of students accepted per cohort
5. Number of cohorts admitted per year
6. Current total student enrollment in your program

Thank you in advance for your time and support. Your input is incredibly helpful as we build our program with the profession's future in mind.

Kind regards,

[[#]]
name: Amber Davis
title: Director of Dental Hygiene Program, Riverside
phone: 951.542.2024
extension: 5632
fax: 951.268.8008
credentials: M.Ed, RDH
calendar:
signoff:
[[#]]

From: Amber Davis <adavis@stanbridge.edu>
Sent: Friday, April 25, 2025 9:16 AM
To: Gay Teel <gteel@swccd.edu>
Subject: Re: Request for Program Information

Good morning, Gay,

No worries at all! I will put a note on my calendar to reach back out in a couple of weeks.

Kind regards,
[[#]]
name:
title:
phone:
extension:
fax:
credentials:
calendar:
[[#]]

From: Gay Teel <gteel@swccd.edu>
Sent: Thursday, April 24, 2025 8:34 PM
To: Amber Davis <adavis@stanbridge.edu>
Cc: Katherine Park <kpark@stanbridge.edu>; Gary Lopez <glopez@stanbridge.edu>
Subject: Re: Request for Program Information

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Hi Amber!

I am swamped right now and will get back to you in a couple of weeks. I was on vacation when you sent this, and I have a lot to catch up on in our college community. Thanks!

Warm regards,
Gay

From: Amber Davis <adavis@stanbridge.edu>
Sent: Thursday, April 24, 2025 2:19 PM
To: Gay Teel <gteel@swccd.edu>
Cc: Katherine Park <kpark@stanbridge.edu>; Gary Lopez <glopez@stanbridge.edu>
Subject: Re: Request for Program Information

You don't often get email from adavis@stanbridge.edu. Learn why this is important

!! External Email !! This email is from outside Southwestern College. Do not click any links or open attachments if you do not trust the sender!

Good afternoon, Director Teel,

I wanted to follow up on the email I sent regarding the impact of a new RDH program required by DHBC. I understand you have a busy schedule and thank you for your time.

If you have had a chance to review it, I would greatly appreciate any feedback you can share. If now is not the right time, I completely understand and would be happy to reconnect at a more convenient time.

Kind regards,
Amber Davis, M.Ed, RDH | Director of Dental Hygiene Program, Riverside

adavis@stanbridge.edu | **P.** 951.542.2024 Ext. 5632 | **F.** 951.268.8008

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From: Amber Davis
Sent: Tuesday, April 8, 2025 4:20 PM
To: gteel@swccd.edu <gteel@swccd.edu>
Cc: Katherine Park <kpark@stanbridge.edu>; Gary Lopez <glopez@stanbridge.edu>
Subject: Request for Program Information

Good afternoon, Director Teel,

I'm reaching out as the founding Dental Hygiene Program Director at Stanbridge University. As part of our process The Dental Hygiene Board of California (DHBC) requires the collection of data from regional programs within a 100-mile radius.

I know your time is valuable, so I'll keep this brief. We would greatly appreciate it if you could provide responses to the following:

1. Locale, region, or state(s) from which students are drawn
2. Whether there is a waiting list or more qualified applicants than admitted annually
3. Average time for licensed graduates to obtain gainful employment (3+ days/week)
4. Number of students accepted per cohort
5. Number of cohorts admitted per year
6. Current total student enrollment in your program

Thank you in advance for your time and support. Your input is incredibly helpful as we build our program with the profession's future in mind.

Kind regards,

Stanbridge University Organization Chart

San Diego Campus

Orange County Main Campus

San Diego Branch Campus

Chief Executive Officer/President
Yasith Weerasuriya

Chief Financial Officer
Nazi Masoum

Executive Vice President
Monir Boktor

Director of Logistics
Jose Sotelo

Assistant Director of Logistics
Sebastian Munoz

Logistics Associates

Janitorial Staff

Director of Career Services
Dr. Autumn Willinger

Assistant Director of Career Services
Kenneth Hernandez

Career Services Associates

Director of Student Services
Cynthia Barahona

Student Services Officer
Lisa Hodges

Director of Marketing
Victoria Sauer

Operations Manager, Marketing
Marki Pierre

Marketing Staff

Director of Media, Communications, & outREACH
Sarah Hamilton

Assistant Director of Media & Communications
Karli Berkompas

Media, Communications, & outREACH Staff

Vice President of Instruction
Dr. Kelly Hamilton

Dean of Education
Dr. Lauren Eberhardt

Campus Director
Dr. Kelly Hamilton

AVN Program Director
Renee Hypolite

Assistant Director, AVN Program
Kristen Foster

AVN Program Faculty

GE Program Director
Dr. Peter Poon

Assistant Director, GE Program
Dr. Jeremy Bishop

Assistant Director, GE Program
Steve Ryan

GE Program Faculty

Human Resources Manager
Joshua Hanson

Human Resources Generalist
Vanessa Stephens

Human Resources Staff

Director of Accreditation and Compliance
Gary Lopez

Vice President of Information & Web Technology
Jesse Davis

Director of Information Technology
Jared Robison

IT Manager
Andy Huynh

IT Associates

Assistant Director of Web Technology
Brandon McGhee

Assistant Director of Web Technology
Jonathan Morales

Software Development Team

Director of Admissions
Jessica Kelly

Director of Admissions & Financial Aid Analytics
Heather Fallon

Assistant Director, Admissions
Staci Wright

Admissions Representatives

Director of Accounting and Finance
Forouzan Razaghi

Director of Financial Services
Brian Silvano

Director of Financial Aid Operations & Services
Robelyn Oropesa

Financial Aid Officers

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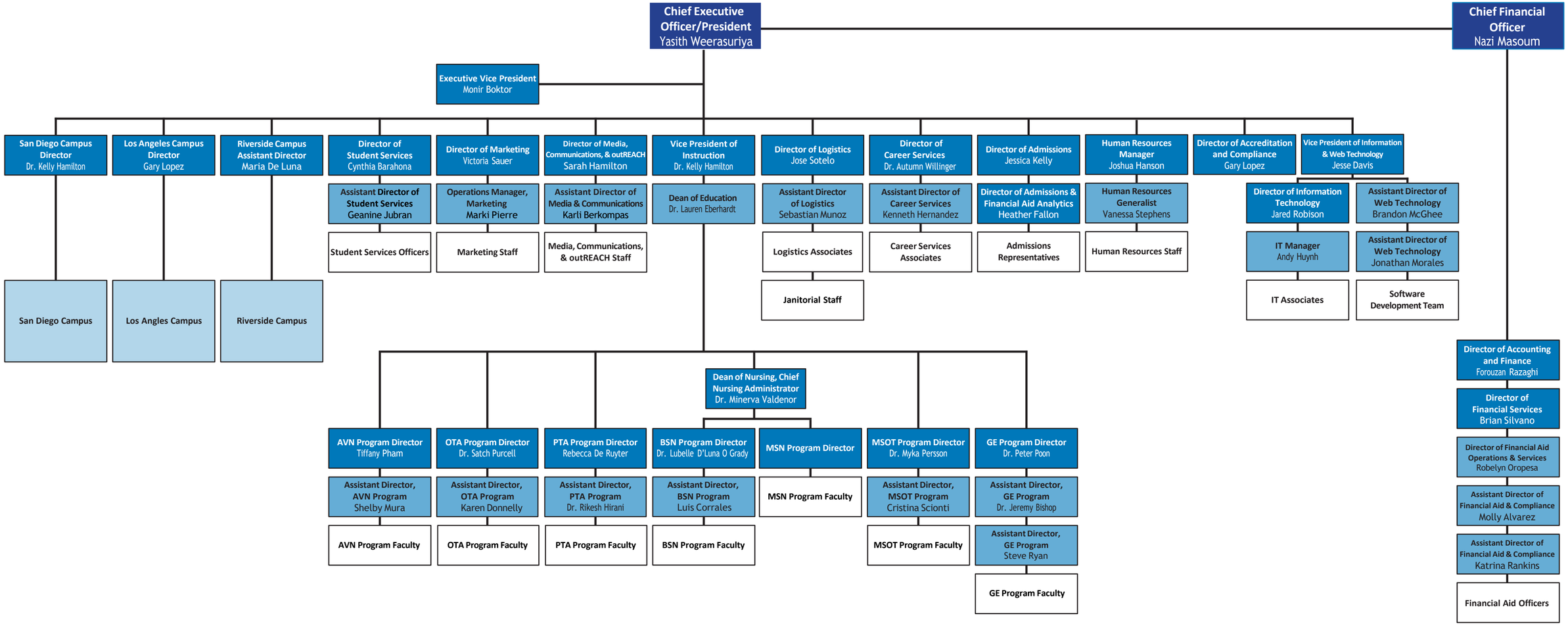
Stanbridge University Organization Chart

Orange County Campus



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Stanbridge University Organization Chart

Los Angeles Campus

Orange County Main Campus

- **Chief Executive Officer/President** — Yasith Weerasuriya
  - **Executive Vice President** — Monir Boktor
    - **Director of Logistics** — Jose Sotelo
      - **Assistant Director of Logistics** — Sebastian Munoz
    - **Director of Career Services** — Dr. Autumn Willinger
    - **Director of Student Services** — Cynthia Barahona
    - **Director of Marketing** — Victoria Sauer
      - **Operations Manager, Marketing** — Marki Pierre
        - **Marketing Staff**
    - **Director of Media, Communications, & outREACH** — Sarah Hamilton
      - **Assistant Director of Media & Communications** — Karli Berkompas
        - **Media, Communications, & outREACH Staff**
    - **Vice President of Instruction** — Dr. Kelly Hamilton
      - **Dean of Education** — Dr. Lauren Eberhardt
    - **Human Resources Manager** — Joshua Hanson
      - **Human Resources Generalist** — Vanessa Stephens
        - **Human Resources Staff**
    - **Director of Accreditation and Compliance** — Gary Lopez
    - **Vice President of Information & Web Technology** — Jesse Davis
      - **Director of Information Technology** — Jared Robison
        - **IT Manager** — Andy Huynh
      - **Assistant Director of Web Technology** — Brandon McGhee
        - **Assistant Director of Web Technology** — Jonathan Morales
          - **Software Development Team**
    - **Director of Admissions** — Jessica Kelly
      - **Director of Admissions & Financial Aid Analytics** — Heather Fallon
    - **Director of Accounting and Finance** — Forouzan Razaghi
      - **Director of Financial Services** — Brian Silvano
- **Chief Financial Officer** — Nazi Masoum

Los Angeles Branch Campus

- **Campus Director** — Gary Lopez
  - **Facilities Coordinator** — Seth Freeman
    - **Janitorial Staff**
  - **Assistant Director of Career Services** — Natali Rodriguez
    - **Career Services Associates**
  - **Assistant Director of Student Services** — Alyona Carrico
    - **Student Services Officers**
  - **AVN Program Director** — Dr. Sabir Uddin
    - **Assistant Director, AVN Program** — Shunta Beed
      - **AVN Program Faculty**
  - **BSN Program Director** — Dr. Sabir Uddin
    - **Assistant Director, BSN Program** — Jessica Sotiriou
      - **BSN Program Faculty**
  - **MSOT Program Director** — Dr. Myka Persson
    - **Assistant Director, MSOT Program** — Dr. Eddie Chu
      - **MSOT Program Faculty**
  - **OTA Program Director** — Satch Purcell
    - **Assistant Director, OTA Program** — Karen Donnelly
      - **OTA Program Faculty**
  - **PTA Program Director** — Rebecca De Ruyter
    - **Assistant Director, PTA Program** — Dr. Rikesh Hirani
      - **PTA Program Faculty**
  - **GE Program Director** — Dr. Peter Poon
    - **Assistant Director, GE Program** — Dr. Jeremy Bishop
      - **Assistant Director, GE Program** — Steve Ryan
        - **GE Program Faculty**
  - **IT Support Associate III** — Luis Valdovinos
    - **IT Associates**
  - **Director of Admissions, Riverside & Los Angeles** — Susan Hewitt
    - **Assistant Director of Admissions** — Stephen Jacob
      - **Admissions Representatives**
  - **Director of Financial Aid Operations & Services** — Robelyn Oropesa
    - **Financial Aid Officers**

STANBRIDGE UNIVERSITY®

Stanbridge University Organization Chart

Riverside Campus

Orange County Main Campus

Chief Executive Officer/President
Yasith Weerasuriya

Chief Financial Officer
Nazi Masoum

Executive Vice President
Monir Boktor

Director of Logistics
Jose Sotelo

Assistant Director of Logistics
Sebastian Munoz

Director of Career Services
Dr. Autumn Willinger

Assistant Director of Career Services
Kenneth Hernandez

Director of Student Services
Cynthia Barahona

Director of Marketing
Victoria Sauer

Operations Manager, Marketing
Marki Pierre

Marketing Staff

Director of Media, Communications, & outREACH
Sarah Hamilton

Assistant Director of Media & Communications
Karli Berkompas

Media, Communications, & outREACH Staff

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Dr. Kelly Hamilton

Dean of Education
Dr. Lauren Eberhardt

Human Resources Manager
Joshua Hanson

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Jesse Davis

Director of Information Technology
Jared Robison

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Andy Huynh

Assistant Director of Web Technology
Brandon McGhee

Assistant Director of Web Technology
Jonathan Morales

Software Development Team

Director of Admissions
Jessica Kelly

Director of Admissions & Financial Aid Analytics
Heather Fallon

Director of Accounting and Finance
Forouzan Razaghi

Director of Financial Services
Brian Silvano

Assistant Campus Director
Maria De Luna

Dean of Nursing, Chief Nursing Administrator
Dr. Minerva Valdenor

Riverside Branch Campus

Logistics Associates

Janitorial Staff

Career Services Associates

Assistant Director of Student Services
Maria De Luna

Student Services Officers

AVN Program Director
Rayna Bias-Moorer

Assistant Director, AVN Program
Patricia Regalado

AVN Program Faculty

BSN Program Director
Dr. Alicia Lamour

Assistant Director, BSN Program
Dr. Robert Harrity

BSN Program Faculty

MSOT Program Director
Dr. Myka Persson

Assistant Director, MSOT Program
Cristina Scionti

MSOT Program Faculty

GE Program Director
Dr. Peter Poon

Assistant Director, GE Program
Dr. Jeremy Bishop

Assistant Director, GE Program
Steve Ryan

GE Program Faculty

IT Associates

Director of Admissions, Riverside & Los Angeles
Susan Hewitt

Assistant Director of Admissions
Jacob Malki

Admissions Representatives

Director of Financial Aid Operations & Services
Robelyn Oropesa

Assistant Director of Financial Aid & Compliance
Molly Alvarez

Assistant Director of Financial Aid & Compliance
Katrina Rankins

Financial Aid Officers

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STUDENT CATALOG

JANUARY – DECEMBER 2026

Published: 4/15/2026

Effective January 1, 2026 - December 31, 2026

Please visit https://catalog.stanbridge.edu for the most current version of the enclosed information.

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STANBRIDGE UNIVERSITY

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LETTER FROM THE PRESIDENT

For over two decades, we at Stanbridge University have been working to provide quality education that bridges the gap between where people are and where they dream to be. As we rise to meet new challenges, we are reminded that it is our student body, beautifully diverse and unflinchingly bold, that makes our institution strong. Their stories, strengths and tenacity breathe life into our philosophy: that every person has the potential to soar, and when given the right tools, can learn to believe not only in themselves, but in others. This personal metamorphosis is what changes the world for the better, and we as educators are thrilled and honored to be a part of it.

Yasith Weerasuriya | President and CEO

ABOUT STANBRIDGE

HISTORY

Stanbridge University was founded in June of 1996 as Executive 2000. Our organization officially changed its name from Executive 2000, Inc. to Stanbridge College in August of 2004, then to Stanbridge University in January of 2017. We have operated from our present location since September 1997. Our curriculum began in 1996 with certificate programs in Information Technology and has since expanded to include programs in Nursing, Occupational Therapy Assistant, Physical Therapist Assistant as well as associate and baccalaureate degrees in Information Technology and Nursing and master's degrees in Nursing and Occupational Therapy.

MISSION STATEMENT

Stanbridge University asserts that a high quality, accessible, and relevant education is the right of every individual. The central purpose of all programs and services offered by Stanbridge University is to prepare people for occupations and professions. As such, we are dedicated to meeting the learning needs of our students. To these ends, we offer and commit to the allocation of resources in support of a variety of programs. These programs are offered in ways that recognize the needs of a diverse, changing population. Stanbridge University's programs provide an educational environment that allows students to meet their long-term learning needs. In a time of dynamic technological change, students are encouraged to address the impact of information systems on their academic and occupational planning.

INSTITUTIONAL LEARNING OUTCOMES

ILO1. Apply critical thinking skills to investigate issues or problems and use relevant and adequate support to reach conclusions.
ILO2. Demonstrate mastery in written communication skills by producing fluent, clear, and accurate writing assignments.
ILO3. Construct presentations that orally communicate a variety of messages using compelling language and support.
ILO4. Demonstrate information literacy and be able to apply information accurately and ethically to accomplish a specific purpose.
ILO5. Apply appropriate conclusions based on the quantitative analysis of data.
ILO6. Recognize, respect, and articulate the complexities of human diversity through professional, safe, and ethical professional practice.
ILO7. Value education, advocacy, and collaboration through leadership and a commitment to the public good.

DIVERSITY STATEMENT

Stanbridge University takes great pride in its recognition as an institution of higher learning, and is dedicated to maintaining a campus which honors and values diversity. As evidenced by our motto, “Strength through Diversity,” Stanbridge University encourages and celebrates the diverse nature of our faculty, staff, students, and the communities we all serve in a variety of ways.

The University recognition of diversity is evident in the following Diversity Statement, which can be found in the University Catalog:

DIVERSITY OF STUDENTS, ADMINISTRATION, FACULTY AND STAFF

The University strives to support and celebrate diversity with recognition of the rights and abilities of all members of the University community, to include religion or philosophical thought, age, ethnicity, sexual orientation, and gender. Our institutional mission, values, and commitments are best evidenced through the diverse nature of the populations of which we are constituted.

DIVERSITY IN TEACHING, PROMOTION OF STUDENT CULTURAL AWARENESS, AND SCHOLARLY EFFORTS

The University values the academic, intellectual, and experiential background of our administration and instructional faculty, and encourages the ways in which they lend this expertise to the benefit of cultural and intellectual awareness to our student population. This is accomplished through our curriculum, in which we expand students’ conceptual framework as they research and acquire the skills and competencies in the subject areas for the programs to which they have committed, with a focus on the importance of viewing their work through a lens which acknowledges and honors diversity.

DIVERSITY IN STYLES OF LEADERSHIP, MENTORING, AND STRATEGIC DEVELOPMENT

The University benefits from the variety of cultural and philosophical differences that constitute the wide range of governance, leadership, and management that makes up this higher education environment. The strength and direction provided by leadership at all levels is dependent on the organizational contributions of each member.

LEGAL DISCLOSURES

Stanbridge University reserves the right to make changes at any time to any provision of this catalog, including academic programs and courses, course and program schedules, school policies and procedures, faculty and administrative staff, the school calendar and other dates, and other provisions. Stanbridge University will notify students of any of the foregoing changes via email at the time the changes are made and in accordance with the requirements of accrediting and governmental regulatory agencies. The catalog will be provided either in writing or electronically to a prospective student or to any person upon request. Any program specific brochures shall also be disclosed to any interested person upon request.

Stanbridge University's Main Campus located in Irvine, California is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). Located at 2101 Wilson Boulevard / Suite 302, Arlington, VA 22201, ACCSC can be reached at (703) 247-4212. Their website is www.accsc.org. ACCSC is recognized by the U.S. Department of Education as an institutionally recognized accrediting agency.

Stanbridge University Los Angeles is a branch campus of Stanbridge University Irvine main campus. Stanbridge University Los Angeles is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC), a recognized institutional accrediting agency by the U.S. Department of Education.

Stanbridge University Riverside is a branch campus of Stanbridge University Irvine main campus. Stanbridge University Riverside is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC), a recognized institutional accrediting agency by the U.S. Department of Education.

Stanbridge University San Diego is a branch campus of the Stanbridge University Irvine main campus. Stanbridge University San Diego is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC), a recognized institutional accrediting agency by the U.S. Department of Education.

The Stanbridge University Irvine Main Campus, Los Angeles Branch Campus, Riverside Branch Campus, and San Diego Branch Campus are private institutions that are approved to operate by the California Bureau for Private Postsecondary Education (BPPE). The approval to operate demonstrates compliance with the California Private Postsecondary Education Act of 2009 and Division 7.5 of Title 5 of the California Code of Regulations. For more information, contact the Bureau for Private Postsecondary Education at 1747 North Market Blvd., Suite 225 Sacramento, CA 95834, or at P.O. Box 980818, West Sacramento, CA 95798-0818, www.bppe.ca.gov, toll-free telephone number (888) 370-7589 or by fax (916) 263-1897, or (916) 574-8900 or by fax (916) 263-1897.

The entry-level occupational therapy master's degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). The Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) is located at 7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-6611 and its web address is www.acoteonline.org. Program graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure to practice; however, state licensure is usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

The Bachelor of Science in Nursing degree is approved by the California Board of Registered Nurses at the Orange County, Los Angeles, and Riverside Campuses. The program at the San Diego, San Marcos campus is pending BRN approval. Their website is http://www.rn.ca.gov/education/rnprograms.shtml.

The Bachelor of Science in Nursing degree is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

The Physical Therapist Assistant Program (Orange County and Los Angeles campuses) at Stanbridge University is accredited by the

Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Avenue, Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org. If needing to contact the program/institution directly, please call 949-794-9090 or email pta.admin@stanbridge.edu.

The Occupational Therapy Assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) through 2028/2029 in Orange County and Los Angeles. AOTA is located at 7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814. ACOTE's telephone number, c/o AOTA is (301) 652-6611 and its web address is www.acoteonline.org. Program graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure to practice; however, state licensure is usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

The Associate of Occupational Science in Vocational Nursing program is approved by the California Board of Vocational Nursing and Psychiatric Technicians (BVNPT) at the Orange County, Los Angeles, Riverside, and San Diego campuses. The BVNPT is located at 2535 Capitol Oaks Drive Suite 205, Sacramento, CA 95833 and can be reached at (916) 263-7800. Their website is www.bvnpt.ca.gov.

Stanbridge University is approved for veterans education benefits under Title 38 of the GI Bill® in addition to WIOA training benefits from various Workforce Investment Boards including those in Irvine, Westminster, Santa Ana, Anaheim, South Bay and Riverside. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at http://www.benefits.va.gov/gibill.

INSTRUCTIONAL FACILITIES

Orange County, Main Campus Address:

2041 Business Center Drive, Suite 107, Irvine, CA 92612
Tel: 888-789-6208
Fax: 949-794-9094
http://www.stanbridge.edu

Los Angeles, Branch Campus Address:

2215 W. Mission Road, Alhambra, CA 91803
Tel: 866-742-1130
Fax: 626-283-5787
http://www.stanbridge.edu

Riverside, Branch Campus Address:

1325 Spruce Street, Ste 500, Riverside, CA 92507
Tel: 866-931-1078
http://www.stanbridge.edu

San Marcos, Branch Campus Address:

277 Rancheros Dr., San Marcos, CA 92069
Tel: 866-980-9796
http://www.stanbridge.edu

ADDRESSES WHERE INSTRUCTION IS OFFERED AND DESCRIPTION OF FACILITIES

Stanbridge University's Orange County, Irvine Campus provides instruction in three distinct 2-story buildings located at 2021, 2041, and 2061 Business Center Drive, Irvine, California, 92612. The campus consists of 16 classrooms, 4 Nursing Skills Labs, 1 Simulation Lab, 8 Therapy Labs, Synthetic and Human Cadaver Lab, Virtual Reality Lab, Science Center, Robotics and Intelligent Sciences Lab, Driving Simulator Lab, two student lounges, testing center, Learning Resource Center with private study rooms, Library, and Writing Center. Classrooms are equipped with laptops at each students' workspace and interactive whiteboards.

Stanbridge University's Los Angeles, Alhambra Branch Campus provides instruction in a 2-story building located at 2215 W. Mission Road, Alhambra, 91803. The campus consists of classrooms, nursing skills labs, simulation lab, therapy labs, synthetic cadaver lab, virtual reality lab, science center, student lounge, testing center, and learning resource center. Classrooms are equipped with laptops at each students' workspace and interactive whiteboards. This branch campus, as per ACCSC standards, is a distinct, geographically separate facility from the main campus, managed by the same organization, offering permanent degrees, with its own faculty, administrative structure, and comprehensive educational resources and student services.

Stanbridge University's Riverside, Branch Campus provides instruction at two locations in Riverside, CA: 1325 Spruce Street and 1450 Iowa Avenue. Both locations, collectively, have classrooms, nursing skills labs, therapy lab, virtual reality lab, science center, cadaver lab, simulation lab, learning resource center, student lounge, and testing center. Each classroom is equipped with laptops at each students' workspace and interactive whiteboards. This branch campus, as per ACCSC standards, is a distinct, geographically separate facility from the main campus, managed by the same organization, offering permanent degrees, with its own faculty, administrative structure, and comprehensive educational resources and student services.

Stanbridge University's San Diego, San Marcos Branch Campus provides instruction at 277 Rancheros Dr., Ste. 200, San Marcos, CA

92069. The campus offers classrooms, nursing skills lab, virtual reality lab, science center, cadaver lab, simulation lab, student lounge, and testing center. The classrooms are equipped with laptops at each students' workspace and interactive whiteboards. This branch campus, as per ACCSC standards, is a distinct, geographically separate facility from the main campus, managed by the same organization, offering permanent degrees, with its own faculty, administrative structure, and comprehensive educational resources and student services.

The university provides instruction for clinical and fieldwork courses in off-campus facilities that are contracted by the university for this purpose.

Stanbridge University offers online education not offered in real time. Coursework is completed at a location determined by the student.

Stanbridge University delivers some courses in an online format with the first class session only held on campus and/or a clinical component.

PROGRAMS OFFERED

ORANGE COUNTY, MAIN CAMPUS	
Program	Credit Hours
Associate of Occupational Science in Vocational Nursing	106.5
Associate of Occupational Science in Occupational Therapy Assistant	112.5
Associate of Science in Physical Therapist Assistant	119
Bachelor of Science in Nursing	180
Master of Science in Nursing	45
Master of Science in Occupational Therapy	117
LOS ANGELES, BRANCH CAMPUS	
Program	Credit Hours
Associate of Occupational Science in Vocational Nurse	106.5
Associate of Occupational Science in Occupational Therapy Assistant	112.5
Associate of Science in Physical Therapy Assistant	119
Bachelor of Science in Nursing	180
Master of Science in Occupational Therapy	117
RIVERSIDE, BRANCH CAMPUS	
Program	Credit Hours
Associate of Occupational Science in Vocational Nursing	106.5
Bachelor of Science in Nursing	180
Master of Science in Occupational Therapy	117
SAN DIEGO, BRANCH CAMPUS	
Program	Credit Hours

Associate of Occupational Science in Vocational Nursing	106.5
Bachelor of Science in Nursing (Pending BRN Approval)	180

*The Bachelor of Science in Nursing degree is approved by the California Board of Registered Nurses at the Orange County, Los Angeles, and Riverside Campuses. The program at the San Diego, San Marcos campus is pending BRN approval. Their website [illegible]

MAXIMUM NUMBER OF STUDENTS IN A TYPICAL CLASSROOM OR LABORATORY

- The maximum number of students and instructors assigned to any given lecture classroom or laboratory may be determined by the applicable programmatic accrediting or approval body requirements; and
- typical classroom lecture settings range from approximately 25 to 64 students. Typical laboratory settings range from approximately 8 to 16 students

ADMISSIONS POLICIES

HIGH SCHOOL DIPLOMA REQUIREMENT†

All applicants must hold a diploma from an accredited high school or the recognized equivalent, e.g., General Education Development (GED) certificate.

Provision of any one of the following documents will satisfy the high school diploma requirement. A copy may be submitted to start the enrollment process; the official document or transcript must be received by the university within twenty-one (21) days from the program start date:

- A high school diploma
- A GED certificate
- An associate's degree or higher
- A credential of completion from a homeschool secondary school program equivalent to a high school diploma per state law

High school diplomas must be granted by (1) an institution (or program in the case of a homeschooled applicant) recognized by the Department of Education in the state in which the applicant acquired the diploma, or (2) an institution accredited by an accrediting agency that is recognized by the U.S. Department of Education.

Transcripts for degrees and diplomas awarded by foreign schools must be translated and evaluated for U.S. high school education equivalency (at applicant expense) before being accepted.

If you are interested in attending the university but need reasonable accommodations, please visit ada.stanbridge.edu for further assistance. Stanbridge University complies with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. ADA policies are addressed in this catalog under the institutional policies section.

INTERNATIONAL APPLICANTS

International applicants may apply for admission. However, the university does not provide visa services, issue student visas, or vouch for student immigration status.

ENGLISH LANGUAGE REQUIREMENT

All classes at Stanbridge University are taught in English. Stanbridge University does not provide courses in ESL (English as a Second Language). To be admitted to a program offered by the university, all students must provide proof of graduation from a secondary school or higher in which English is the language of instruction or give proof of obtaining the required minimum score on the Reading Comprehension part of the Accuplacer, as stated for each program, or on the Test of English as a Foreign Language (TOEFL): 470 paper-based format, 150 computer-based format, 52 internet-based format.

ADMISSIONS PROCEDURES

Applicants seeking admission to programs delivered on-campus must meet with an admissions representative to receive an overview of their desired program and information on the minimum requirements for admission to the program, including, if applicable, the assessment exam score requirement. Applicants seeking admission to programs delivered online must fill out an application and speak to an admissions representative (before or after filling out the application) in order to have any questions answered about the overview of their desired program and information on the minimum requirements for admission to the program.

During the in-person meetings on campus or telephone conversations for online programs:

- Applicants are given an overview of the programs and courses of interest to them, including the length, cost, policies, student and career services and fields of employment relevant to the program.
- Applicants must submit an online application. The application fee for the Bachelor of Science in Nursing is $50, for the Master of Science in Occupational Therapy is $150.
- Applicants are asked to schedule a time to take the assessment exam in the Test Center for those programs requiring an assessment exam and if the exam is applicable to the student. **N.B.**: Please see program-specific requirements for admission under each program.
- Applicants are required to submit a copy of a high school diploma or the equivalent or an official transcript of record from an accredited postsecondary institution showing completion of the required postsecondary degree or credits and coursework, according to the requirements of the program. Applicants seeking admission to the Master of Science in Nursing programs will also have to show proof of unencumbered RN licensure.
- Students are required to provide an email address upon registration. This address will be used to send information to students, including schedule confirmations, changes and reminders, notices of deficiency, reports of progress, administrative action, probation, and other official communications. Students must review daily the messages to the email address provided to the university and update the email address on file when it changes. If a student does not have an email address at enrollment, assistance will be provided for the student to establish a no-charge email account and access the new account from the Learning Resource Center.
- Applicants to an online program or program with online courses must complete an online readiness assessment prior to enrollment in the program. Applicants to an online program must also complete the Orientation to Online Learning course prior to participation in the program in order to address the skills, competencies, and access to technology necessary to succeed in a distance education environment.

Independent Study

Independent study for academic credit may be approved for specific courses to students who meet certain eligibility criteria. Students approved to take an independent study course are expected to meet all course learning outcomes as defined in the course's evaluation and grading policies.

Student Identity Verification

Stanbridge University abides by the United States Federal Higher Education Opportunity Act (HEOA) of 2008, that requires the verification of student identity in credit-bearing distance education courses. The policy requires the verification of the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit. This policy applies to all credit-bearing distance education courses and programs offered by the university.

To authenticate identity, the university will use one or more of the following methods for verification:

- A secure login with username and password,
- Proctored examinations, and
- New or emerging technologies and practices that are effective in verifying student identification.

Students seeking registration in a distance education course will be required to provide appropriate identification to establish their identity. Upon admission, a student will receive a unique user ID and user-determined password to access the university's learning management system, Edverum. Students are not allowed to change their user ID for any reason. A student's failure to comply with this policy may result in dismissal and may also be in violation of civil/criminal law and be subject to applicable penalties.

Minimum Computer Technical Requirements for Distance Education Courses

Applicants to an online program or program with online course(s) must have access to the following computer hardware and software.

BROWSER
Google Chrome (version 97+)
Microsoft Edge (version 97+)
FireFox (version 102.7+)
Safari (version 15+)

INTERNET
High-speed Internet connection
At least 30mbps is recommended

OPERATING SYSTEM
MAC
MacOS 11+

WINDOWS
Windows 10 (version 21H2+)
Windows 11 (version 21H2+)

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Stanbridge University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree you earn in the Associate of Occupational Science in Occupational Therapy Assistant, Master of Science in Occupational Therapy, Associate of Science in Physical Therapist Assistant, Associate of Occupational Science in Vocational Nursing, Bachelor of Science in Nursing, or Master of Science in Nursing program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree in the Associate of Occupational Science in Occupational Therapy Assistant, Master of Science in Occupational Therapy, Associate of Science in Physical Therapist Assistant, Associate of Occupational Science in Vocational Nursing, Bachelor of Science in Nursing, or Master of Science in Nursing program that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Stanbridge University to determine if your credits or degree will transfer.

Articulation Agreements

This institution has not entered into any transfer or articulation agreements with any other school for the currently offered programs.

Arbitration and Class Action Waiver Disclosure

Arbitration and Class Action Waiver Disclosure: Stanbridge University requires each student to agree to a predispute arbitration agreement and a class action waiver as a condition of enrollment ("Arbitration Agreement").
The Arbitration Agreement does not, in any way, limit, relinquish, or waive a student's ability to pursue filing a

borrower defense claim, pursuant to 34 C.F.R. § 685.206(e) at any time. The Arbitration Agreement does not require that the student participate in arbitration or any internal dispute resolution process offered by the College prior to filing a borrower defense to repayment application with the U.S. Department of Education pursuant to 34 C.F.R. § 685.206(e). Any arbitration, required by the Arbitration Agreement, tolls (pauses) the limitations period for filing a borrower defense to repayment application pursuant to 34 C.F.R. § 685.206(e)(6)(ii) for the length of time that the arbitration proceeding is under way. Any questions about the Arbitration Agreement or a dispute relating to a student's Title IV Federal student loans or to the provision of educational services for which the loans were provided should be directed to the Financial Aid Department, 2041 Business Center Drive, Irvine, CA 92612, or by email at fa@stanbridge.edu.

†All ADMISSION POLICIES and PROCEDURES, TUITION AND FINANCIAL AID, STUDENT SERVICES, CAREER SERVICES, and other policies, procedures, and services in this catalog that are offered to academic programs at the Irvine Campus are offered to academic programs at the Los Angeles, Alhambra Branch Campus, Riverside Branch Campus, and San Diego Branch Campus, unless otherwise noted.

TRANSFER CREDIT POLICIES

Students who have completed coursework at a university or college that is regionally or nationally accredited by an agency recognized by the United States Department of Education may request an evaluation for transfer credit.

Transfer credit may be awarded credit if the course:

- includes the same or similar content;
- requires the same or similar prerequisite course work;
- is equivalent in learning and hour components;
- is offered at the same level of instruction;
- has been completed with a grade of C (or better);
- has a P/Pass grade and the minimum required grade to earn a pass is equivalent to a C (or better);
- has been completed within fifteen (15) years of the start date of program; and
- meets any program-specific transfer credit requirements.

To receive an evaluation for transfer credit, students must:

- Provide the university's registrar with all official transcripts, course descriptions, and/or course syllabi (if requested) prior to enrollment. Failure to do so results in a forfeiting of any and all future transfer credit requests.
- Official transcripts can be mailed directly from a school or delivered in person by the student. Seals must be unbroken, and the transcript must bear the official seal and/or signature of the registrar of the school sending the transcript.
- For military veterans, the DD214 and accompanying documentation will serve as a transcript for the evaluation of a course of study or training in the Armed Forces.
- Students seeking re-enrollment may request an evaluation of transfer credit for courses taken preceding dismissal or withdrawal and prior to re-enrollment.
- Under no circumstances will an unofficial transcript be accepted for evaluation of possible transfer credit.

If a student chooses to decline credit for any course for which the student is eligible to receive transfer credit, the student will document the declination of credit on the Transfer of Credit Acknowledgement form to be filed in the student's record. The student must accept or decline transfer credit prior to enrollment in the program for which transfer credit was requested.

U.S. Military Service Courses

Students may be awarded transfer credit for DANTES education courses that have been completed if the courses are consistent with the university's policy on awarding credit.

Advanced Placement Credit

Advanced Placement (AP) credit may be awarded for select General Education (GE) courses with an examination grade of 3 or better. Official test results are required to award transfer credit.

The following AP exams may be used for credit transfer for specific courses as indicated in the table below:

AP Exam	Course Satisfied
AP English Language and Composition or AP English Literature and Composition	ENG 1005, ENG 1015 or ENG 1060
AP Psychology	PSY 1010
AP Calculus AB or AP Calculus BC	MATH 1010 or MATH 1014
AP Statistics	MATH 1040 or MATH 2020

AP Exam	Course Satisfied
AP Biology	BIO 1010
AP Chemistry	CHEM 1010

Competency-Based Testing

Stanbridge University will award credit based on competency-based testing in the AVN and BSN programs.

Stanbridge Courses

Courses from a previous Stanbridge enrollment, or enrollment at one of its campuses, are transferrable if the courses are consistent with the university's policy on awarding credit.

Limitations on Transfer Credits

- Students will be awarded up to 25% of credit for lower-division coursework completed at any institution or any combination of institutions.
- Credit for previous life experience is not awarded in any program.
- Stanbridge credit calculation is based on quarter hours. Transfer credits based on other credit systems will have credits converted to quarter values upon transfer.
    - Convert semester credits to quarter credits: multiple semester credits by 1.5. For example, 2 semester credits x 1.5 = 3 quarter credits.

Transfer Credit Appeal Process

All students have the right to appeal a transfer credit decision. An appeal must be filed within ten (10) calendar days after receiving a transcript evaluation and should be sent in writing, with any supporting documentation, to: appeal.instruction@stanbridge.edu.

All appeal deadlines and decisions are final and no exceptions can be made.

FINANCIAL AID OVERVIEW

General Information

Stanbridge University is an eligible institution participating in federal and state financial aid programs and private educational lending programs. Financial aid is available to those who qualify.

Title IV Federal Funds

The university complies with Title IV of the federal Higher Education Act of 1965.

Student Loan Information

If the student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

(1) The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.

(2) The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

Financial Aid Procedures

The process of determining eligibility for financial aid uses standard formulas and standard student budgets. The Financial Aid Office recognizes that some students have unusual or special circumstances that may not be reflected in the standard process of determining eligibility. While funds are limited and it is not always possible to fund students to their maximum eligibility for financial aid, students with special circumstances are encouraged to contact the Financial Aid Office for review of these special circumstances. Assistance in filing private loan applications is available from the Financial Aid office.

Each student is processed for financial aid based on the standard enrollment status, as defined by Stanbridge University for each program. Eligibility and disbursements of financial aid may change based on enrollment status. Because of federal financial aid regulations (excluding Pell), students whose enrollment status is less than half-time will have zero financial aid eligibility for that period. A change from full-time enrollment status could cause a loss of financial aid and create a cash pay situation for some students.

Please consult the Financial Aid Office with any questions regarding enrollment status and financial aid eligibility.

To be eligible for federal and state student financial aid programs, students must:

- be U.S. Citizens or eligible Non-Citizens;
- be admitted to the university;
- be enrolled at least half-time (6 units) in a program leading to a degree or certificate;
- be making satisfactory academic progress toward their educational objectives;
- be registered with the Selective Service, if required;
- not be in default on a Title IV student loan or owe a refund on a Title IV student grant;
- demonstrate financial need for need based programs through the defined application process of the university; and
- attend an Entrance Interview if applying for student loans.

Students (and parents of dependent students) will be asked to fill out a FAFSA form to establish eligibility for federal financial aid.

Tuition Guidelines

- Applicants in the MSOT programs are charged an application fee.
- Tuition changes do not affect currently enrolled students.
- Replacement books, eBooks, and supplies for lost or stolen ones, or for retaken courses, will not be provided without cost to students. Students will be charged for all replacement items.
- Make-up and review sessions, Student Central access, Learning Resource Center usage, and Career Placement Services are provided to all students.

Tuition

- Students may pay tuition via personal or bank check or through private loans or federal aid (for those programs which qualify).
- The lending companies are not affiliated with the school and award loans to those who qualify.
- Those paying with a loan must have signed loan paperwork submitted before attending the program.
- Students whose entire tuition and fees are paid by a third-party organization are not entitled to receive a refund for the tuition and fees; the organization providing the funding receives any refund.

FEDERAL FINANCIAL AID PROGRAMS

The following is a description of the financial aid programs available at Stanbridge University. Additional information can be obtained through the Financial Aid Office.

FEDERAL PELL GRANT

The Federal Pell Grant program provides a foundation of assistance to which other forms of aid may be added. Eligibility for the Federal Pell Grant program is determined by a standard formula that is revised and approved every year by the federal government. Unlike loans, grants do not have to be paid back

FEDERAL DIRECT LOAN PROGRAM

Federal Direct Loan Programs are administered by the Department of Education. Qualified students and their parents can borrow money for school through federally subsidized, low interest loans. The Federal Direct Stafford, Federal Direct Unsubsidized Stafford, and Federal Direct PLUS loans are available through this program.

FEDERAL DIRECT SUBSIDIZED STAFFORD LOAN

Federal Direct Subsidized Stafford Loans are available to students with financial need. Students may borrow up to $3,500 for their first academic year at a fixed interest rate of 6.53 percent, which is established annually by the Department of Education. The interest is paid by the federal government while students are in school and for six months after students cease their enrollment. Regular payments begin six months after students cease enrollment or fail to carry at least half the normal, full-time school workload.

FEDERAL DIRECT UNSUBSIDIZED STAFFORD LOAN

Unsubsidized Stafford Loan programs are available for students to borrow for additional education costs. Students can borrow up to $6,000 for their first academic year as a combined total with the Federal Direct Subsidized Stafford Loan, at a fixed interest rate of 6.53 percent for undergraduate students and 8.08 percent for graduate students. With the exception of demonstrating financial need, borrowers must meet all eligibility criteria of the regular Direct Federal Stafford Loan program. Interest payments begin immediately after the loan is fully disbursed or may be added to the principal balance. Regular payments begin six months after students cease enrollment or fail to carry at least half the normal, full-time school workload.

Time Limitation on Direct Subsidized Loan Eligibility for First-Time Borrowers On or After July 1, 2013

There is a limit on the maximum period of time (measured in academic years) that a student can receive Direct Subsidized Loans. In general, a student may not receive Direct Subsidized Loans for more than 150% of the published length of the program. This is called the “maximum eligibility period.” The published length of any program of study is found in the Stanbridge University student catalog.

The maximum eligibility period is based on the published length of the current program in which a student is enrolled. As a result, a change in program may affect maximum eligibility. If Direct Subsidized Loans were received for one program and then a program change occurs, the Direct Subsidized Loans received for the earlier program will generally count against the new maximum eligibility period.

FEDERAL DIRECT PARENT LOANS FOR UNDERGRADUATE STUDENTS (PLUS)

Federal Direct Parent Loans for Undergraduate Students (PLUS) provide additional funds for creditworthy parents to help pay for

students' educational expenses. The interest rate for these loans is 9.08 percent and the repayment schedule differs.

Federal Direct Student Loans 2024-2025 Interest Rates Effective for Loans First Disbursed on or after July 1, 2024 and prior to July 1, 2025				
Loan Type	Borrower Type	Index 10-Year Treasury Note	Add-On	Fixed Interest Rate
Direct Subsidized Loans	Undergraduate Students	4.483%	2.05%	6.53%
Direct Unsubsidized Loans	Undergraduate Students	4.483%	2.05%	6.53%
Direct Unsubsidized Loans	Graduate/Professional Students	4.483%	3.60%	8.08%
Direct PLUS Loans	Parents of Dependent Undergraduate Students and Graduate/Professional Students	4.483%	4.60%	8.08%

Data as of 5/14/24, subject to change according to Federal Student Aid an Office of the U.S. Department of Education Interest Rates for Direct Loans First Disbursed Between July 1, 2024 and June 30, 2025 | Knowledge Center

CALCULATING PELL GRANT LIFETIME ELIGIBILITY USED

The amount of Federal Pell Grant funds a student may receive over his or her lifetime is limited by a new federal law to be the equivalent of six years of Pell Grant funding. Since the maximum amount of Pell Grant funding a student can receive each year is equal to 100%, the six-year equivalent is 600%.

How is my Pell Grant Lifetime Eligibility Used calculated?

Scheduled Award: The maximum amount of Pell Grant funding you can receive is calculated for an "award year." An award year is a period from July 1 of one calendar year to June 30 of the next calendar year. Your "scheduled award" is partially determined by using your expected family contribution (EFC) that is calculated from the information you (and your family) provided when you filed your FAFSA. Your scheduled award is the maximum amount you would be able to receive for the award year if you were enrolled full-time for the full school year. Your scheduled award represents 100% of your Pell Grant eligibility for that award year.

Percent Used: To determine how much of the maximum six years (600%) of Pell Grant you have used each year, the Department compares the actual amount you received for the award year with your scheduled award amount for that award year. If you receive the full amount of your scheduled award, you will have used 100%. Some students do not receive their entire scheduled award for an award year. There are a number of reasons for this, the most common of which are that the student was not enrolled for the full year or that the student was not enrolled full-time, or both.

If you did not receive the full amount of your scheduled award, we calculate the percentage of the scheduled award that you did receive. For example, if your scheduled award for an award year is $5,000, but because you were enrolled for only one semester you received only $2,500, you would have received 50% of the scheduled award for that award year. Or if you received only $3,750 for the award year because you were enrolled three-quarter-time and not full-time, you would have received 75% for that year.

Lifetime Eligibility Used (LEU): The Federal Department of Education keeps track of your LEU by adding together the percentages of your Pell Grant scheduled awards that you received for each award year. You can determine how much Pell you have used and what you have remaining at http://www.studentaid.ed.gov/

Supplemental Educational Opportunity Grant

The Supplemental Educational Opportunity Grant is one of the Campus Based Programs. Stanbridge University determines which

students receive this grant based on students with the lowest Expected Family Contribution (EFC), starting with students with a “$0” EFC.

The maximum award for a full academic year in the SEOG program is $4000. The minimum amount is $200. The amount of awards that Stanbridge may give depends in large part on the amount of money we receive from the Federal Government for this program. For the 2024-2025 Award Year, Stanbridge University has determined that it will award each student in the amount of $200 per Academic Year. The SEOG award is given in two disbursements per Academic Year, and Stanbridge University is required to provide a 25% non-federal share as a method to match each SEOG award.

Loss of Eligibility for Federal Financial Aid if Convicted of a Controlled Substance Offense

Students are advised that if they are convicted under federal or state law of an offense involving the possession or sale of a controlled substance while they are enrolled in an institution of higher education and while they are receiving federal financial aid, they may lose eligibility for such federal assistance.

FEDERAL WORK STUDY

The Federal Work Study Program is a financial aid program funded by the Federal Government and is intended to provide part-time employment opportunities for eligible students who need additional financial resources to pursue a college education.

ISIR: The Institutional Student Information Report is an electronic record received by Stanbridge University from the Federal Government when the student files a FAFSA form (Free Application for Federal Student Aid).

EFC: The Expected Family Contribution is the eligibility value delivered on the ISIR. Financial Need equals the cost of attendance minus the federal Expected Family Contribution.

Unmet need: The amount remaining after the total financial aid resources and awards have been awarded to the student to meet financial need. The formula for calculating FWS is as follows: COA- EFC- PELL- SUB- UNSUB- PLUS- SEOG= Remaining unmet need.

Eligibility

A student must apply for financial aid each year with the Free Application for Federal Student Aid (FAFSA) to become eligible. Students who have applied for financial aid through the FAFSA application process and have been awarded Federal Work Study funds may participate. To be eligible, a student must demonstrate need that meets or exceeds the award amount authorized by the Financial Aid office. Students may reduce their student loan eligibility to be eligible for FWS. Students must be currently enrolled at least half time (9 units) to be eligible to participate.

FWS employment must be suspended or terminated in all cases where a student no longer meets federal requirements for financial aid or campus requirements for employment. A student's FWS employment must be terminated by the last day of the pay period in which his/her award expires. If a student becomes ineligible to participate in the Federal Work Study Program, the employer immediately becomes responsible to pay the full earnings of the student. The employer is also responsible for paying student earnings once the full federal work study award has been earned.

Awarding

Funds are limited and not all eligible students will be able to participate in the program. Employment and funding are awarded on a first-come, first-served basis. Priority is given to students who demonstrate the highest need and who applied for financial aid on or before the priority deadline of March 2nd. Federal Work Study award amounts will be determined by the Financial Aid Office to maximize program effectiveness. Awards will continue to be awarded until all funds have been exhausted. FWS awards may be withdrawn or reduced according to fund availability. Students should plan on working their scheduled hours and cannot earn more than their allocated FWS award.

Job Placement

Students are responsible for finding employment on campus through Career Services or in Federal Work Study approved off-campus positions. Job placement is not guaranteed.

Employment Guidelines

The wages for the student will meet the minimum wage guidelines for the state of California, i.e. $16.00/hr. Eligible Federal Work Study (FWS) students earn money by working a limited number of hours per week. During non-enrollment periods, such as semester breaks, FWS students may work up to a maximum of 40 hours per week. There are no exceptions to allow a student to work during the time they should be in class. Under no circumstance can a student be authorized to earn over-time pay. Wages earned during a period of non-enrollment (excluding winter and spring breaks) must be used to cover costs associated with educational expenses for the next period of enrollment (34 CFR 375.25b).

No campus department shall charge a student's employment to the FWS program without the approval of the Financial Aid Office.

The FWS program will be administered in accordance with all Stanbridge University Human Resources (HR) policies and procedures. All standards of employment will be met including, but not limited to, job descriptions, pay rates, hours of employment, payroll certification, and other HR requirements.

Stanbridge University will offer employment both on and off campus. In accordance with federal regulations, Stanbridge University establishes contracts with non-profit agencies that serve a community need. A contract will be developed with each agency employing FWS students that outlines the responsibilities of the agency, including any administrative fees that may be applicable as well as the employer's share of student payroll.

CAL GRANTS

Cal Grants are awarded by the California Student Aid Commission (CSAC). There are three different Cal Grants. Each category of Cal Grants may be renewed, but each has a different renewable policy. Cal Grants are no longer automatically renewed. Students must be eligible based on the established income and asset eligibility requirement and information based on the results of a current Free Application for Federal Student Aid.

To apply for a Cal Grant, students must complete the Free Application for Federal Student Aid (FAFSA) and turn in any additional documentation needed to complete the file. In addition, students must submit a Grade Point Average Verification form, as follows:

- Stanbridge University will submit GPAs for current students to CSAC who completed at least 36 quarter credits or 900 clock hours at Stanbridge University by March. The Financial Aid Office will electronically submit GPA by March 2nd.
- Students who have not yet completed 36 quarter credits or 900 clock hours of college coursework, at Stanbridge University must have the GPA Verification form completed accordingly.
    - If the student never attended college prior to enrolling at Stanbridge University, the form must be completed by their high school.
    - If the student attended and earned at least 36 quarter credits, 900 clock hours, or equivalent of college coursework at other colleges prior to enrolling at Stanbridge University, the form must be completed by college where credits/clock hours were earned.
    - If the student attended other colleges prior to enrolling at Stanbridge University but did not earn the equivalent of 36 quarter credits or 900 clock hours, the form must be completed by their high school.

Both the FAFSA and GPA Verification form must be mailed by March 2nd, to meet the Cal Grant deadline.

CAL GRANT A

Cal Grant A is awarded to students based on financial need and GPA.

Cal Grant A is for students enrolled in a program of instruction of not less than two academic years that leads to an associate or baccalaureate degree requiring 48 semester units or that results in eligibility for transfer from a community college to a baccalaureate degree program.

There are three Cal Grant A awards: Entitlement, Transfer Entitlement, and Competitive

- Cal Grant A Entitlement Award
    - Graduating high school senior who has at least a 3.0 high school GPA
    - California resident at the time of graduation
    - Meets the March 2 deadline
- Cal Grant A Transfer Entitlement Award
    - High school seniors who graduate after June 30, 2000
    - Attend a California Community College, and then transfer to a qualifying baccalaureate degree-granting institution may be eligible for a California Community College Transfer Entitlement Cal Grant A
    - Must have at least a 2.4 community college GPA (of at least 24 semester units, or the equivalent, of degree credit)
    - Meet the financial and eligibility requirements
    - Are no more than 27 years of age during the time of transfer
    - Meets the March 2 deadline
- Cal Grant A Competitive Award
    - Other students who meet all the Cal Grant eligibility requirements and who have at least a 3.0 GPA may compete for a Cal Grant A Competitive award. Selection is based on a composite score that takes into consideration of family

income, parents' educational level, GPA, time out of high school, high school performance standards and other factors, such as whether the student comes from a single-parent household or is a former foster youth

CAL GRANT B

Cal Grant B is for students from disadvantaged or low-income families. The award for most first-year students covers living expenses, books, supplies and transportation, but not tuition and fees. When renewed or awarded beyond the freshman year, the grant covers tuition and fees. The tuition and fee award amounts are the same as those for Cal Grant A. Award amounts are determined through the state budget process and may change annually. Coursework must be for at least one academic year, and students must be enrolled at least half time.

There are three Cal Grant B awards: Entitlement, Transfer Entitlement, and Competitive

- Cal Grant B Entitlement Award
  - Every graduating high school senior who has at least a 2.0 high school GPA
  - California resident at the time of graduation
  - Meets the March 2 deadline
- Cal Grant B California Community College Transfer Entitlement Award
  - High school seniors who graduate after June 30, 2000
  - Attend a California Community College and then transfer to a qualifying baccalaureate-degree granting institution may be eligible for a California Community College Transfer Entitlement Cal Grant B
  - Must have at least a 2.4 community college GPA (of at least 24 semester units, or the equivalent, of degree credit), meet the financial and eligibility requirements
  - Are no more than 27 years of age during the time of transfer
  - Meets the March 2 deadline
- Cal Grant B Competitive Award
  - Other students who meet all the Cal Grant eligibility requirements and who have at least a 2.0 GPA may compete for a Cal Grant B Competitive award. Selection is based on a composite score that takes into consideration family income, parents' educational level, GPA, time out of high school, high school performance standards and other factors, such as whether the student comes from a single-parent household or is a former foster youth

CAL GRANT C

Cal Grant C helps vocationally oriented students acquire marketable job skills within a short time. Training must lead to a recognized occupational goal—associate degree or license qualification, which indicates at least an entry-level job skill. Students must be enrolled at least half-time in a course of study at least four months in length. Funding is available for up to two years, depending on the length of the program, as long as academic progress is satisfactory. Cal Grant C recipients may attend occupational, career, or technical training courses at any California Community College. In addition, the awards may be used for nursing and allied health programs at a hospital school, selected courses at several independent colleges and specialized courses at eligible proprietary colleges. Cal Grant C is not for students seeking a broad general education background and may not be used for a four-year degree program, graduate study, course prerequisites, or general education. All applicants who did not receive a Cal Grant A or B award and who are eligible at the first Cal Grant C-eligible school listed in their FAFSA will be sent a Cal Grant C Supplement form as part of the competition. The Supplement must be completed by the student, endorsed by the appropriate school representative or the student's employer, and returned to the Commission by the May 15 deadline if the student wishes to remain in the competition. Supplements are scored with an emphasis on educational background, vocational or occupational experience and aptitude. Additional points come from vocational or educational endorsements and grades. A counselor's review of the completed Supplement is recommended.

CERTIFYING CAL GRANT

Cal Grant Term	Stanbridge Terms	FT Enrollment	1/2 terms Date
Fall	September 1st – November 30th	1/2 terms completed	10/16
Winter	December 1st – February 28th or 29th	1/2 terms completed	1/14
Spring	March 1st - May 31st	1/2 terms completed	4/15
Summer	June 1st – August 31st	1/2 terms completed	7/16

Cal Grant awards will be certified only if the student has reached full-time enrollment, which is the midpoint of Stanbridge terms and meet the following criteria:

- State resident – California Resident only
- Award Year FAFSA
  - All verifications and C-codes have been completed/cleared
  - Income Ceiling
  - Asset Ceiling
- Transcripts
  - Verify GPA
    - Minimum 2.0 GPA
    - 4 Community College GPA for Transfer Entitlement (E2)
  - Education Level Verification (if required): EL verification only required if students are selected for verification by Cal Grants Commission and only for students that are getting Cal Grant B.

EDUCATIONAL LEVEL	
Freshman	≤36
Sophomore	37 to 72
Junior	73 to 108
Senior	≥108

CAL GRANTS AND ELIGIBILITY

*For WebGrants System EL verification purposes, if a student has completed the required number of credits they will be certified for the next grade level (36 credits completed will be certified as Level 2 Sophomore)

- Cal Grant Award
  - Correct Award Type
    - Cal Grant A- AA, BA
    - Cal Grant B- Certificate (at least 1 year in length), AA, BA
    - Cal Grant C- Certificate (at least 4 months length), AA
  - Minimum Need
    - Cal Grant A: Maximum program award amount plus $1,500
    - Cal Grant B: $700
    - Cal Grant C: Maximum program award amount plus $1,500

CAL GRANT REFUND POLICY

Cal Grant policies state that if a student is charged tuition that meets or exceeds the Cal Grant award, the Cal Grant does not need to be adjusted based on a withdrawal or leave of absence. However, Cal Grant recipients may want to rescind their Cal Grant and notify the California Student Aid Commission of their leave or withdrawal in order to preserve their eligibility for a future term. Students can process a leave of absence request with the California Student Aid Commission online at www.csac.ca.gov and click the link “WebGrants4Students.” In this case, the student would be responsible for covering the tuition balance on his/her student account. If a student is dismissed or withdraws from school, all unearned Title IV funds will be refunded to the Department of Ed, and any unearned funds will be returned to Cal Grant or State Funds and lastly, to Private Loans accordingly.

PRIVATE EDUCATION LOANS

VETERANS ADMINISTRATION POLICY

Stanbridge University permits any covered individual to attend or participate in the course of education (after meeting admission requirements) during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Stanbridge University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

PRIVATE EDUCATION LOANS

Stanbridge University offers private loans to students through various lending institutions. Private loans, which are privately insured, cover educational expenses beyond what is covered by the federal direct loans. The student must be a U.S. Citizen, a U.S. National, or Permanent Resident and must be creditworthy. Students may be enrolled full- or half-time. If the student has no credit or a poor credit history, he/she may still qualify for a loan by applying with a creditworthy co-borrower.

- If Stanbridge University authorizes payments in an installment agreement, it is attached as an addendum to the enrollment agreement. If interest is charged, all terms and conditions comply with the Federal Truth In Lending Act requirements.
- After 30 days of delinquency on a student account, the student may be withdrawn from school and the refund policy will be applied. The student and/or financial sponsors agree to and are notified that the account may be turned over to a collection agency. The student and/or financial sponsors will be responsible for all costs associated with collections.
- Stanbridge University complies with the Federal Truth in Lending Act pursuant to Title 15 of the United States Code.
- (FTC) Notice: I may request that the initial disclosures prescribed in the Truth in Lending Act (15 United States Code §§ 1601 through 1666) be provided in Spanish before signing any loan documents.

TUITION SUMMARY CHARTS

PROGRAM (Irvine Campus)	BOOKS, EBOOKS AND SUPPLIES	TUITION	THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM	NONREFUNDABLE STUDENT TUITION RECOVERY FUND (STRF)	THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUN-DABLE STRF *	THE TOTAL CHARGES FOR A PERIOD OF ATTENDANCE **
Associate of Occupational Science in Vocational Nursing (Full Time)	$3,385.00	$38,610.00	$41,995.00	$0.00	$41.995.00	$5,999.00
Associate of Occupational Science in Vocational Nursing (Part Time)	$3,385.00	$38,610.00	$41,995.00	$0.00	$41.995.00	$5,999.00
Associate of Occupational Science in Occupational Therapy Assistant	$1,175.00	$58,820.00	$59,995.00	$0.00	$59,995.00	$12,566.16
Associate of Science in Physical Therapist Assistant	$1,990.00	$58,005.00	$59,995.00	$0.00	$59,995.00	$9,545.27
Bachelor of Science in Nursing Degree	$5,715.00	$146,280.00	$151,995.00	$0.00	$151,995.00	$10,857.00
Master of Science in Occupational Therapy	$2,195.00	$107,860.00	$109,995.00	$0.00	$109,995.00	$18,728.00
Master of Science in Nursing - Online	$500.00	$19,495.00	$19,995.00	$0.00	$19,995.00	$8,731.22

PROGRAM (Los Angeles, Alhambra Branch Campus)	BOOKS, EBOOKS AND SUPPLIES	TUITION	THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM	NONREFUNDABLE STUDENT TUITION RECOVERY FUND (STRF)	THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUN-DABLE STRF *	THE TOTAL CHARGES FOR A PERIOD OF ATTENDANCE **
Associate of Occupational Science in Vocational Nursing (Full Time)	$3,385.00	$38,610.00	$41,995.00	$0.00	$41,995.00	$5,999.00
Associate of Occupational Science in Vocational Nursing (Part Time)	$3,385.00	$38,610.00	$41,995.00	$0.00	$41,995.00	$5,999.00
Associate of Occupational Science in Occupational Therapy Assistant (Full Time)	$1,175.00	$58,820.00	$59,995.00	$0.00	$59,995.00	$12,566.16
Associate of Science in Physical Therapist Assistant	$1,990.00	$58,005.00	$59,995.00	$0.00	$59,995.00	$9,545.27
Bachelor of Science in Nursing Degree	$5,715.00	$146,280.00	$151,995.00	$0.00	$151,995.00	$10,857.00
Master of Science in Occupational Therapy	$2,135.00	$107,860.00	$109,995.00	$0.00	$109,995.00	$18,728.00

PROGRAM (Riverside Branch Campus)	BOOKS, EBOOKS AND SUPPLIES	TUITION	THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM	NONREFUN-DABLE STUDENT TUITION RECOVERY FUND (STRF)	THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUN-DABLE STRF *	THE TOTAL CHARGES FOR A PERIOD OF ATTENDANCE **
Associate of Occupational Science in Vocational Nursing (Full Time)	$3,385.00	$38,610.00	$41,995.00	$0.00	$41,995.00	$5,999.00

PROGRAM (Riverside Branch Campus)	BOOKS, EBOOKS AND SUPPLIES	TUITION	THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM	NONREFUN-DABLE STUDENT TUITION RECOVERY FUND (STRF)	THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUN-DABLE STRF *	THE TOTAL CHARGES FOR A PERIOD OF ATTENDANCE **
Associate of Occupational Science in Vocational Nursing (Part Time)	$3,385.00	$38,610.00	$41,995.00	$0.00	$41,995.00	$5,999.00
Bachelor of Science in Nursing Degree	$5,715.00	$146,280.00	$151,995.00	$0.00	$151,995.00	$10,857.00
Master of Science in Occupational Therapy	$2,135.00	$107,860.00	$109,995.00	$0.00	$109,995.00	$18,728.00

PROGRAM (San Diego Branch Campus)	BOOKS, EBOOKS AND SUPPLIES	TUITION	THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM	NONREFUN-DABLE STUDENT TUITION RECOVERY FUND (STRF)	THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUN-DABLE STRF *	THE TOTAL CHARGES FOR A PERIOD OF ATTENDANCE **
Associate of Occupational Science in Vocational Nursing (Full Time)	$3,385.00	$38,610.00	$41,995.00	$0.00	$41,995.00	$5,999.00
Associate of Occupational Science in Vocational Nursing (Part Time)	$3,385.00	$38,610.00	$41,995.00	$0.00	$41,995.00	$5,999.00
Bachelor of Science in Nursing Degree (pending BRN approval)	$5,715.00	$146,280.00	$151,995.00	$0.00	$151,995.00	$10,857.00

* The amount in this column may differ for those who are not required to pay the California Student Tuition Recovery Fund (STRF) fee.

** The “PERIOD OF ATTENDANCE” delineated here is “THE CURRENT PERIOD OF ATTENDANCE” in the Enrollment Agreement for each program. The amount in this column is only for a specific cohort in the program that enrolls on a particular start date. The amount may change for other cohorts in the program that enroll on other start dates. The amount in this column may also differ for those who are not required to pay the California Student Tuition Recovery Fund (STRF) fee.

All tuition and charges are subject to change.

Cost of Attendance Policy

The cost of attendance (COA) is an estimate of a student's educational expenses for a period of enrollment at Stanbridge University and includes various factors such as tuition, fees, books, supplies, transportation, living expenses, etc. Direct costs are paid directly to Stanbridge University and are listed in the table above. Indirect costs are not paid to Stanbridge University and are estimates provided in the COA. The COA is the basis for establishing a student's financial need, as it sets a limit on the total aid a student may receive for purposes of the Campus-Based and Direct Loan programs and is one of the basic components of the Pell Grant calculation. A student enrolled in any of our offered programs on at least a half time basis, would anticipate the following COA estimated components detailed below.

2024-2025 COST OF ATTENDANCE			
	WITH PARENT	OFF CAMPUS	
Associate of Occupational Science in Vocational Nursing (Full Time)			
Personal/Misc.	$5,726.00	$8,953.00	
Transportation	$7,665.00	$11,172.00	
Living Expense - Food Allowance	$2,604.00	$7,511.00	
Living Expense - Housing	$13,573.00	$17,773.00	
Total	$29,568.00	$45,409.00	
Associate of Occupational Science in Vocational Nursing (Part Time)			
Personal/Misc.	$8,998.00	$14,069.00	
Transportation	$12,045.00	$17,556.00	
Living Expense - Food Allowance	$4,092.00	$11,803.00	
Living Expense - Housing	$21,329.00	$27,929.00	
Total	$46,464.00	$71,357.00	
Associate of Occupational Science in Occupational Therapy Assistant			
Personal/Misc.	$5,726.00	$8,953.00	
Transportation	$7,665.00	$11,172.00	
Living Expense - Food Allowance	$2,604.00	$7,511.00	
Living Expense - Housing	$13,573.00	$17,773.00	
Total	$29,568.00	$45,409.00	
Associate of Science in Physical Therapist Assistant			
Personal/Misc.	$5,726.00	$8,953.00	
Transportation	$7,665.00	$11,172.00	
Living Expense - Food Allowance	$2,604.00	$7,511.00	
Living Expense - Housing	$13,573.00	$17,773.00	
Total	$29,568.00	$45,409.00	
Bachelor of Science in Nursing Degree			

Personal/Misc.	$5,726.00	$8,953.00	
Transportation	$7,665.00	$11,172.00	
Living Expense - Food Allowance	$2,604.00	$7,511.00	
Living Expense - Housing	$13,573.00	$17,773.00	
Total	$29,568.00	$45,409.00	
Bachelor of Science in Nursing (Degree Completion) - Online			
Personal/Misc.	$7,362.00	$11,511.00	
Transportation	$9,855.00	$14,364.00	
Living Expense - Food Allowance	$3,348.00	$9,657.00	
Living Expense - Housing	$17,451.00	$22,851.00	
Total	$38,016.00	$58,383.00	
Master of Science in Occupational Therapy			
Personal/Misc.	$6,544.00	$10,232.00	
Transportation	$8,760.00	$12,768.00	
Living Expense - Food Allowance	$2,976.00	$8,584.00	
Living Expense - Housing	$15,512.00	$20,312.00	
Total	$33,792.00	$51,896.00	

A student's COA is the sum of the following components:

- **Tuition and fees** – An amount normally assessed for a student carrying the same academic workload, as determined by the institution.
- **Books, course materials, supplies, and equipment** – An allowance for books, course materials, and equipment, which must include all such costs required of all students in the same course of study, including a reasonable allowance for the rental or upfront purchase of a personal computer, as determined by the institution.
- **Living expenses** – An allowance for food and housing costs, as determined by the institution, to be incurred by the student attending the institution on at least a half-time basis and regardless of whether they are living off campus or with parents. A standard food allowance will be equivalent to three meals each day.
- **Transportation** – An allowance, as determined by the institution, which may include transportation between campus, residences, and place of work.
- **Miscellaneous personal expenses** – An allowance, as determined by the institution, for a student attending the institution on at least a half-time basis.
- **Federal student loan fees** – An allowance for the average cost of any Federal student loan fee or origination fee charged to the student or the parent of the student.

The following COA components can be included upon request:

- **Dependent Care** – An allowance for dependents receiving care, as determined by the institution, to represent an average based on the number and age of dependents.

Stanbridge University will only include dependent care cost as a COA element upon request and when the student provides information regarding the number and age of dependents receiving care, and the timeframe for which care is provided. The inclusion of this COA component will not require a professional judgment.

- **Disability-related expenses –** An allowance, as determined by the institution, for expenses associated with a student's disability, including special services, personal assistance, transportation, equipment, and supplies that are reasonably incurred and not provided for by other agencies.

Stanbridge University will only include disability-related expenses as a COA element upon request. The inclusion of this COA component will not require a professional judgment.

Housing Status

Knowing a student's housing status is important for assigning the correct cost of attendance (COA) and establishing a student's financial aid package. Stanbridge University has developed a Housing Status Form, with the intent of collecting a student's housing status at the point of packaging.

The housing categories consist of the following:

- **Living With Parents –** A dependent or independent student living with their parents.
- **Living Off Campus –** A dependent or independent student living off campus on their own and not in institutionally owned or operated housing.

Special Circumstance

A student has the option to request a special circumstance professional judgement of their account if they believe data elements in the COA need to be adjusted to reflect their unique situation more accurately. A COA adjustment may include a documented interview between the student and Financial Aid Officer and/or supplementary information about the personal circumstance of the applicant as it pertains to their situation.

PROGRAM SPECIFIC COST INFORMATION

AVN PROGRAM

PLEASE NOTE

In addition to the NONREFUNDABLE Background Check Fee of $48.50, THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUNDABLE STRF does not include the following, if applicable: Parchment, Inc. fee for official transcripts; Return Check Fee $25, Additional Immunizations and Titers, Retake Tuition (as described in the catalog), Non-Attendance at Clinical Remediation Sessions (as described in the catalog), and Additional Fees (if applicable).

Near the completion of the Vocational Nurse program, students will be expected to pay for the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) Application for Vocational Nurse Licensure, Live Scan Background Check, NCLEX-PN licensing exam registration fee, and BVNPT license fee in order to apply for authorization to take the national licensing examination, register for and take the national licensing examination, and obtain a license from the BVNPT.

OTA PROGRAM

PLEASE NOTE

In addition to the NONREFUNDABLE Background Check Fee of $48.50, THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUNDABLE STRF does not include the following, if applicable: Parchment, Inc. fee for official transcripts; Return Check Fee $25; Live Scan Background Investigation Fee, Drug Test, Additional Immunizations and Titers, and Chest X-Ray per site; Special Uniforms at specific Clinical Facilities that may be required, Retake Tuition (as described in the catalog), and Additional Fees (if applicable).

After completion of the Occupational Therapy Assistant program, students will be expected to pay for the NBCOT application fee, certification exam registration fee, and NBCOT certification fee in order to apply for authorization to test, take the national certification exam and obtain certification from the California Board of Occupational Therapy.

PTA PROGRAM

PLEASE NOTE

In addition to the NONREFUNDABLE Background Check Fee of $48.50, THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUNDABLE STRF does not include the following, if applicable: Parchment, Inc. fee for official transcripts; Return Check Fee $25; additional pre-clinical education background check; Drug Test, Additional Immunizations and Titers, and Chest X-Ray per site; Special Uniforms at specific Clinical Facilities that may be required; and Additional Fees (if applicable).

After completion of the Physical Therapist Assistant program, students will be expected to pay for the Physical Therapy Board of California (PTBC)-required Live Scan, the PTBC application fee, National Physical Therapy Exam for Physical Therapist Assistants (NPTE for PTA) exam registration fee, and California Law Exam fee in order to apply for authorization to take the national and state licensure exam and obtain licensure from the PTBC.

BSN PROGRAM

PLEASE NOTE

In addition to the NONREFUNDABLE Application Fee of $50.00 and Background Check Fee of $48.50, THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUNDABLE STRF

does not include the following, if applicable: Parchment, Inc. fee for official transcripts; Return Check Fee $25.00, Additional Immunizations and Titers, Retake Tuition (as described in the catalog), Non-Attendance at Clinical Remediation Sessions (as described in the catalog), and Additional Fees (if applicable). The application fee remains the same for students applying directly with Stanbridge University or through the Centralized Application Service (CAS).

Near the completion of the Bachelor of Science in Nursing (BSN) program, students will be expected to pay for the Board of Registered Nursing (BRN) Application for Registered Nursing Licensure, Live Scan Background Check, NCLEX-RN licensing exam registration fee, and BRN license fee in order to apply for authorization to take the national licensing examination, register for and take the national licensing examination, and obtain a license from the BRN.

MSN – ONLINE PROGRAM

PLEASE NOTE

THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUNDABLE STRF does not include the following, if applicable: Parchment, Inc. fee for official transcripts; Return Check Fee $25, Retake Tuition (as described in the catalog), and Additional Fees (if applicable).

MSOT PROGRAM

PLEASE NOTE

In addition to the NONREFUNDABLE Application Fee of $150 and Background Check Fee of $48.50, THE ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM WITH NONREFUNDABLE STRF does not include the following, if applicable: Parchment, Inc. fee for official transcripts; Return Check Fee $25; Live Scan Background Investigation Fee, Drug Test, Additional Immunizations and Titers, and Chest X-Ray per site; Special Uniforms at specific Clinical Facilities that may be required, Retake Tuition (as described in the catalog), and Additional Fees (if applicable). The application fee remains the same for students applying directly with Stanbridge University or through the Centralized Application Service (CAS).

After completion of the MSOT program, students will be expected to pay for the Live Scan, NBCOT application fee, certification exam registration fee, and NBCOT certification fee in order to apply for authorization to test, take the national and state licensure exam, and obtain certification from the California Board of Occupational Therapy.

CANCELLATION

CANCELLATION AND REFUND: ON-CAMPUS PROGRAMS

Student's Right to Cancel

- You have the right to cancel your enrollment agreement for a program of instruction, without any penalty or obligations, and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. After the end of the cancellation period, you also have the right to stop your enrollment at any time; and you have the right to receive a pro rata refund (if due) if you have completed 60 percent or less of the scheduled days in the current payment period of the program through the last day of attendance.
- Cancellation may occur by mail or hand delivery when the student provides a written notice of cancellation at the following addresses:

  Irvine Campus – Office of the Registrar, 2041 Business Center Drive, Suite 107, Irvine, CA 92612

  Los Angeles Campus – Student Services, 2215 W Mission Rd, Alhambra, CA 91803

  Riverside Campus – Student Services, 1325 Spruce Street, Riverside, CA 92507

  San Diego Campus – Student Services, 277 Rancheros Dr., Ste. 200, San Marcos, CA 92069
- Cancellation may occur by email when the student provides a written notice of cancellation at the following address: Office of the Registrar at registrar@stanbridge.edu.
- The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage.
- The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.
- If the Enrollment Agreement is cancelled by the student before midnight of the date of cancellation, the university will refund the student any money he/she paid, less an application fee (if paid) for a total amount not to exceed $150, within 45 days after the notice of cancellation.
- If the program is cancelled before instruction begins, the university will refund the student any money he/she paid, less any deduction for an application fee (if paid) for a total amount not to exceed $150, within 45 days after the notice of cancellation.

CANCELLATION AND REFUND: ONLINE (DISTANCE EDUCATION) PROGRAMS

This institution offers distance educational programs where the instruction is not offered in real time. The institution shall transmit the first lesson and any materials to any student within seven days after the institution accepts the student for admission.

Student's Right to Cancel

The student has the right to cancel the agreement and receive a full refund before the first lesson and materials are received. Cancellation is effective on the date the written notice of cancellation is sent by mail or hand delivered to: Office of the Registrar, Stanbridge University, 2041 Business Center Drive, Suite 107, Irvine, CA 92612, or by email to the Office of the Registrar at registrar@stanbridge.edu. If the institution sent the first lesson and materials before an effective cancellation notice was received,

the institution shall make a refund within 45 days after the student's return of the materials.

Cancellation must occur prior to the receipt of the first lesson and materials, which will occur within seven days after the institution accepts the student for admission.

This institution shall transmit all of the lessons and other materials to the student if the student (a) has fully paid for the educational program; and (b) after having received the first lesson and initial materials, requests in writing that all of the material be sent. If the institution transmits the balance of the material as the student requests, the institution shall remain obligated to provide the other educational services it agreed to provide, such as responses to student inquiries, student and faculty interaction, and evaluation and comment on lessons submitted by the student, but shall not be obligated to pay any refund after all of the lessons and material are transmitted.

RETURNS

Books, supplies, uniforms, supply kits, gait belts, laptops, software, and medical supplies can be returned for a refund prior to midnight of the date of cancellation, less the value of any such items in a NON-RETURNABLE condition and an application fee, for a total amount not to exceed $150.

Should a student decide to withdraw after the date of cancellation, items which a student seeks to return will be thoroughly inspected by the university and considered for refund. If an item is deemed to be in a condition that is NON-RETURNABLE, the student is personally responsible for paying for the items if the tuition has still not been paid or if the loan tendered does not cover the cost of the items. No return of books, supplies, and uniforms will be accepted after three (3) business days from the date the items were received by the student.

If any portion of the tuition was paid from the proceeds of a loan, the refund shall be sent to the lender or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan. Any amount of the refund in excess of the unpaid balance of the loan shall be first used to repay any student financial aid program from which the student received benefits, in proportion to the amount of the benefits received, and any remaining amount shall be paid to the student.

Of special note:

- The Shadow Health Digital Clinical Experience charge is for Bachelor of Science in Nursing students only. For the BSN and MSN programs, the cost of the books and supplies is to be borne by the student and is nonrefundable.

RETURN TO TITLE IV AND REFUND POLICY

RETURN TO TITLE IV FUNDS AND REFUND POLICY

If a recipient of an FSA grant or loan funds cancels or is dismissed from school after beginning attendance, the amount of FSA grant or loan assistance earned by the student must be determined. If the amount disbursed to the student is greater than the amount the student earned, unearned funds must be returned. If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, s/he is eligible to receive a post dismissal/cancellation disbursement of the earned aid that was not received.

The law specifies how your school must determine the amount of Federal Student Aid (FSA) assistance that you earn if you cancel or are dismissed from school. The FSA programs that are covered by this law are: Federal Pell Grants, Stafford Loans, PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), Federal Perkins Loans and in some cases, certain state grant aid (LEAP/SLEAP).

When you cancel during your payment period or period of enrollment (your school can define these for you and tell you which one applies), the amount of FSA program assistance that you have earned up to that point is determined by a specific formula. If you received (or your school or parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

The amount of assistance that you have earned is determined on a pro rata basis. For example, if you completed 30% of your payment period or period of enrollment, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period.

If you did not receive all of the funds that you earned, you may be due a post dismissal/cancellation disbursement. If the disbursement includes loan funds, you may choose to decline the loan funds so that you do not incur additional debt. Your school may automatically use all or a portion of your post-dismissal/cancellation disbursement (including loan funds, if you accept them) for tuition, fees, and room and board charges (as contracted with the school). For all other school charges, the school needs your permission to use the post-dismissal/cancellation disbursement. If you do not give your permission (which some schools ask for when you enroll), you will be offered the funds. It may be in your best interest, however, to allow the school to keep the funds to reduce your debt at the school.

There are some FSA funds that you were scheduled to receive that you cannot *earn* once you cancel because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before dismissal/cancellation, you will not earn any FFEL or Direct loan funds that you would have received had you remained enrolled past the 30th day. If you receive (or your school or parent receive on your behalf) excess FSA program funds that must be returned, your school must return a portion of the excess equal to the lesser of

1. Your institutional charges multiplied by the unearned percentage of your funds; or
2. the entire amount of excess funds.

The school must return this amount even if it did not keep this amount of your FSA program funds.

If your school is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return, you (or your parent for a PLUS Loan) repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time. Any amount of unearned grant funds that you must return is called an *overpayment*. The amount of a grant overpayment that you must repay is half of the unearned amount. You must make arrangements with your school or the Department of Education to return the unearned grant funds.

The requirements for FSA program funds when you cancel or are dismissed are separate from any refund policy that your school may have. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Your school may also charge you for any FSA program funds that the school was required to return.

Order of Return

Stanbridge University is authorized to return any excess funds after applying them to current outstanding Cost of Attendance (COA) charges. A copy of the Institutional R2T4 work sheet performed on your behalf is available through the office upon student request.

In accordance with Federal regulations, when Title IV, HEA financial aid is involved, the calculated amount of the R2T4 Funds is allocated in the following order:

- Unsubsidized Direct Stafford loans (other than PLUS loans)
- Subsidized Direct Stafford loans
- Direct PLUS loans
- Federal Pell Grants for which a Return is required
- Federal Supplemental Educational Opportunity Grant
- Iraq and Afghanistan Service Grant for which a Return is required
- Other Title IV assistance
- State Tuition Assistance Grants (if applicable)
- Private and institutional aid
- The Student

Earned AID

Title IV, HEA aid is earned in a prorated manner on a per diem basis ~~(clock hours)~~ up to the 60% point in the semester. Title IV, HEA aid is viewed as 100% earned after that point in time. A copy of the worksheet used for this calculation can be requested from the financial aid director.

Post-Withdraw

If you did not receive all of the funds that you have earned, you may be due a post-withdraw disbursement. Stanbridge University may use a portion or all of your post-withdraw disbursement for tuition and fees (as contracted with the school). For all other school charges, the university needs your permission to use the post-withdraw disbursement. If you do not give permission, you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

The post-withdrawal disbursement must be applied to outstanding institutional charges before being paid directly to the student. Both grants and loans must be disbursed within 180 days of the date of determination in a post-withdrawal disbursement.

Institution Responsibilities

Stanbridge University's responsibilities in regard to Title IV, HEA funds follow:

- providing students information with information in this policy;
- identifying students who are affected by this policy and completing the return of Title IV funds calculation for those students; and

- returning any Title IV, HEA funds due to the correct Title IV programs.

The institution is not always required to return all of the excess funds; there are situations once the R2T4 calculations have been completed in which the student must return the unearned aid.

Overpayment of Title IV, HEA Funds

Any amount of unearned grant funds that a student must return is called an overpayment. The amount of grant overpayment that you must repay is half of the grant funds you received. You must make arrangements with the school or Department of Education to return the amount of unearned grant funds.

Student Responsibilities in regard to return of Title IV, HEA funds

Returning to the Title IV, HEA programs any funds that were dispersed to the student in which the student was determined to be ineligible for via the R2T4 calculation.

Any notification of withdraw should be in writing and addressed to the appropriate institutional official.

A student may rescind his or her notification of intent to withdraw. Submissions of intent to rescind a withdraw notice must be filed in writing. Either these notifications, to withdraw or rescind to withdraw must be made to the Registrar.

Refund vs. Return to Title IV

The requirements for the Title IV, HEA program funds when you withdraw are separate from any refund policy that Stanbridge University may have to return to you due to a cash credit balance. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Stanbridge University may also charge you for any Title IV, HEA program funds that they were required to return on your behalf.

Refund

A full refund of funds paid (if any) minus an application fee not to exceed $150 (if paid) will be issued if cancelled based on the “Student ’s Right to Cancel” guidelines. No refund will be issued if withdrawn or dismissed when more than 60% of the scheduled days in the current payment period of the program through the last day of attendance has been completed. A pro rata refund (if due) will be issued for the unfinished portion of the program and for the refundable books and ATI Kits if withdrawn or dismissed when 60% percent or less of the scheduled days in the current payment period of the program through the last day of attendance has been completed.

The Date of Determination is the date that the institution determines the student has withdrawn from the program and is no longer than 14 days after the Last Date of Attendance. The Last Date of Attendance will be the basis for calculating the amount of the refund. The Date of Determination starts the clock for timely refunds of funds, within 45 days after the Date of Determination. Federal financial aid funds will be returned according to the Department of Education Guidelines. Private lending companies will be refunded before funds (if any) are returned to student. Please see the catalog for the full withdrawal and refund policies.

If you do not already know what the university’s refund policy is, you may ask your Financial Planner for a copy.

Return to Title IV questions: If you have questions regarding Title IV, HEA program funds after visiting with your financial aid director, you may call the Federal Student Aid Information Center at 1-800-4-fedaid (800-433-3243). TTY users may call 800-730-8913. Information is also available on student aid on the web www.studentaid.ed.gov.

Cancellation and Refund Polices are also provided in the Enrollment Agreement.

Refer to the respective sections in this catalog on the policies for Withdrawal, Leave of Absence and Dismissal.

STRF

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

CLASS STARTS

ORIENTATION AND CLASS START DATES

Program - Irvine Campus	Cohort	Orientation Start Dates	Course Start Dates
Associate of Occupational Science in Vocational Nursing - Full-time	AVNOCFT017	02/09/2026	02/16/2026
	AVNOCFT018	04/27/2026	05/04/2026
	AVNOCFT019	07/13/2026	07/20/2026
	AVNOCFT020	09/28/2026	10/05/2026
Associate of Occupational Science in Vocational Nursing - Part-time	AVNOCPT013	02/02/2026	02/09/2026
	AVNOCPT014	05/25/2026	06/01/2026
	AVNOCPT015	09/14/2026	09/21/2026
Associate of Occupational Science in Occupational Therapy Assistant	OTAFT038	01/19/2026	01/26/2026
	OTAFT039	08/31/2026	09/07/2026
Associate of Science in Physical Therapist Assistant	PTAFT021	04/20/2026	04/27/2026
	PTAFT022	09/21/2026	09/28/2026
Bachelor of Science in Nursing	BSNOC021	03/16/2026	03/23/2026
	BSNOC022	06/01/2026	06/08/2026
	BSNOC023	08/17/2026	08/24/2026
	BSNOC024	11/02/2026	11/09/2026
Master of Science in Occupational Therapy	MSOT016	06/29/2026	07/06/2026
Master of Science in Nursing	MSNED012	03/16/2026	03/23/2026
	MSNED013	06/01/2026	06/08/2026
	MSNED014	08/17/2026	08/23/2026
	MSNED015	11/02/2026	11/09/2026

Program - Los Angeles, Alhambra Branch Campus	Cohort	Orientation Start Dates	Course Start Dates
Associate of Occupational Science in Vocational Nursing - Full-time	AVNLAFT017	02/09/2026	02/16/2026
	AVNLAFT018	04/27/2026	05/04/2026
	AVNLAFT019	07/13/2026	07/20/2026
	AVNLAFT020	09/28/2026	10/05/2026
Associate of Occupational Science in Vocational Nursing - Part-time	AVNLAPT013	02/02/2026	02/09/2026

Program - Los Angeles, Alhambra Branch Campus	Cohort	Orientation Start Dates	Course Start Dates
	AVNLAPT014	05/25/2026	06/02/2026
	AVNLAPT015	09/14/2026	09/21/2026
Associate of Occupational Science in Occupational Therapy Assistant	OTALAFT011	05/11/2026	05/18/2026
Associate of Science in Physical Therapist Assistant	PTALAFT007	04/20/2026	04/27/2026
Bachelor of Science in Nursing	BSNLA021	03/16/2026	03/23/2026
	BSNLA022	06/01/2026	06/08/2026
	BSNLA023	08/17/2026	08/24/2026
	BSNLA024	11/02/2026	11/09/2026
Master of Science in Occupational Therapy	MSOTLA005	10/19/2026	10/26/2026

Program - Riverside Branch Campus	Cohort	Orientation Start Dates	Course Start Dates
Associate of Occupational Science in Vocational Nursing - Full-time	AVNRSFT007	02/09/2026	02/26/2026
	AVNRSFT008	04/27/2026	05/04/2026
	AVNRSFT009	07/13/2026	07/20/2026
	AVNRSFT010	09/28/2026	10/05/2026
Associate of Occupational Science in Vocational Nursing - Part-time	AVNRSPT003	02/02/2026	02/09/2026
	AVNRSPT004	05/25/2026	06/01/2026
	AVNRSPT005	09/14/2026	09/21/2026
Bachelor of Science in Nursing	BSNRS021	03/16/2026	03/23/2026
	BSNRS022	06/01/2026	06/08/2026
	BSNRS023	08/17/2026	08/24/2026
	BSNRS024	11/02/2026	11/09/2026
Master of Science in Occupational Therapy	MSOTRS005	10/19/2026	10/26/2026

Program - San Diego, San Marcos Branch Campus	Cohort	Orientation Start Dates	Course Start Dates
Associate of Occupational Science in Vocational Nursing - Full-time	AVNSDFT002	TBD	TBD
Associate of Occupational Science in Vocational Nursing - Part-time	AVNSDPT001	TBD	TBD
Bachelor of Science in Nursing (pending BRN approval)	BSNSD001	TBD	TBD

*The Bachelor of Science in Nursing degree is approved by the California Board of Registered Nurses at the Orange County, Los Angeles, and Riverside Campuses. The program at the San Diego, San Marcos campus is pending BRN

approval. Their website ishttp://www.rn.ca.gov/education/rnprograms.shtml.

Stanbridge University reserves the right to reschedule the start of a program, when necessary or when beneficial to student success, for a period of no greater than 4 weeks. Students will receive a refund should they not wish to attend the rescheduled program.

HOLIDAYS

2026 Holidays Observed	
President's Day	February 16, 2026
Memorial Day	May 25, 2026
Independence Day	July 3-4, 2026
Labor Day	September 7, 2026
Thanksgiving	November 26 - 27, 2026
Winter Break	December 21, 2026 - January 3, 2027

Note: The Learning Resource Center and Testing Center hours may change during holiday periods.

STUDENT RECORDS

STUDENT RECORDS RETENTION

This institution permanently retains the transcripts of students as required by the Standards of Accreditation of ACCSC and section 94900(b) of the California Education Code. The school maintains a permanent educational record for all currently enrolled students that consists of all admissions, academic, and financial records and information upon which a student's enrollment is based. At a minimum, the institution maintains current records on campus for five years after a student's date of completion or withdrawal. The school also maintains student financial records related to financial aid, tuition and fee payments, and tuition refunds for a minimum of five years. In addition, the institution maintains records relating to federal financial aid programs as provided by federal law. All of these records (physical or electronic) are securely maintained and protected against damage or loss (e.g., fire, water, theft, tampering, etc.).

Confidentiality of Student Records

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Stanbridge University, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your education records. The university, however, may disclose appropriately designated "directory information" without written consent, unless you have advised to the contrary in accordance with the university's procedures.

The Notification of Student Rights Under FERPA is available on the Stanbridge University Website (FERPA Link).

Upon receiving academic records or personal information, Stanbridge University personnel assume the responsibility of maintaining the security and privacy of these records. To assure this security and privacy, it is the responsibility of the campus Registrar to allow only campus personnel with specific needs (determined by job function) access to this information.

In instances where an individual or organization outside Stanbridge University (other than those with specified legal permission) request access to student academic records or personal information, the campus Registrar must obtain a written authorization from the student for the release of the information.

Please note: in the case of a student who is not above the age of eighteen, "individual" does include the student's parents, regardless of their financial relationship with the institution or student.

CLOCK AND CREDIT HOURS

CLASS HOURS

Students must refer to their schedule for their actual class dates and times. For a general overview of dates and times students can be expected to be in class please refer to your program's attendance policy.

DEFINITION OF CLOCK AND CREDIT HOURS

- A clock hour is defined as 50 minutes of instruction in a 60-minute period of time
- A credit hour is defined as an amount of work represented in intended learning outcomes and verified by evidence of student achievement for academic activities as established by the institution comprised of the following units: didactic learning environment; supervised laboratory setting of instruction; externship; and out-of-class work/preparation
- One quarter credit hour equals 30 units comprised of the following academic activities:
- One clock hour in a didactic learning environment = 2 units
- One clock hour in a supervised laboratory setting of instruction = 1.5 units
- One hour of externship = 1 unit
- One hour of out-of-class work and/or preparation for the didactic learning environment or supervised laboratory setting of instruction that are designed to measure the student's achieved competency relative to the required subject matter objectives = 0.5 unit

ATTENDANCE

Stanbridge University's attendance policy is as follows:

- Consistent attendance is a requirement for graduation. A student failing to abide by university and program attendance policies will be dismissed.
- Absences are recorded and become part of the student's permanent record regardless of the reason for the absences.
- To graduate, students must complete all units and all courses of a program.
- Students dismissed from the university due to attendance violations will receive a refund as described in the Financial Aid policy section of this catalog.
- Students not returning after 14 consecutive days of absence (starting from the last date of attendance) will be dismissed.

Attendance Requirement for all Online Courses

Students participating in the university's blended and online courses are expected to be in attendance in accordance with the syllabus as participation is essential to student learning and the assessment of the achievement of required outcomes. All blended and online courses require a set number of online academically related activities (ARAs) for each instructional week. ARAs designated as attendance ARAs are declared in the course outline.

A student's failure to participate in the designated attendance ARA, such as contributing substantively to a discussion forum post, will result in an absence. Students not participating for 14 consecutive days of absence (starting from the last date of attendance) will be dismissed.

Extenuating Circumstances

Extenuating circumstances are unforeseen events or situations that are beyond a student's control and may prevent the student from attending one, or more, scheduled class meetings.

If a student has missed a didactic, lab, or clinical course due to extenuating circumstances, they may elect to submit an extenuating circumstances petition and request for a make-up exemption. Petitions should be emailed, with any supportive documentation, within three (3) business days after the absence(s) to exempt@stanbridge.edu. Petitions submitted after the third business day will not be accepted.

An Extenuating Circumstances Committee will evaluate the petition and provide a decision to the student, within ten (10) business days of receipt of the petition. Decisions may take the following actions:

- Deny the petition and continue with attendance dismissal
- Grant the petition and schedule make-up hours
- Grant the petition, schedule make-up hours, and include new sanctions

Any Stanbridge University student who believes that they have been subjected to an improper decision by the Extenuating Circumstances Committee is entitled to file an appeal and obtain an independent review of the decision.

To submit an appeal, students are required to email the Office of Instruction at appeal.instruction@stanbridge.edu. Any official documentation that supports the appeal should be included.

Appeal requests must be received by the end of the fifth (5) business day following the rendering of the decision and/or charges against the student. Appeals submitted after the fifth business day will not be accepted.

An Appeal Committee will evaluate the appeal petition and provide an appeal decision to the student, in accordance with the university's appeals process, within fifteen (15) business days of receipt of the petition. Appeal decisions may take the following actions:

- Deny the appeal
- Grant the appeal
- Grant with appeal with new and/or modification to any sanctions

If a student is dissatisfied with the appeal decision, they may request the Office of the President review the full record and appeal documents by emailing appeal.president@stanbridge.edu within five (5) business days following the rendering of the decision by the Appeal Committee.

Only one (1) Extenuating Circumstances petition may be filed within a term. Students are not guaranteed make-up opportunities as availability may not exist or specific limitations pertaining to progression may exist that prevent completion.

GRADING

Stanbridge University's grading policy is as follows:

- Students must pass all the courses within a program in order to graduate (or complete their studies).
- Students who withdraw will receive a grade of "W" for courses in progress.
- Enrolled students who do not complete a course on time will temporarily receive an "incomplete" on the transcript, which will be changed to the appropriate grade once the course is complete. Incomplete grades must be cleared by the agreed upon deadline, or within twenty-one (21) days, or the grade will be converted to an "F" and the student will be dismissed.
- Associate and bachelor's degree students must have a cumulative grade point average of C (2.0) or above in order to graduate. Master's degree students must have a GPA of 3.0 in order to graduate.
- Late submission of assignments, projects and papers will result in grade reductions as outlined in course syllabi.
- Students may review grades for courses by logging in to the Learning Management System and viewing gradebook or transcript.

Distance Education

The university provides distance education via its Learning Management System, Edverum, in synchronous and asynchronous formats. All distance education course assignments are to be submitted via the online classroom. Grades for assignments are posted in the course gradebook within 3 working days after the assignment due date. Large written assignments, such as essays, research papers, and thesis works, may be graded within the instructional week following the assignment due date, or as otherwise specified.

Qualitative Measure of Satisfactory Academic Progress (SAP)

Grade	Meaning	Grade-Point Value
A+	97% - 100%	4
A	93% - 96%	4
A-	90% - 92%	3.7
B+	87% - 89%	3.3
B	83% - 86%	3
B-	80% - 82%	2.7
C+	77% - 79%	2.3
C	75% - 76%	2
C-	70% - 74%	1.7
D+	67% - 69%	1.3
D	65% - 66%	1
D-	60% - 64%	0.7
F	59% and below	0
PASS	Satisfactory Performance	4
FAIL	Unsatisfactory Performance	0
In Progress	Course in progress	0

Incomplete	Course not completed	Not included in GPA
W	Withdrawal	Not included in GPA
XFR	Transfer of Credit	Not included in GPA

SATISFACTORY ACADEMIC PROGRESS (SAP)

The following describes Stanbridge University's Satisfactory Academic Progress (SAP) policy. The university's SAP policy for Title IV, HEA students is the same as the university's standards for students enrolled in the same educational programs who are not receiving Title IV aid.

Quantitative Requirement: Program Completion Time Limit and GPA

Students have a maximum of 1.5 times beyond the normal length of the program to complete their chosen course of study (or program). Students not completing by the extended timeframe will be dismissed. Students must meet the attendance requirements established for their program.

Attainment of satisfactory progress (attendance, credit earned and GPA) is monitored at the completion of each term for AVN, OTA, PTA, BSN, MSOT, and MSN students. At 50% of program completion, a minimum GPA and a minimum of 34% of total program credits must be earned. Students failing to meet these benchmarks will be placed on probation. At the 100% mark of the original program the student must have accumulated 67% of the required program quarter hours of credit, the student's GPA must meet the required minimum, and the student must be able to attain the required graduation GPA by 150% of original program length. Any student not able to meet the 150% benchmark will be dismissed.

PROGRAMS GREATER THAN TWO YEARS IN LENGTH (EXCEPT MSN and MSOT*)			
Percent of Original Program Length	**Minimum GPA**	**Credits Attained**	**Outcome if either benchmark not met**
100%	1.5	67% of Program	Probation
150%	2.0	100% of Program	Dismissal

*The MSN and MSOT programs require a minimum GPA of 3.0 to graduate.

Appeal of Determination of Unsatisfactory Progress (All Students)

A student may appeal for a reversal of a determination of unsatisfactory academic progress on the following grounds:

- incorrect recording of attendance or examination grades;
- incorrect assignment of grades for projects, assignments, or remediation work;
- failure to meet satisfactory progress requirements based upon
  - the death of a relative of the student;
  - an injury or illness of the student; or
  - other special circumstances.

Removal of probationary status is based on remediation of absences, reestablishment of satisfactory academic progress by passing or remediating a failed course, or adhering to the Code of Conduct or professional clinical objectives.

The appeal must be filed in writing by the student through the appeal process documented below.

Additional Satisfactory Academic Progress Requirements: Veterans Administration

Veterans or eligible persons will be evaluated each term to determine satisfactory progress. Students not meeting the 2.0 GPA passing requirement will be placed on probation. Those not meeting the 2.0 GPA passing requirement in the next term will have their benefits terminated.

Financial Aid Warning

Stanbridge University evaluates SAP at the end of each payment period. Students who do not meet SAP measures described above

will be put on Financial Aid Warning for one payment period. Students who are put on a Financial Aid Warning continue to receive Title IV aid for the next payment periods after they receive the warning status. The status will be conferred automatically without the student appealing the SAP status.

If a student falls below a 2.0 GPA, or if the student is not completing the required amount of clock hours to keep Pace with the requirements for graduation within the 150% time frame, will result in the student being placed on Financial Aid Warning for one payment period. A student who is put on a Financial Aid Warning can continue to receive Title IV, HEA funding for the next payment period after they receive the warning status.

If the student is not meeting Satisfactory Academic Progress at the end of the Financial Aid Warning Period, the student will be placed on Academic Development Status, with a loss of Title IV, HEA funding and will be required to meet specific criteria of an improvement plan to assist them in regaining SAP and Title IV, HEA eligibility. During this period, students will not be eligible to receive Title IV, HEA funds but he/she may continue on a cash pay basis with an approved payment plan. Arrangements for payment must be approved within 10 school days of notification of development status.

If a student is making SAP at the end of the Financial Aid Warning, they shall be returned to normal SAP status with no loss of Title IV eligibility.

Appeal Process

Students who do not make SAP at the end of the Financial Aid Warning period lose their Title IV financial aid eligibility and will be placed on Academic Development Status, with a loss of Title IV, HEA funding. The student may have the opportunity to have their Title IV, HEA financial aid eligibility reinstated by appealing the Academic Development Status, with a loss of Title IV, HEA funding decision and will be placed on Financial Aid Probation if the appeal is granted.

To submit an appeal, students are required to email the Office of Instruction at appeal.instruction@stanbridge.edu. Any official documentation that supports the appeal should be included.

Appeal requests must be received by the end of the fifth (5) business day following the rendering of the decision and/or charges against the student. Appeals submitted after the fifth business day will not be accepted.

An Appeal Committee will evaluate the appeal petition and provide an appeal decision to the student, in accordance with the university's appeals process, within fifteen (15) business days of receipt of the petition. Appeal decisions may take the following actions:

- Deny the appeal
- Grant the appeal
- Grant with appeal with new and/or modification to any sanctions

If a student is dissatisfied with the appeal decision, they may request the Office of the President review the full record and appeal documents by emailing appeal.president@stanbridge.edu within five (5) business days following the rendering of the decision by the Appeal Committee.

Financial Aid Probation

If Probation Status is granted, students regain Title IV, HEA eligibility for the next eligible payment period only. Students must be making SAP at the end of the payment period to regain Title IV, HEA funding for the next payment period.

Students who regain SAP at the next reporting period regain full eligibility for Title IV, HEA funding. Students not making SAP continue to be ineligible to receive Title IV funds without the option to appeal.

Reinstatement of TITLE IV and HEA Aid

Reinstatement of aid is limited to the period under evaluation. Students making SAP by the conclusion of the Warning or Probation

period will be removed from the warning/probation status and will regain eligibility for Title IV, HEA funding.

A former student requesting to be reinstated as an active student should do so in writing. Supportive documentation and/or information concerning any mitigating circumstances should be noted in the request. The requesting prior student shall be notified of the Reinstatement Review within five (5) business days following the decision of the Financial Aid Academic Appeals Committee.

LEAVE OF ABSENCE (LOA)

A leave of absence (LOA) is intended to cover the temporary interruption of a student's academic progression. An LOA will be approved when the absence is emergent or unforseen and there is a reasonable espectation that the student will return to the university. The reasons for approving an LOA may include, but are not limited to, the student having serious medical problems, military duty, pregnancy, or jury duty. For an approved LOA, the student must provide a written request that is signed, dated, and includes documentation that supports the reason for the request.

A student may request an LOA for a period of up to 90 days. Extensions may be requested if the student's circumstances warrant; the student, however, may be on approved LOA for a maximum of 180 days in any twelve month period (Note: Extensions must be requested; they are not automatically granted if the student remains absent).

The student will be dismissed from the university if they do not return at the conclusion of the approved LOA unless an extension has been granted. If a student does not return from an approved LOA on the expected return date, the student will be dismissed from the university and a Return of Title IV Funds calculation will be processed.

RETURN TO TITLE IV FUNDS

If the student is the recipient of a Title IV, HEA loan, failure to return from an approved LOA may result in changes to loan repayment terms, including exhaustion of some or all of the grace period. If a student does not return from the LOA, the 6-month grace period is retroactively applied back to the beginning of the leave of absence date.

CHANGES TO PRIVATE LOANS

The student is solely responsible for contacting any financial aid sources/lenders from which they may receive financial aid in order to determine any changes that may occur in any grace period or repayment schedule for financial aid based on the increased length of their program due to a LOA. The student must also contact any financial aid source or lender to determine whether interest on the loan(s) will continue to accrue while on LOA.

RESUMPTION OF CLASSES

At the time of the approved LOA, the student will be provided with an LOA plan that will outline program completion requirements, addressing academic progress delays, and revising the expected graduation date. Students will join their original cohort or a different cohort depending on the duration of the LOA. The university will not count missed class sessions during an LOA when a student is not in attendance as absences.

Upon returning from the LOA, the student will resume training at the same point in the academic program (term) that they began the LOA and must complete the term they started prior to the LOA. The student must have a meeting with a financial aid officer for repackaging of loans but will not be imposed with additional charges for remediating and retaking courses or restarting the term during which the leave began as required for program completion per the LOA plan.

WITHDRAWAL

Withdrawal (All Programs including Online Programs)

A student is considered to be "Officially" withdrawn on the date the student notifies the Registrar, or School Director in writing of their intent to withdraw. The date of the determination for return and refund purposes will be the earliest of the following for official withdrawals:

- Date student provided official notification of intent to withdraw, in writing; **or**
- The date the student began the withdrawal from the school's records.

A student will be permitted to rescind his notification in writing and continue the program, if so chosen. However, if the student subsequently drops, the student's withdrawal date is the original date of notification of intent to withdraw. Students withdrawn from the university will no longer be eligible to complete the program and graduate as scheduled in their enrollment agreement.

Upon receipt of the Withdrawal request, the following procedures will take place:

- The Student Services office will confirm with the student regarding their enrollment status and discuss the implications of withdrawal including the inability to complete the program and graduate.
- Inform the student of opportunities to reenroll and direct them to the Financial Aid Office for assistance with Financial Aid considerations

Withdrawal – Financial Aid Considerations

You may withdraw from the school or get dismissed at any time after the cancellation period (described above) and receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current payment period of your program through the last day of attendance. The amount of that refund is "pro-rated" according to the not completed portion of the program less the cost of any supplies not returned in good condition (good condition does not include supplies that have a broken seal, for which a log-on occurred, or that are marked or damaged in any way) and an application fee, for a total amount not to exceed $150.

If you have completed more than 60% of the period of attendance for which you were charged, the tuition is considered earned and you will not receive a refund.

The Date of Determination is the date that the institution determines the student has withdrawn from the program and is no longer than 14 days after the Last Date of Attendance. The Last Date of Attendance will be the basis for calculating the amount of the refund. The Date of Determination starts the clock for timely refunds of funds, within 45 days after the Date of Determination.

If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds. All federal financial aid refunds shall be calculated according to the Department of Education Guidelines.

Upon receipt of the withdrawal information the university will complete the following:

Determine the student's last date of attendance as of the last recorded date of academic attendance on the school's attendance record, and perform two calculations:

- The student's ledger card and attendance record are reviewed to determine the calculation of Return of Title IV, HEA funds the student has earned, and if any, the amount of Title IV, HEA funds for which the school is responsible. Returns made to the Federal Funds Account are calculated using the Department's Return of Title IV, HEA Funds Worksheets, scheduled attendance and are based upon the payment period.
- Calculate the school's refund requirement (see school refund calculation).

The student's grade record will be updated to reflect his/her final grade.

Stanbridge University will return the amount for any unearned portion of the Title IV, HEA funds for which the school is responsible within 45 days of the date the official notice was provided.

If applicable, the university will provide the student with a letter explaining the Title IV, HEA requirements. To include:

- The amount of Title IV, HEA assistance the student has earned. This amount is based upon the length of time the student was enrolled in the program based on scheduled attendance and the amount of funds the student received.
- Any returns that will be made to the Federal program on the student's behalf as a result of exiting the program. If a student's scheduled attendance is more than 60% of the payment period, he/she is considered to have earned 100% of the Federal funds received for the payment period. In this case, no funds need to be returned to the Federal funds.
- Advise the student of the amount of unearned Federal funds and tuition and fees that the student must return, if applicable.
- Supply the student with ledger card record noting outstanding balance due to the school and the available methods of payment. A copy of the completed worksheet, check, letter and final ledger card will be kept in the student's file.

In the event a student decides to rescind his or her official notification to withdraw, the student must provide a signed and dated written statement indicating he/she is continuing his or her program of study, and intends to complete the payment period. Title IV, HEA assistance will continue as originally planned. If the student subsequently fails to attend or ceases attendance without completing the payment period, the student's withdrawal date is the original date of notification of intent to withdraw.

Stanbridge University calculates the amount of Federal funds the student has earned, and, if any, the amount of Federal funds for which the school is responsible, calculate the school's refund requirement (see school refund calculation) and returns to the Federal fund programs any unearned portion of Title IV funds for which the school is responsible within 45 days of the date the withdrawal determination was made, and record on student's ledger card.

- If applicable, the School will provide the student with a refund letter explaining Title IV requirements:
  - The amount of Title IV aid the student has earned based upon the length of time the student was enrolled and scheduled to attend in the program and the amount of aid the student received.
  - Advise the student in writing of the amount of unearned Title IV, HEA aid and tuition and fees that he/she must return, if applicable.
  - Supply the student with final student ledger card showing outstanding balance due the school and available methods of repayment.
  - A copy of the completed worksheet, check, letter, and final ledger card will be kept in the student's file.

Withdraw Before 60%

The institution must perform a R2T4 to determine the amount of earned aid through the 60% point in each payment period. The institution will use the Department of Education's prorate schedule to determine the amount of the R2T4 funds the student has earned at the time of withdrawal.

Withdraw After 60%

After the 60% point in the payment period, a student has earned 100% of the Title IV, HEA funds he or she was scheduled to receive during this period. The institution must still perform a R2T4 to determine the amount of aid that the student has earned.

For additional information, refer to the Return of Title IV Funds and Refund Policy section in this catalog.

PROBATION

Students will be notified in writing once they are placed on probation. Students on probation will have a Notice of Probation placed in their permanent academic file. Students on probation will not be able to print unofficial transcripts or use the services of Career Services. Students placed on academic or conduct probation will not be eligible for the Dean's List for the term during which the probation was enforced. A Notice of Probation will be issued if the student fails to meet the stipulation(s) or requirements on a Notice of Deficiency. For any persistent violation of their respective programs policies and/or procedures and for any ongoing pattern of unsatisfactory behavior which is identified by program administration to be unrepresentative of a Stanbridge University student.

FINANCIAL AID PROBATION

- The student does not make Satisfactory Academic Progress at the end of a Financial Aid Warning Period, and successfully appeals the loss of Title IV financial aid eligibility.

SUSPENSION

A student will be suspended if the student is judged to have violated the Code of Conduct and his/her actions or expressions indicate remaining on campus or at a clinical facility can reasonably be expected to lead to further incidents. The period of suspension may encompass on-site lecture or off-campus (clinical education) activities. Students who are suspended must remediate absences as required in the attendance policy. Students will not have absences due to suspension counted against remediation limits for either theory or clinical education. A record of the suspension will be placed in the student's file.

DISMISSAL

Students dismissed from the university will no longer be eligible to complete the program and graduate as scheduled in their enrollment agreement.

Dismissal from school may occur if:

- The student does not finish a program within the maximum number of credit hours allowed, i.e. the credit hours attempted exceed 1.5 times the credit hours required to complete the program.
- The student is dismissed based on a programmatic dismissal policy
- The student does not return from an approved Leave of Absence.
- The student grossly violates the university's Code of Conduct.
- The student fails to meet the terms stipulated in a Notice of Probation.
- The student fails to maintain satisfactory academic progress.
- The student fails to comply with the school's attendance and/or conduct policy.
- The student does not meet financial obligations to the school.
- The student violates the conditions mentioned in the school contractual agreement.
- The student is absent for more than 14 days without notifying the university.

Any student that does not provide notification of his or her intent to withdraw and is absent for more than 14 consecutive calendar days will be dismissal.

Within two weeks of the student's last date of academic attendance, the following procedures will take place.

- The Student Services office will make three attempts to notify the student regarding his/her enrollment status.
- Determine and record the student's last date of attendance as the last recorded date of academic attendance on the attendance record.
- The student's withdrawal date is determined as the date the day after 14 consecutive calendar days of absence.
- Notify the student in writing of their failure to contact the school and attendance status resulting in the current termination of enrollment.

Dismissal Appeal Process

Any Stanbridge University student who believes that they have been subjected to an improper decision by an academic program, or the Office of Student Services, is entitled to file an appeal and obtain an independent review of the decision.

To submit an appeal, students are required to email the Office of Instruction at appeal.instruction@stanbridge.edu. Any official documentation that supports the appeal should be included.

Appeal requests must be received by the end of the fifth (5) business day following the rendering of the decision and/or charges against the student. Appeals submitted after the fifth business day will not be accepted.

An Appeal Committee will evaluate the appeal petition and provide an appeal decision to the student, in accordance with the university's appeals process, within fifteen (15) business days of receipt of the petition. Appeal decisions may take the following actions:

- Deny the appeal
- Grant the appeal
- Grant with appeal with new and/or modification to any sanctions

If a student is dissatisfied with the appeal decision, they may request the Office of the President review the full record and appeal documents by emailing appeal.president@stanbridge.edu within five (5) business days following the rendering of the decision by

the Appeal Committee for readmission using the guidelines below.

Satisfactory Academic Progress (SAP)

For additional information, refer to the Return of Title IV Funds and Refund Policy section in this catalog.

READMISSION

READMISSION AFTER DISMISSAL

Students who have been dismissed from Stanbridge University may apply for readmission. All readmission requests must be made in writing to the Director of Student Services, with a copy to the Program Director. A student who is requesting readmission may be required to attend a readmission meeting with various members of the administration and instruction teams. The Office of the President, Office of Instruction, Office of Student Services, and Program Director will evaluate each student's case to make a decision regarding readmission, and they will set forth guidelines for said student's readmission. The decision and subsequent guidelines, if any, will be communicated in specific detail by the Student Services Officer to the student via email within three (3) weeks of the conclusion of readmission meeting.

The assessment to be collected from a re-enrolling student shall be limited to any amount that is due after crediting any prior assessment amount paid by the student. The enrollment agreement shall clearly identify any prior STRF assessment paid by the student. If a tuition change occurred after the original enrollment and before the readmission enrollment, the new tuition amount will be used to calculate the amount due for readmission enrollment. Readmission is dependent on sufficient space in the cohort the student desires.

READMISSION AFTER DISMISSAL FOR ATTENDANCE REASONS

Students dismissed for clinical or theory course attendance deficiencies may apply for readmission at the university in a new track of their program of study. If readmitted, students dismissed for attendance deficiencies will resume their studies at the beginning of the course from which they were dismissed. Students will be financially responsible for retake tuition for hours of theory and clinical education associated with courses not previously satisfactorily completed and being retaken.

READMISSION AFTER DISMISSAL FOR ACADEMIC REASONS

Students dismissed for failing to remediate an unsatisfactory course grade may apply for readmission in another track in their program, commencing at the beginning of the failed course. Students will be financially responsible for retake tuition for hours of theory and clinical education associated with courses not previously satisfactorily completed and being retaken.

Students dismissed for failing four (4) courses may apply for readmission in a new track at the point of the term from which they were dismissed. Students repeating coursework in a required repeat of a term are financially responsible only for prorated tuition for repeated hours of theory and the hours of clinical education associated with courses not satisfactorily completed.

Failure to pass a course after multiple attempts is an indication that a student is unable to comprehend or learn the knowledge required to perform the occupational tasks afforded by the education, making it necessary for Stanbridge University to dismiss the student without the opportunity for readmission.

READMISSION AFTER DISMISSAL FOR UNSAFE NURSING/FIELDWORK/CLINICAL EDUCATION OR CLINICAL PRACTICE REASONS

Students dismissed for reasons of unsafe nursing/fieldwork/clinical education or clinical practice reasons may apply for readmission to Stanbridge University. Each case will be evaluated individually, based on the severity of the actions that resulted in the student's dismissal. Students may be refused readmission, allowed to re-enroll with additional conditions specified in writing as part of the enrollment contract, or re-enrolled without conditions. Students will be financially responsible for retake tuition for hours of theory and clinical education associated with courses not previously satisfactorily completed and being retaken.

READMISSION AFTER DISMISSAL FOR CONDUCT REASONS

Students dismissed for conduct infractions may apply for readmission to Stanbridge University. Each case will be evaluated individually, based on the severity of the actions that resulted in the student's dismissal. Students may be refused readmission, allowed to re-enroll with additional conditions specified in writing as part of the enrollment contract, or re-enrolled without conditions. Students will be financially responsible for retake tuition for hours of theory and clinical education associated with courses not previously satisfactorily completed and being retaken.

READMISSION AFTER WITHDRAWAL

Students who have withdrawn from Stanbridge University may apply for readmission. The Director of Student Services, Dean of Students, and Program Administration will evaluate each student's case to make a decision regarding readmission, and they will set forth guidelines (if necessary) for said student's readmission. The assessment to be collected from a re-enrolling student shall be limited to any amount that is due after crediting any prior assessment amount paid by the student. The enrollment agreement shall clearly identify any prior STRF assessment paid by the student. If a tuition change occurred after the original enrollment and before the readmission enrollment, the new tuition amount will be used to calculate the amount due for readmission enrollment. Readmission is dependent on sufficient space in the cohort the student desires to join.

DENIAL OF READMISSION APPEAL PROCESS

Stanbridge University students have the right to appeal a denial of readmission. There are two levels of appeal for a denial of readmission. Students who have been denied readmission may submit a letter of appeal to the Office of Instruction at appeal.instruction@stanbridge.edu. The letter of appeal will specify the reason for dismissal, the reason(s) for denial of readmission cited by the readmission committee, and the rationale for the appeal. An unfavorable decision at the Office of Instruction level may be appealed to the Office of the President at appeal.president@stanbrigde.edu. Decisions by the Office of the President are final and not subject to further university appeal. Students whose denial of readmission is upheld by the president may not apply for readmission.

GRADUATION

GRADUATION REQUIREMENTS FOR MASTER'S, BACHELOR'S, AND ASSOCIATE DEGREE STUDENTS

Bachelor's and associate degree students must achieve a GPA of at least 2.0 in order to graduate. Master's degree students must achieve a cumulative GPA of 3.0 in order to graduate. Only those graduate level courses in which a student earns the equivalent of a 2.0 or better may be applied toward the total number of credits required for graduation. Satisfactory completion of all the courses in a program must occur within 150% of the program quarter hours of credit attempted. Bachelor of Science in Nursing (degree completion) program students must complete 90 quarter hours of credit in their program (of which up to 20% of the 90 quarter hours of credit in the program may be transfer credit from other institutions).

N.B.: Please refer to specific graduation requirements under each program.

TRANSCRIPTS

An official transcript is a certified copy of a student's permanent academic record created by the university. It is printed on unique, security-marked paper and sealed in the university's envelope. In electronic form, the transcript is protected by data encryption. An unofficial transcript does not grant the same assurance, since it does not come directly from the Office of the Registrar. Before requesting a transcript, it is important that students check with the intended recipient to see what type of transcript is accepted and/or required.

Ordering Official Transcripts

At any time, a student may order an official transcript online in electronic or paper form. The university has partnered with Parchment, Inc. to deliver secure and certified electronic and paper transcripts.

Students and former students may request official transcripts utilizing the Parchment, Inc. link found in their Student Central account.

Official Transcript Fees

Individuals ordering an official transcript are responsible for all fees associated with each request, including shipping and handling charges. The cost per transcript is dependent upon how quickly you need your transcript to be sent.

The university will honor the previous policy of providing three (3) no-cost official transcripts through December 31st, 2020 for all students who start class prior to December 31, 2019. Students will still be required to request their official transcript utilizing the Parchment link and pay any associated fees. Stanbridge University will reimburse up to $3 (USD) of the completed transcript request. All reimbursement requests should be submitted to the Office of the Registrar at registrar@stanbridge.edu.

Accessing Unofficial Transcripts

Students and former students may view and print their unofficial transcript through their Student Central account.

Transcript Policies

The Office of the Registrar maintains the official transcript of academic record. A student may not be eligible to receive an official transcript if they have a transcript hold placed on their student record. A hold is placed on a student record when a student has not met a particular enrollment or academic requirement.

It is the sole responsibility of the student to clear any holds prior to requesting an official transcript. The Office of the Registrar will remove a hold within forty-eight (48) working hours after verification of the hold removal from the issuing department.

CODE OF CONDUCT

Students at Stanbridge University are responsible for regulating their own conduct and for respecting the rights and privileges of others. Students are expected to conduct themselves in a manner compatible with the function of the university as an educational institution. Students are expected to respect and obey all civil and criminal laws. Failure to show respect for the standards of behavior is cause for disciplinary action.

A student may be disciplined for one or more of the following causes related to university activity or attendance:

1. The unlawful use, sale, or possession on university property of any controlled substance, or presence on university property under the influence of any controlled substance (including medical marijuana and alcohol).
2. The unlawful use, sale, or possession of any poison on university property, or presence on university of any poison.
3. Continued disruptive behavior, continued willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, university personnel.
4. Assault, battery, bullying, or any threat of force or violence upon a student or university personnel.
5. Willful misconduct resulting in injury or death to a student or university personnel, or willful misconduct resulting in cutting, defacing, theft, or other injury to any real or personal property owned by the university personnel, or students in attendance at the university.
6. Willful or persistent smoking in an area where smoking has been prohibited by law or by university policy.
7. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.
8. The forgery, alteration, or misuse of university documents, records, or identification, or knowingly furnishing false information to the university.
9. Cheating, plagiarizing or any other form of dishonesty in relation to a university course or program.
10. The unauthorized entry or use of university property.
11. Disorderly, lewd, indecent, or obscene conduct on university property.
12. The possession or use of any firearms, explosives, dangerous chemicals, or other potentially harmful implements or substances while on university property or at a university-sponsored function without the prior authorization of the Office of the President.
13. Rape, sexual assault, or harassment, including, but not limited to, sexual harassment of any student, university personnel or personnel or patients at a clinical facility.
14. The obstruction or disruption of the university's educational or administrative process.
15. Attempting to perform any previously identified act that constitutes a cause for disciplinary action.
16. Any other cause not previously listed which is identified as good cause by the university administration.

All rules apply to both on-campus and off-site classes, activities, and functions, including clinical education and externships.

SUBSTANCE ABUSE

To assist in achieving a campus free of the problems of substance abuse, the university has adopted policies prohibiting the unlawful manufacture, sale, distribution, possession or use of controlled substances and alcohol, including medical marijuana, on Stanbridge property or at official functions on/off-campus. Any member or group of the Stanbridge community violating these policies and regulations will be subject to disciplinary action. In order to enforce this policy Stanbridge University reserves the right to request persons subject to the policy to take fitness for duty tests. Positive results from a fitness for duty test shall be grounds for disciplinary action. Also, the university may perform inspections of persons, personal property, or vehicles located on university property or off-site at official university functions (such as clinical education or externships) in order to assure a drug-free, alcohol-free environment. Failure to agree to a fitness for duty test or inspection will be considered a violation of this policy, and appropriate disciplinary measures will be taken as described above.

Reasonable Suspicion Testing: A student will be asked to take a Fitness for Duty Test after an instance of Reasonable Suspicion has

been documented. Such a test is voluntary, but failure to take the test will result in disciplinary action, up to and including dismissal.

ACADEMIC INTEGRITY

Stanbridge University upholds a strong commitment to academic excellence, which is grounded in honesty, trust, and respect. The foundation of our academic community relies on the integrity of the work submitted for educational credit. Should a student deviate from the principles of academic integrity, which include various forms of misconduct, appropriate measures will be taken. It is imperative that all members of the academic community maintain the integrity of their work submitted for academic evaluation.

Acts of academic dishonesty include, but are not limited to:

Cheating

- Copying from another student's exam
- Sharing exam questions with other students during or after an exam
- Taking an exam for another student, or allowing another student to take the exam for oneself
- Using unauthorized materials during an assessment
- Using unauthorized personal electronics during an exam

Dishonest Conduct

- Falsifying documents or records
- Knowingly furnishing false or misleading documents or statements to the university.
- Aiding one or more other students in committing the same or similar acts of academic dishonesty.

Plagiarism

- Misrepresenting someone else's work as one's own

Any student found to have committed an act of academic dishonesty may be subject to academic sanctions including, but not limited to:

- Receive zero credit for the assignment, quiz, or exam;
- Repeat an assignment, quiz, or exam;
- Complete an integrity and ethics course; and/or
- Be placed on conduct probation or suspension.

In the event of repeat academic integrity violations, dismissal from the university may occur. All incidents of academic dishonesty will be documented on a Notice of Deficiency and placed in the student's permanent academic record.

Any Stanbridge University student who believes that they have been subjected to an improper decision by an academic program, or the Office of Student Services, is entitled to file an appeal and obtain an independent review of the decision.

To submit an appeal, students are required to email the Office of Instruction at appeal.instruction@stanbridge.edu. Any official documentation that supports the appeal should be included.

Appeal requests must be received by the end of the fifth (5) business day following the rendering of the decision and/or charges against the student. Appeals submitted after the fifth business day will not be accepted.

An Appeal Committee will evaluate the appeal petition and provide an appeal decision to the student, in accordance with the university's appeals process, within fifteen (15) business days of receipt of the petition. Appeal decisions may take the following actions:

- Deny the appeal

- Grant the appeal
- Grant with appeal with new and/or modification to any sanctions

If a student is dissatisfied with the appeal decision, they may request the Office of the President review the full record and appeal documents by emailing appeal.president@stanbridge.edu within five (5) business days following the rendering of the decision by the Appeal Committee.

Artificial Intelligence

The use of artificial intelligence (AI) tools, software, or platforms to complete any aspect of coursework is strictly prohibited unless explicit permission is granted. Violations of this policy will be enforced as academic dishonesty incidents and are subject to the same disciplinary sanctions as cheating, dishonest conduct, and plagiarism.

The following uses of AI technologies are considered academic misconduct:

- Submitting AI-generated content as original work
- Copying AI-generated content into assessments or assignments
- Using AI technologies to paraphrase or rewrite content
- Using AI technologies during quizzes or exams
- Employing AI technologies to predict or simulate answers
- Failing to attribute AI-generated content when explicit permission to use AI technologies is granted.

BULLYING

Definition

Bullying is defined as the aggressive and hostile acts of an individual or group of individuals who are intended to humiliate, mentally or physically injure, or intimidate, and/or control another individual or group of individuals.

Such aggressive and hostile acts can occur as a single, severe incident or repeated incidents, and may manifest itself in the following forms:

- Physical Bullying includes pushing, shoving, kicking, poking, and/or tripping another; assaulting or threatening a physical assault; damaging a person's working or studying space or personal property; and/or damaging or destroying a person's work or study product.
- Verbal/Written Bullying includes ridiculing, insulting, or maligning a person, either verbally or in writing; addressing abusive, threatening, derogatory, or offensive remarks to a person; and/or attempting to exploit an individual's known intellectual or physical vulnerabilities.
- Nonverbal Bullying includes directing threatening gestures toward a person or invading personal space, after being asked to move or step away.
- "Cyber Bullying" is defined as bullying an individual using electronic form, including, but not limited to, the Internet, interactive and digital technologies, or mobile phones.
- Freedom of expression and thought are essential for colleges and universities; however, there are rules of conduct that need to be enforced in light of a college's mission and goals statements. Bullying does not fit within our organizational values, which include a culture of mutual respect.

Bullying can foster a climate of fear and disrespect, which seriously impairs the physical and psychological health of its victims and creates conditions that negatively affect any learning and working environment. The university is committed to maintaining high standards of behavior for every member of the university community so that all members conduct themselves in a manner that demonstrates proper regard for the rights and welfare of others. This Anti-Bullying statement therefore, seeks to educate the university community about bullying and to promote civility and respect among all its members, including the administration, faculty, staff, and students. Bullying is a violation of the Code of Conduct, and may lead to administrative action, up to and including

dismissal.

NON-DISCRIMINATION AND HARASSMENT

Stanbridge University prohibits discrimination on the basis of race, color, sex, religion, national origin, ethnic group identification, ancestry, age, physical or mental disability, medical condition, military service, marital status, pregnancy, sexual orientation, or on any other basis prohibited by law. The university is committed to providing equal opportunities to all individuals in all programs and activities which it conducts.

Individuals who feel they have been subjected to discrimination or harassment through words or actions, including intimidation, or bullying, may file a complaint with the Office of Student Services.

FRATERNIZATION POLICY

Consensual Relationships

Stanbridge University is committed to the principle that the learning and working environment of its students, employees, and guests should be free from sexual harassment and inappropriate sexual conduct. Sexual harassment is a form of sex discrimination that is illegal and is proscribed by institutional policy. All employees and students are accountable for compliance with this policy. Established violations will lead to disciplinary actions which may include termination of employment or permanent dismissal of a student from the university. This policy applies to all officers, administrators, and supervisors; regular, contract and temporary faculty members; and teaching assistants, staff members and students. This policy also pertains to actions that affect any employee, student, or guest of Stanbridge University.

Professional Risks

It is in the interest of Stanbridge University to provide clear direction and educational opportunities to the university community about the professional risks associated with consensual/romantic or consensual/sexual relationships between members of the university community where a conflict of interest and/or a power differential between the parties exists. A consensual relationship is defined as a romantic and/or social engagement arranged by personal invitation between two individuals or arranged by a third party. Romantic relationship is defined in this policy as a mutually desired courting activity between two unmarried individuals.

Individuals entering such relationships must recognize that:

1. CONFLICTS OF INTEREST may arise when such relationships occur between and among faculty or staff and students. University policies and ethical principles preclude individuals from evaluating the academic performance of others with whom they have consensual/romantic or consensual/sexual relationships.
2. POWER DIFFERENTIALS between the parties in consensual/romantic or consensual/sexual relationships may cause serious consequences even when conflicts of interest are resolved. Individuals entering into such relationships must recognize that:s for entering, maintaining, or terminating such a relationship may be a function of the power differential;

where power differentials exist, even in a seemingly consensual relationship, there are limited after-the-fact defenses against charges of sexual harassment. Furthermore, under certain situations, consensual relationships may be outside the scope of employment for university employees and, if so, an individual would not be covered by the university's liability protection in subsequent litigation.

Consensual/Romantic or Consensual/Sexual Relationships

A consensual/romantic or consensual/sexual relationship between individuals who occupy different levels of authority in the university automatically and inevitably carries the potential for evolving into a sexual harassment case of very serious implications,

either from a subsequent change of attitude by the subordinate partner or from a contemporary complaint from a disadvantaged third party. Relationships of this sort are against university policy and forbidden in those instances in which the partner with higher status and/or power has explicit or implicit authority over, or the power to reward or punish, the partner with lower status and/or power. It follows that consensual/romantic or consensual/sexual relationships between staff or faculty members and students are also forbidden and against university policy.

Reporting Policy

Where a conflict of interest exists, or may exist, in the context of a consensual/romantic or consensual/ sexual relationship, both individuals shall notify their instructor or immediate supervisor. In conjunction with the university administration, the instructor or supervisor shall have the responsibility for making arrangements to eliminate or mitigate a conflict whose consequences might prove detrimental to the university or to either party in the relationship, including action which may result in termination of an employee of the university or dismissal of a student. The instructor, supervisor and university administrator shall act with the proviso that it is almost always the case that the individual with the power or status advantage in the relationship will bear the burden of accountability.

GRIEVANCE PROCESS

Complaints may be made in person or via telephone, e-mail, fax, postal mail, or any other type of correspondence. Please see the telephone and fax numbers of the university here.

Students who have a complaint are encouraged to resolve the issue in good faith without escalation. If the issue remains unresolved, a student may report the complaint to the program director. If dissatisfied with the proposed resolution by the program director, the student may file a complaint with the Office of Student Services.

Any Stanbridge University student who believes that they have been subjected to an improper decision by an academic program, or the Office of Student Services, is entitled to file an appeal and obtain an independent review of the decision.

To submit an appeal, students are required to email the Office of Instruction at appeal.instruction@stanbridge.edu. Any official documentation that supports the appeal should be included.

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- Deny the appeal
- Grant the appeal
- Grant with appeal with new and/or modification to any sanctions

If a student is dissatisfied with the appeal decision, they may request the Office of the President review the full record and appeal documents by emailing appeal.president@stanbridge.edu within five (5) business days following the rendering of the decision by the Appeal Committee.

OTHER GRIEVANCE RESOLUTION AUTHORITIES

Accrediting Commission of Career Schools and Colleges (ACCSC)

Schools accredited by the Accrediting Commission of Career Schools and Colleges must have a procedure and operational plan for handling student complaints. If a student does not feel that the school has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Commission. All complaints reviewed by the Commission must be in written form, and should grant permission for the Commission to forward a copy of the complaint to the school for a response. This can be accomplished by filing the ACCSC Complaint Form. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Commission. Please direct all inquiries to:

Accrediting Commission of Career Schools and Colleges:

2101 Wilson Blvd., Suite 302
Arlington, VA 22201
(703) 247-4212
www.accsc.org | complaints@accsc.org

A copy of the ACCSC Complaint Form is available at the school and may be obtained by contacting complaints@accsc.org or at https://www.accsc.org/Student-Corner/Complaints.aspx.

Bureau for Private Post-secondary Education (BPPE)

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at:

1747 North Market, Suite 225,
Sacramento, California, 95834,
P.O. Box 980818, West Sacramento, CA 95798-0818
www.bppe.ca.gov
toll-free phone number (888) 370-7589 or (916) 574-8900 or by fax (916) 263-1897

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement. A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's Internet Web site www.bppe.ca.gov.

The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888) 370-7589 or by visiting www.bppe.ca.gov.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's Internet Web site www.bppe.ca.gov.

Board of Vocational Nursing and Psychiatric Technicians (BVNPT): Vocational Nurse Students

The Board of Vocational Nursing and Psychiatric Technicians
2535 Capitol Oaks Drive, Suite 205
Sacramento, California 95833
Telephone (916) 263-7800; FAX (916) 263-7855

Board of Registered Nursing: Associate Degree in Nursing Students

PO Box 944210,
Sacramento, CA 94244- 2100
Phone (916) 322-3350 Fax (916) 574-8637
http://www.rn.ca.gov

Accreditation Council for Occupational Therapy Education (ACOTE®): Occupational Therapy and Occupational Therapy Assistant Students

The American Occupational Therapy Association, Inc.
6116 Executive Boulevard
Suite 200
North Bethesda, MD 20852-4929
Phone: (301) 652-6611

Commission on Accreditation in Physical Therapy Education (CAPTE): Physical Therapist Assistant Students

To obtain the materials necessary for submitting a complaint, contact the APTA Accreditation Department at 703/706-3245 or at accreditation@apta.org.

3030 Potomac Avenue, Suite 100
Alexandria, Virginia 22305-3085
Telephone: 703-706-3245
Email: accreditation@apta.org
website: http://www.capteonline.org.

Commission on Collegiate Nursing Education (CCNE)

The baccalaureate degree program in nursing is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org). A complaint regarding an accredited program may be submitted by anyone, including students, faculty, staff, administrators, nurses, patients, employees, or the public. Guidelines for the complaint include: a) an illustration of the full nature of the complaint in writing, describing how CCNE standards or procedures have been violated, and b) an indication of the willingness of the complainant to allow CCNE to notify the program and the parent institution of the exact nature of the complaint, including the identity of the originator of the complaint. The Board may take whatever action it deems appropriate regarding verbal complaints, complaints that are submitted anonymously, or complaints in which the complainant has not given consent to being identified. Complaints may be directed to:

CCNE Complaints Administrator
655 K Street, Suite 750
Washington, DC 20001

Veterans Administration: Reimbursement to Veterans and Eligible Persons

For information or for resolution of specific payment problems, the veteran should call the Department of Veterans Affairs nationwide toll free number at 1-800-827-1000.

TITLE IX

Stanbridge University is committed to providing and maintaining a learning environment that is free of discrimination, harassment, and retaliation on the basis of sex. The university is dedicated to ensuring that all people get equal access to the university's programs, activities, and services, in compliance with Title IX. The university will respond promptly and effectively to reports of discrimination, harassment, and retaliation in an expeditious manner. This includes the provision of further information regarding Title IX policies, the provision of support services, and the initiating and processing of complaints and/or reports.

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex in any education program or activity operated by a recipient that receives federal financial assistance. As an educational institution subject to Title IX, Stanbridge University has adopted a Title IX Non-Discrimination & Grievance Process Policy.

Stanbridge University:

- Does not discriminate on the basis of sex, including in admissions and employment, and is committed to providing an educational and workplace environment that is free from sex-based discrimination, harassment, and retaliation;
- Prohibits discrimination on the basis of sex in its educational programs and activities, as required by law;
- Is committed to promoting fairness and equity in all aspects of its operations; and
- Values and promotes the equal dignity of all community members and is committed to the pursuit of just resolutions with respect to the rights of all parties involved.

The university's Title IX Coordinators are identified below and may be contacted with questions or to file a report or formal complaint. Full Title IX policy and procedures, including appeal, can be found here.

Stanbridge University – Orange County, Riverside, Los Angeles and San Diego
Title IX Coordinator: Cynthia Barahona
Director of Student Services
Address: 2041 Business Center Drive, Suite 107
Irvine, CA 92612
Tel.: (949) 794-9090 Ext. 5158
Email: cbarahona@stanbridge.edu

Title IX Coordinator: Geanine Jubran
Director of Student Services
Address: 2041 Business Center Drive, Suite 107
Irvine, CA 92612
Tel.: (949) 794-9090 Ext. 5008
Email: gjubran@stanbridge.edu

Title IX Coordinator: Alyona Carrico
Director of Student Services
Address: 2215 W. Mission Road
Alhambra, CA 91803
Tel.: (949) 794-9090 Ext. 5059
Email: acarrico@stanbridge.edu

Title IX Coordinator: Maria De Luna
Assistant Campus Director
Address: 277 Rancheros Drive
San Marcos, CA 92069
Tel.: (949) 794-9090 Ext. 5602

Email: mdeluna@stanbridge.edu

ADA

Stanbridge University does not discriminate in admission or access to our program on the basis of age, race, color, sex, disability, religion, sexual orientation, or national origin. The university's ADA Compliance Office is responsible for coordinating compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. Applicants who are persons with disabilities, as defined in paragraph 104.3(j) of the regulation under Section 504 of the Rehabilitation Act of 1973, may apply for admittance into the program. You may request academic adjustments or auxiliary aids at any time by submitting a request through the online ADA Portal located on Student Central. The university will work with the applicant or student to determine whether reasonable accommodations can be effective and/or are available.

Any qualified individual with a disability requesting an accommodation or auxiliary aid or service should follow this procedure:

1. Go to the online ADA Portal at ada.stanbridge.edu, and
2. Submit a Request for Accommodation.

The request should be made at least four weeks in advance of the date needed. You may contact the university's ADA Compliance Office via email at ada@stanbridge.edu.

1) The university's ADA Compliance Office will respond within three business days of receiving the Request for Accommodation.

2) If you would like to request reconsideration of the decision regarding your request, please contact the university's ADA Compliance Office within one week of the date of the Letter of Accommodation. Please provide a statement of why and how you think the response should be modified.

Pregnancy ADA

Students who are or who become pregnant during their program must inform their Program Director and submit to the Americans with Disabilities Act (ADA) Office at ada@stanbridge.edu the following items:

1. A signed Pregnancy Disclaimer form
2. The Essentials Skills List for your respective program signed by a licensed healthcare provider of your choice prior to attending theory classes or performing the essential functions and abilities of the job in laboratory classes or clinical/fieldwork rotations

ADA accommodations for students who are pregnant must be requested by the student in advance of the anticipated need, and no accommodation will be granted retroactively. See ADA Section. Pregnant students must actively communicate with the Students Service Department, Program Director and Program Administration in order to plan for possible interruptions during the program.

SAFETY AND SECURITY

CAMPUS SAFETY AND SECURITY

Stanbridge University is committed to campus safety and security. The university conducts routine maintenance checks of its facilities to ensure conditions are safe, which includes the inspection of structures, fire safety, alarm systems, lighting, handrails, equpiment, and the surrounding property.

The university's campuses are located in professional buildings, which may provide public access to other tenant businesses and their visitors. The normal exercise of personal awareness of surroundings in any public area is recommended while on campus during daylight and evening hours. Faculty, staff, students, and visitors are encouraged to report any instances of inadequate conditions to facilities management.

OFF-SITE SECURITY DURING CLINICAL EDUCATION EXPERIENCES

When participating in a clinical education experience, faculty and students are instructred to follow the facility-specific emergency action plan. This includes the safety measures that are in place, whether in the form of reporting to a security guard or calling 911. Faculty and student are oriented by a facility designee on the policies and procedures related to safety and security at that facility.

REPORTING OF POLICE, FIRE, AND MEDICAL EMERGENCIES

The health and safety of faculty, staff, and students is the university's primary concern. The university recognizes the critical importance of being prepared in the event of a significant emergency requiring a police, fire, or medical response. If such an emergency is experienced, individuals should immediately call 911. University offices and classrooms are equipped with phones and emergency procedures are posted throughout the campuses.

Reporting of Criminal Activity

Stanbridge University requires that all criminal activity be reported to its administration and, in most instances, to the local police agency. In the event that any student, faculty, or staff witnesses or becomes a victim of criminal activity on the campus of Stanbridge University, including the clinical facilities attended by students in any program, or any activity in which students are engaged at off-campus locations of student activity officially recognized by the university, student, faculty, or staff must immediately notify the administration of Stanbridge University, and a written report must be filed by the end of the next business day with the Office of the President. Responsibility for filing the written report lies with the person(s) in charge of the premises or the function involved. The Office of the President, or designee, will report the criminal activity to the appropriate police agency in cases when the victim desires to file but has not yet filed a report.

In consultation with other appropriate administrative personnel, the Office of the President will determine any next steps necessary to investigate the criminal activity and to take any steps toward disciplinary action warranted against an employee or student of the university. The Office of the President, or designee, will also issue a formal report to all appropriate persons involved. With incidents of criminal activity where internal disciplinary action is taken against the offender, Stanbridge University reserves the right to disclose to the alleged victims the result of such disciplinary action. This action will be taken at the discretion of the Office of the President.

Stanbridge University does not have its own campus law enforcement or security department. Administrative and faculty personnel have enforcement authority with regard to all school policies and procedures, work closely with state and local law enforcement agencies in the reporting of criminal activity, and encourage accurate and prompt reporting of all crimes to appropriate police agencies.

Confidential Reporting Procedures

If you are the victim of a crime and do not want to pursue action within the university's system or the criminal justice system, you may still want to consider making a confidential report for the annual security report of the university. With your permission, the Office of the President, or designee, can file a report on the details of the incident without revealing your identity. The purpose of a confidential report is to comply with your wish to keep the matter confidential while taking steps to ensure the future safety of yourself and others. With such information, the university can keep an accurate record of the number of incidents involving students, faculty, or staff; determine where there is a pattern of crime with regard to a particular location, method, or assailant; and alert the campus community to potential danger. Reports filed in this manner are counted and disclosed in the annual crime statistics of the university. Please click on the following link to learn more about campus security policies and crime statistics at Stanbridge University Annual Security Report.

Stanbridge University's Emergency Preparedness Plan is available upon request.

STUDENT SERVICES RESOURCES

NEW STUDENT ORIENTATION

From day one of your education at Stanbridge you will be supported in every way possible. During your orientation session, we will walk you through every facet of our academic community. We will review your program, your schedule, all of the facilities and resources available to you and will introduce you to the Stanbridge University Student Central online portal. Students in programs delivered online will receive their orientation through Edverum while students taking only selected courses of study online will receive an orientation to their program on campus and an additional orientation to their online courses via Edverum.

ACADEMIC ADVISING

Students can request one-on-one advising with a faculty advisor or student services officer to discuss academic or personal issues at any time.

TUTORING SERVICES

Our programs are rigorous and designed to challenge. Occasionally students may need additional help outside of the classroom. Students may request individual tutoring by their instructors during office hours or other scheduled times. Additionally, students may use the Peer Tutoring App to schedule peer and virtual tutoring as needed through the LRC.

STUDENT LIFE

As dedicated as we are to providing facilities, technology, test preparation and placement assistance, we are equally dedicated to the greater good. This is what makes Stanbridge a community like no other – a living, breathing, compassionate society with the opportunity to not only change the lives of students, but the lives of others as well.

Whether it is building homes with Habitat for Humanity, holding community blood drives for the American Red Cross or fund-raising for groups like The Free Wheel Chair Mission, Smile Train, Mercy Corps or Doctors Without Borders, Stanbridge students are serving the world and making a difference every day. Students in online programs are also encouraged to engage in community service activities in the area in which they reside.

STANBRIDGE STUDENT ASSISTANCE PROGRAM

Stanbridge University recognizes that balancing academic excellence and a complicated life outside of school can be stressful, and at times, overwhelming. Because no one should deal with a personal crisis without a listening ear or guidance toward a resolution, we offer the Stanbridge Student Assistance Program (SSAP). The program is a free, comprehensive, and fully confidential counseling service that helps students manage or resolve a wide variety of difficult situations and is part of Stanbridge University's commitment to student success:

Stress and Anxiety	Depression and Suicide	Family Conflict
Feeling Like an Outsider	Alcohol and Drug Abuse	Performance Related Fears
Identity Theft Recovery	Financial and Legal Services	Prescription Drug Costs

Students may contact the Stanbridge Student Assistance Program (SSAP) by dialing **800.977.7728** or by visiting https://allonehealthmemberportal.mylifeexpert.com/. The SSAP, available 24 hours a day, 365 days a year, is designed to help students overcome personal challenges and succeed to graduation. The program provides access to professional clinicians, school-life specialists, and

legal and financial experts to help students reduce stress, build resilience, and better manage responsibilities at school, at home and in life.

LEARNING RESOURCE SYSTEM (LRC) *

At Stanbridge University learning continues beyond the classroom. To better serve the students the university has developed a comprehensive Learning Resource System that is uniquely effective and includes the Learning Resource Center and Online Library resources.

***All of the Learning Resource System's online services are available to students at the Los Angeles Branch Campus, Riverside Branch Campus, and San Diego Branch Campus. The Librarian and writing specialists provide virtual support to students via phone and email. Students can access the electronic library resources on classroom computers.**

Learning Resource Center

The Stanbridge Learning Resource Center is open:

Monday-Thursday: 6:30am-12:00pm;

Friday: 6:30am-10:00pm; and

Saturday and Sunday: 9:00am-8:00pm.

Holiday hours are disclosed by email. In the Learning Resource Center students can access computer-based training modules, lab simulations and practice examinations; there are printers and copiers for student use, private collaboration rooms, library books to borrow, and internet access for research for all students.

The Center is staffed by the Librarian on Monday-Friday from 9:00 a.m. to 5:30 p.m. to assist students. The Librarian is also available via phone and email to assist students in online courses and programs with reference materials and research projects. Specializing in study skills, time management, and test-taking strategies, the Academic Success Coordinator is also available to assist students in the Learning Resource Center.

Stanbridge University Electronic Library Resource

Stanbridge University offers access to electronic resources through its Learning Resource System website. Students can log in to their Student Central account and access the resources anywhere, at any time. Students in the medical or allied health fields have access to the Cumulative Index of Nursing and Allied Health Literature (CINAHL) with full-text database, the MEDLINE Complete database, and the ProQuest Nursing and Allied Health Source database, which combined offer access to over 5,000 full-text journals and related resources. In addition, the Academic Search Complete database offers students over 10,700 full-text journals in a variety of subjects, including science and technology, psychology, education, and many others. Other resources include the Cochrane Library of Systematic Review, and the PsychINFO and ERIC databases. If students are not able to find the full-text of the resource that they want through Stanbridge University's resources, the LRS offers Interlibrary Loan, which allows students to send their request to the librarian. The latter will then request the article from another educational institution.

Students also have access to Grammarly, an automated grammar and plagiarism checker that can proofread assignments and give advice on revisions, and Turnitin, a service that checks for plagiarism.

STUDENT HOUSING

Stanbridge University does not offer student housing services and assumes no responsibility to find or assist a student in finding housing for any of its main or branch campuses. The University does not have dormitory facilities under its control. Local accommodation information can be found at www.apartments.com.

Approximate average rental costs for housing near Stanbridge University facilities vary by location.

- In Irvine, the average rent is $2,904, with studio apartments averaging $2,756, one-bedroom apartments $2,904, two-bedroom apartments $3,535, and three-bedroom apartments $4,413.
- In Alhambra, the average rent is $1,589, with studio apartments averaging $1,548, one-bedroom apartments $1,586, two-bedroom apartments $1,956, and three-bedroom apartments $2,224.
- In Riverside, the average rent is $1,833, with studio apartments averaging $1,465, one-bedroom apartments $1,828, two-bedroom apartments $2,223, and three-bedroom apartments $2,614.
- In San Marcos, the average rent is $2,313, with studio apartments averaging $2,446, one-bedroom apartments $2,314, two-bedroom apartments $2,688, and three-bedroom apartments $3,558.

These numbers are subject to change and may vary based on apartment size, location, and other factors.

CAREER SERVICES

The benefits of being a Stanbridge University graduate do not end after you start your first job. Our placement services are available to you at any time following your graduation. Stanbridge University takes a personal interest in mentoring and encouraging our graduates to meet their career goals. We are committed to the success of our graduates and offer a comprehensive four-step career placement process.

Stanbridge University offers career placement assistance to all its registered students. While Stanbridge University assists students in finding employment in the field in which they have been trained, the university does not guarantee employment and is not an employment agency.

Career Placement Orientation

During a classroom presentation or personal consultation, our Career Placement Assistance staff will orient the graduate to the placement services program.

Resume Preparation

Our in-house experts will help guide our job-ready applicants in writing a powerful and creative resume that will help them stand out from the competition.

Mock Interview Sessions

We will take graduates through personality mapping, salary negotiations, role-playing and other specialized interview techniques that will help them to take control of the interview.

Exclusive Access to Placement Online for Job Leads

Stanbridge University maintains an exclusive job placement web site for our graduates. By using an assigned user ID and password, our graduates can access targeted job openings in Southern California that are updated daily. Additionally, graduates and alumni can access a database of Southern California recruiting organizations, companies, and upcoming job fairs.

PARKING SERVICES*

Vehicles on Campus

Student parking permits are provided to every student during Student Orientation. A student has full responsibility for the security of his/her vehicle and its contents. As outlined in the student code of conduct, a student will be held responsible for any prohibited items that are kept in his/her car and will be subject to disciplinary action as well as criminal prosecution.

Rules

- The first parking permit is issued at no cost to the student. If lost or destroyed, the student can request a replacement permit from the receptionist in the front lobby for $5.00. If additional permits are needed, the third and subsequent permits will cost $25 each.
- The parking permit must be displayed by affixing it in the lower left or right hand corner of the back window when parked at Stanbridge. The permit numbers must be clearly visible. If windows have a heavy tint, then parking permits may be affixed in the lower left or right-hand corner of the windshield. The permit numbers must be clearly visible.
- If your program has alternate parking assignments, then the appropriate additional parking permit must be displayed as directed.
- Street parking is available along Business Center Drive. Be aware of red curbs and any “no parking” signs.
- Please refer to the map of Stanbridge parking lots with student-designated spaces on Student Central. Students may only park in these designated areas.
- Do not park in the spaces reserved for guests (3-hour parking). These spaces require a special permit obtained from the receptionist at the front lobby.
- If there is no available campus student parking, there is additional parking at Stanbridge’s shuttle lot located at 18842 Teller Ave. in the Saddleback Church parking lot. A map to the shuttle lot along with the shuttle lot schedule is available through Student Central or you may ask the receptionist at the front lobby for the next available pickup.
- Parking permits may not be shared or exchanged for another student to use.
- Vehicles parked in undesignated areas or in surrounding lots are subject to be towed from the premises at students’ expense.
- Do not take up more than one parking space or straddle over the painted lines.
- After 5pm on weekdays and any time on weekends, students may park in any designated Stanbridge parking space that may be available.
- Any vehicle damage should be reported to the local police department by calling the non-emergency line (949-724-7000) or 911 if it is an emergency. Stanbridge will not investigate these claims nor release any video footage of the parking lots.

Parking Enforcement

- The parking lots are patrolled daily and if a student is found to be parking in an undesignated space, the student may be pulled out of class to move their vehicle. This may result in missed instructional time that may have to be remediated and the student will receive a Notice of Deficiency (NoD) as outlined in the student Code of Conduct.

Towing of Vehicles

- Parking in spaces for people with disabilities, in fire lanes, and in “no parking” areas may result in immediate towing.
- Building management reserves the right to tow any vehicle in violation of the parking rules.
- Vehicles are towed by private tow services, and all associated towing and storage fees are the responsibility of the owner/operator of the vehicle.
- In the event your car is in violation of the parking rules and is towed, you can locate and retrieve your car by calling the following;

Company	Phone Number	Website
DTS	(714) 530 - 8697	http://www.dedicatedtransportationservices.com/
MetroPro Road Services	(714) 556-7600	www.metro-pro.com
Irvine Police	(949) 724-7000	

*Parking for students in the OTA and VN programs is available at the Los Angeles, Alhambra Branch campus.

UNIVERSITY ADMINISTRATION

Chief Executive Officer	Yasith Weerasuriya*^
Chief Financial Officer	Nazi Masoum*^
Executive Vice President	Monir Boktor
Vice President of Instruction	Dr. Kelly Hamilton
Vice President of Information and Web Technology	Jesse Davis
Director of Accreditation and Compliance	Gary Lopez
Dean of Education	Dr. Lauren Eberhardt
Dean of Nursing	Dr. Minerva Valdenor
Program Director - GE	Dr. Peter Poon
Assistant Program Director - GE	Steve Ryan
Assistant Program Director - GE	Dr. Jeremy Bishop
Program Director - AVN	Tiffany Pham
Assistant Program Director - AVN	Shelby Mura
Program Director - OTA	Dr. Satch Purcell
Assistant Program Director - OTA	Karen Donnelly
Program Director - PTA	Rebecca de Ruyter
Assistant Program Director - PTA	Dr. Rikesh Hirani
Program Director - BSN	Dr. Lubelle O'Grady
Assistant Program Director - BSN	Luis Corrales
Program Director - MSN	Dr. Minerva Valdenor
Program Director - MSOT	Dr. Myka Persson
Senior Assistant Program Director - MSOT	Cristina Scionti
Assistant Program Director - MSOT	Dr. Kelcie Kadowaki
Director of Student Services	Cynthia Barahona
Assistant Director of Student Services	Geanine Jubran
Director of Career Services	Dr. Autumn Willinger
Assistant Director of Career Services	Kenneth Hernandez
Director of Admissions	Jessica Kelly
Director of Admissions & Financial Aid Analytics	Heather Fallon
Director of Financial Services	Brian Silvano*
Librarian	Fred Poling
Director of Media, Communications, and outREACH	Sarah Hamilton

Director of Marketing	Victoria Sauer

Los Angeles, Alhambra Branch Campus

Campus Director	Gary Lopez
Program Director - AVN	Dr. Sabir Uddin
Assistant Program Director - AVN	Shunta Bead
Program Director - BSN	Dr. Sabir Uddin
Assistant Program Director - BSN	Jessica Sotiriou
Site Coordinator - OTA	Karen Donnelly
Site Coordinator - PTA	Dr. Sheila Espina
Assistant Program Director and Site Coordinator - MSOT	Dr. Eddie Chu
Associate Director of Student Services	Alyona Carrico
Associate Director of Career Services	Natali Rodruiguez
Director of Admissions	Susan Hewitt
Assistant Director of Admissions	Stephen Jacob
Director of Financial Aid	Robelyn Oropesa

Riverside Branch Campus

Assistant Campus Director	Maria De Luna
Program Director - AVN	Rayna Bias-Moorer
Assistant Program Director - AVN	Patricia Regalado
Program Director - BSN	Dr. Alicia Lamour
Assistant Program Director - BSN	Dr. Robert Harrity
Senior APD and Site Coordinator - MSOT	Cristina Scionti
Director of Admissions	Susan Hewitt
Director of Financial Aid	Robelyn Oropesa
Assistant Director of Financial Aid	Molly Alvarez
Assistant Director of Financial Aid & Compliance	Katrina Rankins

San Diego, San Marcos Branch Campus

Vice President of Instruction and Campus Director	Dr. Kelly Hamilton
Program Director - AVN	Renee Hypolite
Assistant Program Director - AVN	Kristen Foster
Assistant Director of Admissions	Staci Wright

* VA CERTIFYING OFFICIALS

^ WIA CERTIFYING OFFICIALS

Stanbridge University does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, nor has had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec 1101 et seq.)

AOSVN GENERAL INFORMATION

ASSOCIATE OF OCCUPATIONAL SCIENCE IN VOCATIONAL NURSING

The Associate of Occupational Science in Vocational Nursing (AOSVN) program prepares students for entry-level vocational nursing licensure. Upon satisfactory completion of all required general education and vocational nursing courses, the graduate will be awarded an Associate of Occupational Science in Vocational Nursing degree and the university will notify the Board of Vocational Nursing and Psychiatric Technicians the graduate is eligible to take the National Council Licensure Examination for licensure as a Vocational Nurse in the state of California.

AOSVN MISSION STATEMENT

The Associate of Occupational Science in Vocational Nursing program provides theoretical and clinical experiences in nursing and incorporates knowledge from the related disciplines. These experiences will be facilitated by the acquisition of knowledge, skills, and attitudes in every nursing course. The goal of the program is to prepare entry level graduates for positions where they will provide patient-centered, safe, quality health care services in diverse settings.

PROGRAM PHILOSOPHY

The Associate of Occupational Science in Vocational Nursing program believes that nursing is both an art and a science. The program faculty recognize that both nursing education and practice are based on caring for oneself, as well as for others. During their education, nurses are taught to value diversity in the population, meet the needs of all persons with sensitivity as well as to identify the need for ethics in all areas of practice, and to function with overall excellence and integrity. Nursing education at Stanbridge strives to present a practice model for students that has holism and patient-centeredness at its core.

The faculty believe:

- the person is a holistic being worthy of respect, protection, and preservation throughout the span of their life.
- health is a dynamic state on the health-wellness continuum and individuals achieve wellness by functioning to the best of their ability within their own limitations.
- nursing is a science and an art, focusing on the application of clinical judgement for patient-centered, safe quality care. The science of caring provides the framework for collaborative evidence-based practice.
- professional nursing provides leadership within diverse healthcare contexts and environments, utilizing informatics and innovative technology with a focus on patient-centered care.
- Nursing education is supportive of academic excellence with a focus on patient-centered care. Nursing education promotes professionalism, teamwork, and adaptability in providing holistic care to patients across the lifespan in diverse settings. Teaching/learning is an active process with faculty as a facilitator. Students are accountable for their own learning, building upon previously learned concepts.

PROGRAM ORGANIZING FRAMEWORK

The conceptual framework for the Vocational Nursing Program is based upon Quality and Safety Education for Nurses (QSEN, 2007), Massachusetts Nurse of the Future (MNF, 2016), and the National League for Nursing (NLN) Education Competencies Model (2010). QSEN and MNF competencies provide the foundational concepts of the curriculum and are aligned with the end of program student learning outcomes and associated competencies. The NLN education competencies model is linked to curricular course objectives and aligned throughout the curriculum.

The curriculum emphasizes:

- safe, quality, patient-centered nursing care provided in diverse environments and accomplished through teamwork, collaboration, and effective communication.
- excellence in holistic care for a diverse patient population achieved through caring relationships based on an atmosphere of mutual respect and trust.
- ethical nursing care delivered with the highest degree of integrity utilizing best current evidence for positive patient outcomes.

A professional nursing role requires a commitment to lifelong learning and professional development, as well as personal self-care. Graduates from the Associate of Occupational Science in Vocational Nursing program at Stanbridge University embody the QSEN, MNF, and NLN Education competencies through:

- competent patient care
- health and wellness
- caring and ethical approach
- professionalism
- motivation to advance the nursing profession
- commitment to continuous quality improvement
- clinical judgement
- cultural sensitivity
- dedication to lifelong learning

AOSVN Program Learning Outcomes

PLO1. Practice nursing that is patient-centered, caring, culturally sensitive, and based on the physiological, psychosocial, and spiritual needs of patients.

PLO2. Serve as a member of the interprofessional healthcare team to promote continuity of patient care.

PLO3. Use leadership skills, information technology, best practice resources, and current evidence, as a basis for safe nursing practice.

PLO4. Promote quality improvement by contributing to the implementation of care-related plans to improve health care services.

PLO5. Practice nursing in a professional, ethical, and legal manner.

PLO6. Use effective communication skills that promote an effective exchange of information, the development of therapeutic relationships, and patient satisfaction.

PLO7. Display the principles of self-reflection required to evaluate effectiveness and experiences for ongoing lifelong learning and growth.

AOSVN PROGRAM OVERVIEW

Upon completion of the following requirements, Stanbridge University will confer the Associate of Occupational Science in Vocational Nursing degree.

1721 Program Hours/106.5 Quarter Credit Hours/$343.75 tuition rate per credit hour

The approximate time to complete the program will vary according to the start and end dates of a cohort and ranges from 17-19 months for full-time, and 26-28 months for part-time, including holidays and university breaks.

This program is offered in Irvine, Alhambra, Riverside and San Marcos.

Course Number and Title	Didactic Hours	Lab Hours	Clinical Hours	Total Credit Hours	Eligible for Credit Transfer
SCI 1070 Anatomy for Healthcare Clinicians with Lab*	40	36		5.5	No
ENG 1210 Fundamentals of Healthcare Communication**	40			4	No
MATH 1030 Math for Nurses	40			4	No
AVN 1001 Medical Terminology**	35			3.5	Yes
AVN 1060 Fundamentals of Nursing with Lab*	50	120		11	Yes
AVN 1160 Mental Health Nursing I with Lab*	20	25		3	No
AVN 1230 Advanced Nursing Fundamentals with Lab*	50	47		7.5	Yes
AVN 1230C Advanced Nursing Fundamentals Clinical			128	4	Yes
AVN 1240 Pharmacology*	55			5.5	Yes
AVN 1320 Medical Surgical I with Lab*	96	37		10	No
AVN 1320C Medical Surgical I Clinical			80	2.5	No
AVN 2075 Mental Health Nursing II with Lab*	23	13		2.5	No
AVN 2075C Mental Health Nursing II Clinical			40	1	No
AVN 1425 Medical Surgical II with Lab*	96	32		10	No
AVN 1425C Medical Surgical II Clinical			152	5	No
AVN 2035 Medical Surgical III with Lab*	62.5	40		7	No
AVN 2035C Medical Surgical III Clinical			96	3	No
AVN 2140 Maternal/Newborn Nursing with Lab*	38	30		5	No
AVN 2140C Maternal/Newborn Nursing Clinical			12	0.5	No
AVN 2145 Pediatric Nursing with Lab*	38.5	22		5	No
AVN 2145C Pediatric Nursing Clinical			12	0.5	No
AVN 2150 Leadership and Community Nursing*	23			2	No

Course Number and Title	Didactic Hours	Lab Hours	Clinical Hours	Total Credit Hours	Eligible for Credit Transfer
AVN 2150L Leadership Clinical Competency Lab*		12		1	No
AVN 2150C Leadership and Community Nursing Clinical			56	1.5	No
AVN 2160 Keystone	24			2	No

Blended course *

Online Course **

Standard Occupational Classification (SOC):	29-2061
Employment/Job Title:	Licensed Vocational Nurse

AOSVN FACULTY

Marian Achenie	MSN, RN
Gilbert Adrayan	MSN, RN
Saadia Ahmad	BSN, RN
Nora Ali	MSN, RN
Kylie Alicastro	BSN, RN
Kristin Alonso	BSN, RN
Shalita Anderson	MSN, RN
Sopida Andronaco	MSN, RN
Melissa April	BSN, RN
Lindsay Bacca	MSN, RN
Cindy Bautista	MSN, RN
Sherry Bearden	MSN, RN
Esther (Jade) Bedard	BSN, RN
Ethel Bendezu	BSN, RN
Esther Benons	BA, LVN
Rayna Bias-Moorer	MSN, RN
Melissa Bolan	MSN, RN
Anissa Brown	BSN, RN
Melvina Budiono	MSN, RN
Carlo Caballero	BA, VN
Patricia Canright	MSN, RN
Tatiana Chang	MSN, RN
Jessica Chavez	MSN, RN
Pol Cruz	LVN
Raeanna Cudaback	BSN, RN
Michelle Currier	MSN, RN
Marissa Dacumos	LVN
Adrienne Daugherty	MSN, RN
LaQuesha Daughtry	BSN, RN
Kimberlee Davis	MSN, RN
Tsang, Demi	MSN, RN
Mariel Deutsch	BSN, VN

Taylor Diani	MSN, RN
Chriss Diltz	BSN, RN
Marcus Dinh	BSN, RN
Heather Dollar	BSN, RN
Queenie Donaire	BSN, RN
Carolyn Dreyer	MSN, RN
Ariel Espinoza	BSN, RN
Sommer Feliciano	BSN, RN
Nancy Ferro	BSN, RN
Belen Field	BSN, RN
Kristen Foster	MSN-Ed, RN
Robin Fouch	MSN, RN
Hurley Galang	BSN, RN
Anissa Gaston	MSN, RN
Elysse Gonzales	BSN, RN
John Grey	MSN, RN
Ariana Gutierrez	MSN, RN
Phyllis Harris-Jones	DNP, RN
Carlos Herrera	BSN, RN
Yen Hong	MSN, RN
Renee Hypolite	MSN, RN
Abigail Ignacio	BSN, RN
Kelli Jackson	BSN, RN
Kurt James	BSN, RN, CPHN, CMRN
Jocelyn Jimenez	BS, VN
Tiffany Karpicke-Hakala	BBA, LVN
Debbie Kim	MSN, RN
Monica Knox	MS, BSN, RN
Michele Korchynsky	MSN, RN
Vega, Kristine	BSN, RN
Myraflor Lava	MSN, RN
Ana Lopez	BSN, RN
Valerie Lozano	BSN, RN
Ameerah Mahdi	DNP, RN

Melissa Manrique	BSN, RN
Michala Martinez	BSN, RN
Antonio Martinez	BSN, RN
Swann McCrary	BSN, RN
Terri McMoore	BS, VN
Ana Mejia	BSN, RN
Sarah Menner	BSN, RN
Lourene Money	MSN, RN
Erin Morgan	BPH, LVN
LaQuettias Mozell	BHS, LVN
LaQuettia Mozell	MHA, VN
Anna Murphy	AA, RN
James Nguyen	VN
Jennifer Noyes	MSN, FNP-C, RN
Danyelle Obrien Trudeau	BSN, RN
Bernesha Outland	BSN, RN
Jacquelyn Paige	DNP, MSN, BSN, RN
Zarah Pangilinan	MSCJ, BHA, LVN
Rose Patnode	BSN, RN
Amanda Pelayo	BS, VN
Vivienne Peng	MSN, RN
Anna Perret	BSN, RN
Tai Phung	MSN, RN
Jessica Pillai	MSN-Ed, RN
Hope Pizzarusso	MSN, RN
Joy Post	M-Ed, BSN, RN
Jonas Quaynor	MBA-HCM, BHA, LVN
Shane Quitania	BSN, RN
Patricia Regalado	MSN, RN
Gisela Riffel	MSN, RN
Elias Rodriguez	BSN, RN
Kristina Rosano	BSN, RN
John Randy Rose	BSN, RN
Carly Sanchez	BHS, LVN

Arlindo Serumal	MSN, RN
Sapna Shah	MSN, RN
Houman Shahraz	MSN, APRN, PMHNP-BC
Shawn Sheble	BSN, RN
Roopan Sidhu	BSN, RN
Christine Spratlin	BSN, RN
Shelley Stanovich	MSN, RN
Anitra Stinney	BSN, RN
Angela Stone	BA, RN
Kamilla Tamendarova	BSN, RN
Rochelle Thai-Sanchez	BA, VN
Sarah Tucker	MSN-Ed, RN
Arianne Tulabut	MSN, RN
Evaristo Vazquez Galvez	BSN, RN
Phyllis Vines	BA, VN
Lindsey Walton	VN
Genesis Wilson	BS, VN
Patricia Woon	BSN, RN
Yumi Youn	MS, VN
Emilee Young	EdD, RN

GENERAL EDUCATION FACULTY

Peter Poon	PhD	GE Program Director; Life and Physical Science
Steve Ryan	MA	GE Assistant Program Director, Social and Behavioral Sciences
Ali Alroalle	MS	Life and Physical Science
Farnaz Amirchoopani	MS	Mathematics
Kelsey Bowen	MS	Written and Oral Communication
Jonas Buenafe	MD	Life and Physical Science
Kevin Bush	PhD	Life and Physical Science
Kristen Chrisman	MA	Written and Oral Communication
Analise Fernandez	MS	Life and Physical Science
Patience Fowoyo	PhD	Life and Physical Science
Jose Garcia	MS	Mathematics
Gilbert Gardiner	LVN	Mathematics

Dina Georgy	MS	Mathematics
Trizze Huynh	MS	Mathematics
Aida Jaldi-Kazim	PhD	Life and Physical Science
Fouad Kardous	MS	Life and Physical Science
Mohammed Khalifa	MD	Life and Physical Science
Kai Knight	PhD	Life and Physical Science
Chris Lee	MS	Life and Physical Science
Allie Lyon	MHA, LVN	Written and Oral Communication; Social and Behavioral Sciences
Seema Maini	MD	Life and Physical Science
Edmund Pula	MS	Life and Physical Science
Anthony Rodriguez	PhD	Social and Behavioral Sciences
Carlos Rodriguez	MS	Life and Physical Science
Bhavista Talsania	MS	Mathematics
Rozmary Tatevosian	PhD	Life and Physical Science
Jesus Valles	MS	Mathematics
Warren Washington	PhD	Social and Behavioral Sciences
Fei Ye	MD, PhD	Life and Physical Science
Farid Zia	MS	Life and Physical Science

AOSVN ADMISSION POLICIES

Please read and complete the following steps:

1. Complete an online application for the Associate of Occupational Science in Vocational Nursing degree program. Click here to apply now and start your admissions application process for an early decision.
If you are not ready to apply, but would like more information, please attend a virtual information session and campus tour offered on campus. Click here to view the info session schedule. Please note, all prospective students must apply online before moving on to the entrance exam step.

2. After submitting your online application, take the Next Generation Accuplacer examination. Secure online testing for the Accuplacer is now available. Please contact your Admissions Representative to learn more. The following preferred minimum scores on each test of this examination are required: Reading Comprehension 232 and Arithmetic 212. Scheduling your exam will be coordinated by your dedicated Admissions Representative.

The applicant may take each of the Accuplacer tests required for admission to a program up to three (3) times initially, with at least 48 hours between attempts. If the applicant does not achieve a passing score on the required tests after three attempts, the applicant must wait two months before retaking the failed test(s). After the two-month waiting period, the applicant may take the failed Accuplacer test(s) up to three more times. If the applicant does not achieve a passing score after these three attempts, the applicant must wait one (1) calendar year before retaking all of the Accuplacer tests required for admission to the program. The applicant will be allowed to take each of the Accuplacer tests up to three times after the one calendar year waiting period. If the applicant does not achieve a passing score on each of the required test(s) after these three attempts, the applicant will not be able to take the Accuplacer tests again for admission to a program at the university.

3. Submit an official transcript of record showing possession of a high school diploma or its equivalent, such as GED, from an accredited secondary school or an associate degree or higher from an accredited college or university.

4. Complete a background check.

5. Schedule and attend a meeting with a Financial Aid Officer.

6. Submit Official Transcripts of all courses taken at all high schools, colleges, and/or universities.

7. Interview with the Program Director or designee. Interviews are offered virtually through Zoom or in person.

The interviewer will use a Candidate Interview form for the interview and will award points for the applicant's responses during the interview according to a departmental rubric. The interviewer will also award points according to the departmental rubric for the applicant's score on the Accuplacer examination; completion of an academic degree; completion of relevant prerequisite courses; grade point average for the completed prerequisite courses; and current certificates and/or work experience or volunteer work. The interviewer will combine these points with the points awarded for the interview into a total score according to the departmental rubric. Based on the total score, the applicant will be ranked among the other applicants who are applying for admission to the program with the current cohort.

Students will receive approval for acceptance to the program upon review of the completed interview form, entrance examinations, and admissions requirements by the Program Director or designee.

8. Submit the Transfer of Credit Request form and related documentation for evaluation of possible transfer credit. Transfer credit will only be granted under the following conditions:

• All transfer credit policies of the institution and program have been met.

Applicants will be notified of admission to the program by a letter of invitation. An applicant may only decline the letter of invitation

twice and must repeat steps 2-10 above when reapplying for admission to the program.
Applicants reapplying for admission only have to resubmit official transcripts of record if they have taken additional courses since the previous application for admission.

ADMISSION UNDER ALTERNATIVE STATUS

The AOSVN program students admitted under “Alternate” status are allowed to attend class until the first clinical experience session at a clinical facility. No more than 10% of the authorized number of students for a class will be enrolled under alternate status. If these students cannot be accommodated with clinical facility experience due to lack of space, they will be given preference for regular admission to the next program start.
Students enrolled under alternate status will be charged for (and issued) courseware and supplies necessary for the on-campus portion of the curriculum. If classroom space permits, and the student converts to regular status, tuition will be due immediately. If classroom space precludes enrolling the alternate status student for the remainder of the Term, they will be enrolled in the next cohort to start at the beginning of the program and tuition (less the amount for courseware and supplies) becomes due for the new program.

All alternate students will be monitored by the Admissions and Student Services departments and admittance to the program will be confirmed by the Program Director.

RE-ENROLLMENT AND TRACK CHANGE POLICY

To support academic progress and uphold the standards of the nursing program, students enrolled in Term 7 are permitted a maximum of **two (2) attempts** for enrollment for **AVN 2160 Keystone course only**. This policy applies to initial enrollment, re-enrollment, and track change.

- After two (2) attempts, the student is no longer eligible to re-enroll or track change.
- All re-enrollment and track change requests are subject to space availability and require approval from program leadership.
- To be eligible for re-enrollment or track change, the student must meet all re-enrollment or track change requirements. In some cases, the student may be required to repeat previously completed coursework to maintain alignment with current curriculum standards and clinical readiness.
- The student is responsible for contacting the Financial Aid Office to understand any financial implications of re-enrollment or track change.
- Re-enrollment and track change may result in a delay of the student’s anticipated graduation date.

AOSVN TRANSFER CREDIT POLICIES

Students who have completed coursework at a university or college that is regionally or nationally accredited by an agency recognized by the United States Department of Education may request an evaluation for transfer credit prior to program enrollment.

In accordance with the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) guidelines and Article 5, Section 2535, transfer credit may be awarded for related previous education completed with the last five (5) years of the start date of program and includes the following:

- Approved vocational or practice nursing courses;
- Approved registered nursing courses;
- Armed services nursing courses;
- Certified nurse assistance courses;
- Other courses identified as equivalent to courses in the program; and
- All transfer credit policies of the institution have been met.

Students will not be required to take an examination to determine whether transfer credit will be granted if transfer credit is granted. A student, however, may be tested to determine whether specific deficiencies still exist that require remediation.

AWARDING OF CREDIT FOR PREVIOUS EDUCATION OR COMPETENCY-BASED CREDIT, INCLUDING MILITARY EDUCATION AND EXPERIENCE

Students may apply for competency-based credit, which will be granted on the basis of a written examination for nursing theory courses and a demonstration of the mastery of clinical objectives and a written examination for clinical courses. The Program Director or designee will administer this process.

Prior to taking written examinations or demonstrating mastery of clinical objectives to determine whether competency-based credit can be granted, students will be charged a one-time, non-refundable fee of $50 for each written examination and a one-time, nonrefundable fee of $100 for each demonstration of the mastery of clinical objectives.

Stanbridge University will conduct an evaluation of previous education and training for all veterans and will grant appropriate credit, shorten the training period proportionately, and notify the VA and student accordingly.

AOSVN GRADING POLICIES

Grading

Grades are based upon the total number of points earned on all examinations and assignments assigned in the course. Theory, lab, and clinical components of a course are taken consecutively and in order to progress to the next term, all components must be passed. If a student does not pass one component dismissal will occur. Upon re-enrollment or track change, the student will be required to retake all components simultaneously.

Students must have a cumulative grade point average of "C" or above to graduate and complete all graduation requirements.

Nursing Theory Courses and Remediation Policy

Students will be given a grade based on points earned on all assignments, quizzes, presentations, and examinations in the theory component of each nursing course. Nursing students must earn a minimum grade of a 75% in the theory component of all nursing theory courses to progress in the program.

Remediation for unsatisfactory course performance is required in the event a nursing theory course is failed. The student will be expected to take an alternate exam on the material covered in the original course exam and will be considered to have successfully remediated the course when they have achieved a passing score on the alternate exam. Prior to administering the remediation exam, the student must successfully complete all outstanding graded assignments for that course.

Remediation of any failed course must be performed within fourteen (14) days of the end of the course or prior to the start of the next term, whichever is shorter. Any examinations not completed prior to the start of the next term will be forfeited. Students may take up to two (2) remediation examinations. The maximum grade that will be entered into the student's grade record for any remediated course will be 75%. If a course is not successfully remediated, the student's failing grade will be recorded as the grade for the un-remediated course and the student will be dismissed.

An exception to this policy is the ATI Comprehensive Predictor Assessment for AOSVN students. This assessment has only one (1) remediation attempt. If a student failes to successfully remediate the ATI Comprehensive Predictor Assessment, they will be dismissed with the opportunity to re-enroll.

Students may not remediate more than two (2) nursing courses in the program. If a student fails a third (3) course the student will be dismissed from the program.

Program Exit Examination Policy

All students are required to demonstrate mastery of the program's learning outcomes by successfully passing the Program Exit Examination.

- The examination must be taken at the end of the program, after all other academic and program requirements have been met.
- A minimum Probability of Passing (PoP) of 94% is required to pass.
- The examination must be passed on the first attempt.
- No examination retake is available.

Students who do not achieve the required minimum score on their first attempt will not receive a passing grade in AVN2160 Keystone and Program Exit.

Nursing Lab and Clinical Courses

Students will be given a PASS or FAIL grade based on the demonstration of clinical objectives in all the lab and clinical courses for each nursing course and completion of all assignments assigned. Students must receive a PASS in all nursing lab and clinical

courses to progress in the program. Remediation for a failed lab or clinical course is not available.

Performance and practice of clinical skills constitute a large portion of the student's time in the program. Students unprepared for the clinical experience will be asked to leave the clinical setting and time lost will be considered a clinical absence. The student is permitted to remediate a maximum of one (1) day of clinical absences during each term.

General Education Grading Policy

The grading policy for General Education courses is established to uphold academic standards and provide students with clear expectations regarding performance.

To earn credit for a General Education course, a student must achieve a minimum final course grade of "C" (75%) or higher.

General Education Course Remediation Policy

A student who does not achieve the minimum passing grade in a General Education course may be eligible to complete a remediation process to demonstrate competency. Remediation is not automatic and is contingent upon the student having completed all required graded assignments, met attendance requirements, earned a minimum of "D-" (60%) in the course, and initiated the remediation process through the Office of Student Services.

Remediation may consist of an alternative examination or a structured assignment designed to assess mastery of the original course learning outcomes, as determined by the program. To successfully remediate, the student must achieve a passing score on the assigned assessment. The maximum final course grade awarded following successful remediation is "C" (75%), regardless of the score earned. If remediation is not successfully completed, the original course grade will remain unchanged.

Remediation must be completed within twenty-one (21) calendar days from the official course end date or prior to the start of the subsequent academic term, whichever occurs first. Failure to meet requirements or deadlines may result in forfeiture of the remediation opportunity.

A maximum of two (2) remediation attempts per course may be permitted.

Blended and Online Courses

Blended and online distance education courses are delivered through the university's learning management system, Edverum. Students participating in these courses are expected to be in attendance, and complete all course activities, in accordance with the syllabus. Blended learning courses may require a set number of academically related activities (ARAs) for each online instructional week. Please note, all exams are taken on campus for all courses.

Satisfactory Academic Progress Requirements

Student progress will be measured at the end of each term. To maintain satisfactory academic progress, students must meet the university's Satisfactory Academic Progress (SAP) policy.

AOSVN ATTENDANCE POLICIES

CLASS HOURS

Students should refer to their schedule for the actual class dates. Pre-core general education, nursing theory, and clinical coursework may occur any day of the week (Monday through Sunday) during mornings, afternoons, or evenings. Students should be prepared for alternative days or diversified shifts for certain clinical education courses. Clinical hours are commonly offered in 8- or 12-hour shifts any day of the week, 7 days a week and include clinical facility rotations, skills lab, or any required community shifts.

NURSING THEORY CLASS ATTENDANCE

Regular and timely attendance in the classroom is necessary for students to meet the stated objectives of each course. Regular attendance demonstrates professional and responsible behavior. Patterns of tardiness, early outs, and absences are not consistent with the professional standards expected of AOSVN students and will result in disciplinary action.

Students may be absent one (1) day from each theory course within a term. Documentation for an absence will not be collected, as there are no “excused” absences. An absence will simply count towards the maximum allowable absences.

Students who accumulate greater than one (1) day of absence from a theory course within a term will be placed on Attendance Probation by the Office of Student Services. Students who violate the stipulations of their Attendance Probation will be dismissed from the program.

Students must makeup any theory hours missed due to an absence before progressing to the next term. The course instructor will determine the makeup assignment appropriate for the hours missed. The student will have seven (7) days to complete the makeup assignment and submit to the instructor for grading. Failure to complete the assignment by the deadline will result in a Notice of Deficiency and/or placement on Attendance Probation. Failure to follow the stipulations of Probation may result in dismissal from the program. No makeup assignments will be accepted after the final due date.

Nursing Theory Early Leave and Tardiness

It is required that students attend all classroom hours. Early leave is when a student leaves class prior to the instructor dismissing the class. Tardiness is when a student arrives more than five (5) minutes late to the start of a class or are more than five (5) minutes late returning from any break. Students must notify the instructor in advance when leaving early. Failure to provide advanced notification can result in a written warning.

Tardy students may remain in class for the lecture but will receive a makeup assignment to ensure any missed material is presented to the student. *See Nursing Theory Class Attendance policy for details.*

Makeup of Course Examinations Due to Absence

If the absence occurs on an exam day, the student will need to schedule an alternate makeup exam through the office of Student Services and complete the makeup exam within seven (7) days after the student returns to school or a grade of zero will be assigned to the examination. Regardless of the score achieved on the makeup exam, the maximum grade that will be entered into the student’s grade record for any makeup examination in a theory class will be 75%.

CLINICAL ATTENDANCE

Non-Speciality Courses

Students may be absent one (1) day from each clinical course. Students who accumulate a second (2) absence from a clinical course

within a term will be placed on Attendance Probation by the Office of Student Services. Students who violate the terms of attendance probation may be dismissed from the program.

Students must make-up any clinical absence before progressing to the next term or they will be dismissed from the program. Failure to attend a clinical makeup day will count as a second clinical absence and will result in disciplinary action, up to and including dismissal from the program.

Specialty Courses

Specialty rotations include Mental Health Nursing II, Maternal/Newborn Nursing, Pediatric Nursing, and Leadership.

Students may not miss any lab or clinical hours in the clinical component of the specialty rotations. Students who are absent may be dismissed from the program.

Some clinical facilities have limited capacity to orient the student to the facility (which occurs only once per facility rotation). Students absent from such orientation may not attend clinical education at that facility. If an alternate facility or orientation opportunity cannot be obtained, the student may not attend clinical education, all attendance policies apply.

Clinical Early Leave and Tardiness

It is required that students attend all clinical hours. Early leave is when a student leaves class prior to the instructor dismissing the lab class or clinical rotation. Tardiness is when a student arrives more than five (5) minutes late to the start of a lab class or clinical rotation or are more than five (5) minutes late returning from any break.

Students who are tardy for a lab class may remain in class for the lab experience but will be given an absence for the day. All attendance policies apply.

Students who are tardy for a clinical rotation will be sent home and given an absence for the day. All attendance policies apply.

Make-Up and Limit of Clinical Absences

Students must make-up any clinical absence before progressing to the next term or they will be dismissed from the program. A missed clinical make-up will count as a second clinical absence and will result in disciplinary action, up to and including dismissal from the program.

Blended Courses and Online Theory and Lab Hours

Students participating in all blended or online courses are expected to be in attendance, and complete all course activities, in accordance with the syllabus.

All blended or online courses require a set number of online academically related activities (ARAs) for each instructional week. ARAs designated as attendance ARAs are declared in the course syllabus.

A student's failure to participate in the designated attendance ARA, such as contributing substantively to a discussion forum post and/or completing a virtual assignment, will be required to make-up the post or assignment within seven (7) days after the post or assignment due date. All late work policies apply.

Pre-Core General Education Online Courses

Students are expected to be in attendance in accordance with the online course syllabus. All online courses require a set number of online academically related activities (ARAs) for each instructional week. ARAs designated as attendance ARAs are declared in the course outline.

A student's failure to participate in the designated attendance ARA, such as contributing substantively to a discussion forum post

and/or completing a virtual assignment, will be required to make-up the post or assignment within seven (7) days after the post or assignment due date. All late work policies apply.

Non-Attendance at Clinical Make-Up Sessions

There is no charge to make-up a clinical rotation absence. Students who do not attend a scheduled make-up session will be deemed a “No call, no show.” “No call, no show” students will be charged a fee of $50. A second (and subsequent) occurrence(s) of non-attendance at a scheduled make-up session during the remainder of the program will incur a fee of $100. These fees must be paid prior to the university forwarding the student’s Record of Nursing Program form to the California Board of Vocational Nursing and Psychiatric Technicians (BVNPT).

Clinical Objective Remediation

Students are required to pass all clinical objectives outlined on the clinical and skills lab evaluation log. If the student is unable to pass any of the objectives, as designated in the scoring rubric, the student must remediate the objective and will receive a written warning. Remediation for clinical objectives is to be scheduled by the department of Student Services, which can include a clinical makeup day, demonstration of skills, or simulation evaluation as determined by program administration. All clinical objective remediations must be completed within 14 days or before progressing to the next term, whichever is shorter. Failure to demonstrate proficiency can result in dismissal from the program.

Students accomplishing technical clinical objectives but who are deficient in professional objectives, such as manner/attitude, effort, or respect for others, may be placed on probation as specified in this catalog. Probation requires written notification to the student of the deficiency, outlining actions necessary to be removed from probationary status and a date by which the actions must be completed.

AOSVN DISMISSAL POLICIES

Dismissal may occur for the following reasons:

- The student does not remediate a failed general education course after two (2) attempts or before the start of the next term.
- The student fails a third (3) general education course in the program.
- The student does not remediate a failed nursing theory course after two (2) attempts or before the start of the next term.
- The student fails a third (3) nursing theory course in the program.
- The student receives a FAIL in any of the nursing lab or clinical courses.
- The student fails to meet the attendance requirements in a didactic, lab, or clinical course.
- The student fails to remediate clinical objectives.
- The student fails to makeup any absences before progressing to the next term.
- The student fails to pass the Program Exit Examination with a Probability of Passing (PoP) score of 94% or more.
- The student commits unsafe nursing practice.
- The student does not complete a minimum of ten (10) hours of community service by the end of the program.

Additional reasons for dismissal are defined in the institutional dismissal policy, see catalog for details.

AOSVN ADDITIONAL POLICIES

In addition to meeting the requirements for admission as stated above under Admission Policies, applicants to the AOSVN program must provide the following prior to admission to the program:

AOSVN DRESS CODE

Students are expected to withhold and maintain a professional image. Professional image consists of personal appearance with regard to clothing, grooming, manners and etiquette, personal behavior, and communication effectiveness.

Professional image policies are to be enforced while on campus grounds and/or clinical facilities premises, which include the parking lot, shuttle lot and while riding on the Stanbridge Shuttle Service. The student must adhere to the professional image policy guidelines listed below. If the student is off campus and wearing Stanbridge University attire, they should demonstrate awareness that they are a representative of the University and are expected to have professional behavior and demonstrate good judgement. Failure to do so may result in disciplinary action for a violation of the code of conduct.

Theory

- Student ID badge must be worn above the waist
- Students must wear Stanbridge issued polo shirt
- Black pants (i.e. trousers, jeans) or black scrub bottoms
- Tight-fitting, ripped/distressed material, or joggers are not permitted
- Undershirts must be white if visible; no other undergarments may be visible
- Stanbridge sweaters are the only outer wear allowed
- Natural hair colors only
- Hair accessories must be plain; no caps, hats, beanies or hoods allowed
- Black, grey, or white sneakers
- No facial jewelry is permitted; for nose and tongue piercings a colorless stud may be used as long as it is not visible
- Tattoos must be covered at all times; white, long-sleeved shirts or “sleeves” can be worn to cover any visible tattoo
- Nails must be short, clear nail polish only; artificial nails are not permitted
- Clothing must be clean and unwrinkled
- In the event of inclement weather, only program administration may approve a temporary modification of outerwear standards

Clinical

- Student ID badge must be worn above the waist
- Students must wear Stanbridge issued uniform scrubs
- Scrubs must be kept clean and unwrinkled
- Undershirts must be white if visible; no other undergarments may be visible
- Shoes must white, slip-proof, and non-penetrable; must be clean at all times
- Stanbridge zip-up hoodie is the only outer wear allowed
- One small, single stud earring on each ear and a plain wedding band is the only jewelry permitted
- No facial jewelry is permitted; for nose and tongue piercings a colorless stud may be used as long as it is not visible
- Facial hair must be clean and neatly trimmed (length as recommended by the Centers for Disease Control and Occupational Safety and Health Administration for N-95 fit testing)
- Tattoos must be covered at all times; white, long-sleeved shirts or “sleeves” can be worn to cover any visible tattoo
- A watch that can count seconds is mandatory at all times; smart watches are not permitted
- Natural hair colors only

- Hair must be pulled back, out of the face, and off the neck and shoulders
- Hair accessories must be plain; no caps, hats, beanies or hoods allowed
- Nails must be short, clear nail polish only; artificial nails are not permitted

Consequences for Violation of the Professional Image Policy

Theory and Lab

If a student is determined to be in violation of any specific item(s) of the dress code during theory or lab, the student will receive a written warning for the first occurrence. A second occurrence will result in the student being sent home for the day, which will be recorded as an absence. All applicable attendance policies will apply in such cases.

Clinical

Due to professional and regulatory requirements at clinical sites, students must appear in full, approved uniform, and maintain the professional image standards established by the program and the site. Failure to comply with the uniform or dress code requirements will result in the student being sent home from the clinical site. Such occurrences will be recorded as an absence, and all applicable attendance policies will apply.

AOSVN HEALTH RECORD REQUIREMENTS

Physical Health

Proof of Health Exam within the past 6 months signed by a medical provider (MD, NP, or PA) with no restrictions. Must be updated annually.

Health Insurance

Students are required to carry health insurance, throughout the duration of their program, at their own cost, and may be asked to provide a copy to program administration or clinical facility.

Immunizations

MMR: Students must submit a titer or proof of immunization. If previously immunized, the student should get a titer drawn before being immunized again. If the titer is positive, the student is immune to the disease. If the titer is negative, the student needs to be vaccinated. Titers must be renewed every 5 years to show immunity.

Students who have had measles-mumps-rubella do not need to be immunized but will need to submit proof of immunity.

Varicella (Chickenpox): The student must submit a titer or proof of immunization. If previously immunized, the student should get a titer drawn before being immunized again. If the titer is positive, the student is immune to the disease. If the titer is negative, the student needs to be vaccinated. Titers must be renewed every 5 years.

Students who have had chickenpox do not need to be immunized but will need to submit proof of having the disease.

TDaP: Vaccine administered within the past 10 years.

Hepatitis B: Students must submit proof of a 3-shot series of immunization (or proof the series has been started). If the student wishes to decline the Hepatitis B vaccine series, he or she must sign a declination form provided by Stanbridge University.

The student may also present a titer if previously immunized for Hepatitis B. Titers need to be renewed every 5 years to show immunity. If there is no shown immunity vaccine series must be completed.

Tuberculosis: Students must submit proof of a PPD skin test within the past 6 months. If the student has a previous positive PPD or BCG vaccine, the student will have to submit results from a current chest X-ray within the past 2 years. Students must initially provide a two-step TB test unless they can provide proof of previous annual testing. A TB skin test or TB Gold must be updated annually.

Influenza Vaccine or Declination: Students must submit proof of influenza vaccine. If the student wishes to decline the influenza vaccine, he or she must sign a declination form provided by Stanbridge University. Students should be aware that declining the influenza vaccine may result in inability to attend clinical education at some facilities and may lead to delay of graduation. A new flu vaccine is required each flu season.

COVID-19 Vaccine: All students are required to be COVID-19 vaccinated and boosted prior to beginning any clinical or fieldwork site rotation. Failure to receive the vaccination and current booster will lead to dismissal of the student from the program.

BLS/CPR Card

Students must be certified in Basic Life Support (BLS) and Cardiopulmonary Resuscitation (CPR) from the American Heart Association. Students are responsible for maintaining proof of certification, and its currency, for the entire duration of the program, at their own cost. Students without current certification will be removed from all fieldwork/clinical rotations until certification is renewed. Any absences accrued will have Attendance Policies applied. American Heart Association authorized certification only. Must be renewed every 2 years.

Maintaining Requirements for Clinical Education

All students are responsible for maintaining the accuracy of the foregoing student health information. This includes, but is not limited to, PPD, chest X-ray (if PPD is positive), Hepatitis B series, COVID-19 vaccine, physical, and the American Heart Association BLS certification. It is mandatory for each student to keep these health records current at all times. No student is allowed to attend clinical with expired health information. Students are responsible to pay for any necessary renewals of health records. Any student with expired health information will not be allowed to attend clinical education without updating the expired information. Any absences accrued due to expired health records may not have remediation limits waived. Also, any student who accrues absences due to expired health records will receive a Notice of Deficiency for each absence.

AOSVN GRADUATION REQUIREMENTS

In addition to passing each course with the minimum passing grade, AOSVN students must achieve a cumulative GPA of 75% or above in the program and pass the program exit examination with a minimum score of 94% predicted probability of passing the NCLEX-PN on the first attempt (in accordance with the scoring rubric of the examination). If the predicted probability of passing the licensure examination is not calculated, the required minimum score for passing is at or above the National Mean for that version of the examination.

To graduate, students in the AOSVN program must complete a minimum of ten(10) hours of community service by the end of the program.

Alternate NCLEX Paperwork Process

Once a graduate or non-graduate student has completed the requirements as outlined below the Program Director will process the BVNPT paperwork for NCLEX-PN testing.

Graduates with Delayed Testing

Students who have not completed the BVNPT application process and NCLEX-PN test within six (6) months after completing the program must:

- Meet with Program Director, or designee, to Review Comprehensive Predictor Score and create a Remediation/Study Plan
- Retake the ATI Comprehensive Predictor Course
- Attend ATI LIVE Review
- Complete Virtual ATI and achieve VATI Green Light

Graduates who have Failed the NCLEX-PN

Students who have failed the NCLEX-PN test after completing the program must:

- Meet with Program Director, or designee, to Review Comprehensive Predictor Score and create a Remediation/Study Plan
- Retake the ATI Comprehensive Predictor course
- Attend ATI LIVE Review
- Retake ATI Capstone and Virtual ATI and achieve the ATI “Green Light”

Non-Graduates

Students who have not met graduation requirements and are challenging the licensure exam must:

- Meet with Program Director, or designee, to Review Comprehensive Predictor Score and create a Remediation/Study Plan
- Take/Retake the ATI Comprehensive Predictor course
- Attend ATI LIVE Review
- Retake ATI Capstone and Virtual ATI and achieve the ATI “Green Light”

AOSVN LICENSURE REQUIREMENTS

Vocational Nurses in California are licensed by the Board of Vocational Nursing and Psychiatric Technicians in accordance with the provisions of the Nurse Practice Act, California Code of Regulations, Division 25, Chapter 1, Vocational Nurses.

Completion of the BVNPT-accredited Stanbridge University AOSVN program satisfies the requirement for completion of a course in vocational nursing. Students must apply to the BVNPT for authorization to take the licensing examination after completion of their program. Note: Tuition paid to Stanbridge University does not include fees payable to the State of California or other entities (such as those for Live Scan services or photographs) related to application for state-mandated licensing examinations or the state licensing fees themselves.

LICENSURE FOR STUDENT WITH CONVICTIONS

By law, the Board of Vocational Nursing, and Psychiatric Technicians (BVNPT) must review the criminal record of all applicants for Vocational Nursing licenses. The Board only performs this review upon receipt of an application for licensure and cannot "pre-approve" or "pre-screen" a record to determine eligibility for licensure. Stanbridge University, likewise, cannot determine if a conviction will be a bar to receiving a license. Full disclosure is mandatory, and failure to disclose a conviction may be grounds for denial of your application.

Because determination of eligibility is made on a case-by-case basis, having a conviction on your record will not necessarily prevent the Board from granting a license. Likewise, if you have a conviction, you may not be granted a license even if you have completed all coursework and passed the licensing examination.

The Board's brochure on "Disciplinary Overview, Convictions, Frequently Asked Questions" is reproduced here for your information. Additional questions may be directed to the BVNPT's Enforcement Unit at (916) 263-7827.

1. Do you have to report an arrest if you were not convicted?
2. No. You only need to report an arrest if you were convicted.
3. Do you have to report traffic violations and/or automobile accidents?
4. Yes, if a traffic ticket was issued and you were fined over $500.
5. What happens if you can't obtain certified court documents and police reports on convictions?
6. You must submit written proof from the court or police department specifying inability to locate the required documents. The Board verifies this and bases its decision on other substantial information (e.g., letters of recommendation, evidence of rehabilitation, etc.).
7. Do you have to report non-payment of child support?
8. No. However, if your case is in the District Attorney's (DA) Office for non-payment, the DA notifies the Department of Consumer Affairs Family Support Unit. If you are deemed eligible for licensure, your license is issued on a temporary basis for 150 days. If at the end of that time period, you have not established a payment agreement with the DA's Office, your license is suspended.
9. Do you have to report a conviction that was expunged (i.e., conviction was stricken or deleted from official records)?
10. Yes. Pursuant to Penal Code section 1203.4, you are required to report a conviction that was expunged. The law specifies that it does not relieve you from the obligation to disclose the conviction in response to any direct questions contained in any questionnaire or application for public office or for licensure by any state or local agency.
11. What happens if you fail to disclose all or part of your convictions?
12. Failure to disclose all or part of your convictions may be grounds for denial or disciplinary action as you falsified information required on your application for licensure or renewal of licensure.
13. Do you have to report misdemeanors, felonies and/or convictions which you pled nolo contendere?
14. Yes. Pursuant to Business and Professions Code, section 2878.6 (VN Practice Act) and section 4523 (PT Law), a plea or verdict of guilty or a conviction following a plea of nolo contendere is considered a conviction. Any conviction substantially

related to the qualifications, functions and duties of a licensee can be grounds for denial or discipline of a license.

15. Do you have to report convictions if you were under 18 years old and tried as an adult?
16. Yes. If you were under 18 years of age, but were tried and convicted as an adult, you are required to disclose the conviction.
17. Do you have to report military convictions or dishonorable discharge?
18. Yes. Any offense or violation during your military career must be reported to the Board on the Record of Conviction form.
19. How does the Board determine which violations are substantially related to the applicant's license?
20. Pursuant to Title 16, California Code of Regulations, section 2521 (VN Regulations) and section 2578 (PT Regulations), a crime or act shall be considered to be substantially related to the qualifications, functions, or duties of a LVN or PT if to a substantial degree it evidences present or potential unfitness to perform the functions authorized by the license in a manner consistent with the public health, safety, or welfare. Such crimes or acts shall include but not be limited to those involving the following issues:

- Procuring a license by fraud, misrepresentation, or mistake.
- A conviction of practicing medicine without a license.
- Violating or attempting to violate, directly or indirectly, or assisting in or abetting the violation of, or conspiring to violate any provision or term of the VN Practice Act or PT Law.
- Aiding or assisting or agreeing to aid or assist any person or persons, whether a licensed physician or not, in the performance of or arranging for a violation of any of the provisions of the Medical Board of California Practice Act.
- Conviction of a crime involving fiscal dishonesty.
- Any crime or act involving the sale, gift, administration, or furnishing of "narcotics or dangerous drugs or dangerous devices" as defined in the Pharmacy Practice Act, Section 4022.

How does the Board determine satisfactory rehabilitation of an applicant for licensure or licensee?

Pursuant to Business and Professions Code sections 480 and 490, and Title 16 California Code of Regulations, sections 2522 and 2522.5 (VN Regulations) and sections 2579 and 2579.1 (PT Regulations), the Board utilizes the following general criteria to determine satisfactory rehabilitation:

- The nature and severity of the act(s) or crime(s) under consideration.
- Evidence of any act(s) committed subsequent to the act(s) or crime(s) under consideration.
- The time that has elapsed since commission of the act(s) or crime(s) under consideration.
- The extent to which the applicant has complied with any terms of parole, probation, restitution, or any other sanctions lawfully imposed.
- Evidence, if any, of rehabilitation.

1. What does the Board look for on the Department of Justice (DOJ) and/or Federal Bureau of Investigation (FBI) reports?
2. The Board reviews the RAP sheets (i.e., criminal record reports) to ensure that the conviction history matches what you provided on your Record of Conviction form and to determine if the violation is related to the qualifications of a licensee.
3. How can you get a copy of your RAP sheet (i.e., criminal record report)?
4. You may request a copy of your RAP sheet from the Department of Justice (DOJ). DOJ requires you to complete a "Record Review Process" form, complete another fingerprint card and pay a fee for processing. To obtain more information on this process, you must contact DOJ directly.
5. How long does a conviction stay on your RAP sheet?
6. The information contained on your RAP sheet is retained indefinitely. Therefore, you should always report all convictions. Failure to disclose all past convictions may result in disciplinary action.
7. Why doesn't the Board delineate the criteria for denial of a license?
8. The Board looks at each application for licensure on a case-by-case basis. There are many factors which must be evaluated to determine a person's qualifications to practice.
9. Why do you have to take and pass the examination before a decision is made on your conviction history?
10. The Board does not have any authority to deny your application for examination, only your application for licensure. Therefore, the Board can only make its official determination when you have successfully met all the requirements for initial

licensure.

OTA GENERAL INFORMATION

ASSOCIATE OF OCCUPATIONAL SCIENCE IN OCCUPATIONAL THERAPY ASSISTANT

The Associate of Occupational Science in Occupational Therapy Assistant program prepares students for entry-level occupational therapy assistant certification.

Certified/Licensed occupational therapy assistants may seek employment as members of the rehabilitation team under the supervision of a registered occupational therapist in hospitals, skilled nursing facilities, out-patient facilities, schools, mental health facilities, and community-based programs and as an Activity Director (independent of supervision by a registered occupational therapist) in adult day care programs, assisted living facilities, and skilled nursing facilities.

Mission Statement

Stanbridge University's occupational therapy assistant program aims to provide high quality, accessible, and relevant education in the art and science of enhancing people's ability to function in meaningful ways. Our goal is to prepare students to meet the demands of a changing and dynamic occupational therapy field and serve a diverse, changing population while meeting the learning needs of our student population. The end-goal of the program is to graduate successful, responsible, service-oriented learners who contribute to their society and profession.

Program Learning Outcomes

PLO1. Produce graduates who are competent critical thinkers with effective clinical, quantitative reasoning, oral and written communication, and information literacy skills.

PLO2. Produce graduates who demonstrate awareness of the diverse and changing nature of the patient populations served by occupational therapy personnel.

PLO3. Graduate students with demonstrated academic and entry level clinical proficiency in occupational therapy knowledge, intervention techniques, and skills applications.

PLO4. Provide an effective educational program leading to passage of the National Certification Examination administered by the NBCOT.

PLO5. Provide an effective educational program leading to entry-level employment opportunities within the occupational therapy profession.

PLO6. Graduate service-oriented professionals with the desire to seek out opportunities to serve society and the profession.

OTA PROGRAM OVERVIEW

Upon completion of the following requirements, Stanbridge University will confer the Associate of Occupational Science in Occupational Therapy Assistant degree:

112.5 Quarter Credit Hours/$522.84 tuition rate per quarter credit hour

The approximate time to complete the program will vary according to the start and end dates of a cohort and ranges from 22 – 23 months for full time and 29 – 30 months for part-time, including holidays and breaks.

Scholarship requirements: a final GPA of 2.0 for all units attempted at Stanbridge University is required to graduate.

All academic policies and procedures in this catalog for the Associate of Occupational Science in Occupational Therapy Assistant program are in effect for the Irvine Campus and the Los Angeles, Alhambra Branch Campus.

Course Number and Title	Didactic Hours	Lab Hours	Clinical Hours	Total Credit Hours	Eligible for Credit Transfer
OTA 1000 OTA Foundations	45	0	0	4.5	Yes
OTA 1001 Terminology^	45	0	0	4.5	Yes
OTA 1002 Occupational Life-Span Development^	45	0	0	4.5	Yes
OTA 1003 Disease Conditions^	42	0	0	4	Yes
OTA 1004 Mental Health Basics^	45	0	0	4.5	Yes
OTA 1005 Movement Anatomy	45	0	0	4.5	Yes
OTA 1005L Movement Anatomy Lab	0	30	0	1.5	Yes
OTA 1006 Fundamentals of OTA Practice	42	0	0	4	No
OTA 1007 Physical Dysfunction I	42	0	0	4	Yes
OTA 1008 Physical Dysfunction II	42	0	0	4	Yes
OTA 1009 Pediatric OT	42	0	0	4	Yes
OTA 1010 Psychosocial Dysfunction	42	0	0	4	Yes
OTA 2001 OTA Lab I	0	56	0	3.5	No
OTA 2002 OTA Lab II	0	56	0	3.5	No
OTA 2003 OTA Lab III	0	56	0	3.5	No
OTA 2010 First Level I Fieldwork	0	0	40	1	No
OTA 2020 Second Level I Fieldwork	0	0	40	1	No
OTA 2030 First Level II Fieldwork	0	0	320	10.5	No
OTA 2040 Second Level II Fieldwork	0	0	320	10.5	No
OTA 2050 Competencies	14	14	0	2	No
OTA 2060 End of Program Review	56	0	0	4.5	No
OTA 1011 Documentation^	48	0	0	4.5	Yes

Course Number and Title	Didactic Hours	Lab Hours	Clinical Hours	Total Credit Hours	Eligible for Credit Transfer
ENG 1030 Effective Professional English**	35	0	0	3.5	Yes
HUM 1030 The Socio-Cultural Experience**	40	0	0	4	Yes
CIS 1006 Computer Applications**	40	0	0	3.5	No
SCI 1021 Anatomy and Physiology	60	0	0	6	Yes
SCI 1021L Anatomy and Physiology Lab	0	60	0	3	Yes

* Blended course

** Online course

^ May be online or on ground

Standard Occupational Classification (SOC):	31-2011
Employment/Job Title:	Occupational Therapy Assistants

OTA FACULTY

Karen Donnelly	BS, COTA/L
Frances Gee	MS, OTR/L
Irene Hsu	OTD, OTR/L
Shaina Katz	MSOT, OTR/L
Maisoon Mangrio	BS, OTR/L
Myrha Mariano	BS, OTR/L
Nancy Olsen	MA, OTR/L
Dr. Satch Purcell	D.Ac, MSAOM, MOT, L. Ac., OTR/L
Johnathan Ramos	BS, OTR/L
Dr. Adam Sanchez	EdD, MS, OTR/L
Yorda Vasquez	MS, OTR/L

GENERAL EDUCATION FACULTY

Peter Poon	PhD	GE Program Director; Life and Physical Science
Steve Ryan	MA	GE Assistant Program Director, Social and Behavioral Sciences
Ali Alroalle	MS	Life and Physical Science
Farnaz Amirchoopani	MS	Mathematics
Kelsey Bowen	MS	Written and Oral Communication
Jonas Buenafe	MD	Life and Physical Science
Kevin Bush	PhD	Life and Physical Science
Kristen Chrisman	MA	Written and Oral Communication
Analise Fernandez	MS	Life and Physical Science
Patience Fowoyo	PhD	Life and Physical Science
Jose Garcia	MS	Mathematics
Gilbert Gardiner	LVN	Mathematics
Dina Georgy	MS	Mathematics
Trizze Huynh	MS	Mathematics
Aida Jaldi-Kazim	PhD	Life and Physical Science
Fouad Kardous	MS	Life and Physical Science
Mohammed Khalifa	MD	Life and Physical Science
Kai Knight	PhD	Life and Physical Science
Chris Lee	MS	Life and Physical Science

Allie Lyon	MHA, LVN	Written and Oral Communication; Social and Behavioral Sciences
Seema Maini	MD	Life and Physical Science
Edmund Pula	MS	Life and Physical Science
Anthony Rodriguez	PhD	Social and Behavioral Sciences
Carlos Rodriguez	MS	Life and Physical Science
Bhavista Talsania	MS	Mathematics
Rozmary Tatevosian	PhD	Life and Physical Science
Jesus Valles	MS	Mathematics
Warren Washington	PhD	Social and Behavioral Sciences
Fei Ye	MD, PhD	Life and Physical Science
Farid Zia	MS	Life and Physical Science

OTA ADMISSION POLICIES

Occupational Therapy Assistant program applicants will be considered for admission into the program if they achieve the minimum scores on the required sections of the *ACCUPLACER* test of the College Board administered at the university, as defined in the following chart.

Reading	232
Writing	234
Arithmetic	212
Statistics Algebra	206

The applicant may take each of the *Accuplacer* tests required for admission to a program up to three times initially, with at least 48 hours between attempts. If the applicant does not achieve a passing score on the required tests after three attempts, the applicant must wait two months before retaking the failed test(s). After the two-month waiting period, the applicant may take the failed *Accuplacer* test(s) up to three more times. If the applicant does not achieve a passing score after these three attempts, the applicant must wait one calendar year before retaking all of the *Accuplacer* tests required for admission to the program. The applicant will be allowed to take each of the *Accuplacer* tests up to three times after the one calendar year waiting period. If the applicant does not achieve a passing score on each of the required test(s) after these three attempts, the applicant will not be able to take the *Accuplacer* tests again for admission to a program at the university.

In addition to meeting the minimum admission policies for an associate degree program, each applicant must complete a questionnaire and have an interview with a designated member of the OTA faculty. The interviewer will use a candidate interview form for the interview and will award points for the applicant's responses on the questionnaire and in the interview according to a departmental rubric.

The interviewer will also award points according to the departmental rubric for the applicant's scores on the *Accuplacer* examination, other examinations, or a grade point average earned for a degree or diploma. The interviewer will combine these points with the points awarded for the questionnaire and interview into a total score according to the departmental rubric. Based on the total score, the applicant will be ranked among the other applicants who are applying for admission to the program with the current cohort.

The 35 applicants who have met the minimum admission policies for an associate degree program and, who have the highest number of combined points awarded for the questionnaire, interview, and examination scores or grade point average, will be accepted for admission to the current cohort. Should an opening occur, the applicant who has the next highest number of combined points may be accepted. If there are more than 35 individuals qualified for admission in a given cohort, those who are not admitted to the current cohort will be considered for admission into a subsequent cohort.

APPLICANTS WITH CRIMINAL CONVICTIONS

Applicants to the OTA program are required to complete a background check form and pay the background check fee seven days prior to the start of classes.

Many clinical facilities will not permit OTA applicants (or employees/volunteers) in the facility with certain felony or misdemeanor convictions as part of an overall employment policy. Stanbridge University cannot admit OTA applicants who cannot attain the mandated requirement of 640 level 2 fieldwork hours. Accordingly, applicants for admission with a felony conviction will not be granted admission to the university. Certain types of convictions, regardless of whether felony or misdemeanor, will result in denial of admission. These types of convictions include certain drug/substance abuse offenses, violent crimes and offenses requiring mandatory reporting, such as elder abuse or child abuse.

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant, administered by the National Board For The Certification Of Occupational Therapy (NBCOT). After successful completion of this exam, the graduate will be a certified occupational therapy assistant (COTA). In addition, all States require licensure to practice; however, State licenses are usually based on the results of the NBCOT certification examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain State licensure. The NBCOT describes the nature of the character questions asked on the exam candidate applications in the Exam Handbook under the section titled, *Character Review*. Please see the following link:

https://www.nbcot.org/-/media/NBCOT/PDFs/Cert_Exam_Handbook.ashx?la=en

For more information regarding this and other certification questions, or to obtain a Character Review prior to starting your program, please contact the NBCOT:

NBCOT
One Bank Street, Suite 300, Gaithersburg, MD 20878
Phone: (301) 990-7979. Email: professional.conduct@nbcot.org

Individual State regulatory boards that issue licenses for the practice of occupational therapy must be contacted individually to inquire about licensing questions or restrictions.

OTA TRANSFER CREDIT POLICIES

For information regarding OTA transfer credit refer to the institutional Transfer Credit Policy.

OTA GRADING POLICIES

Remediation Policies

Theory Course Remediation

The length and cohort model of the Occupational Therapy Assistant program renders retakes for remediation purposes impossible if the student is to continue in his/her program. Remediation actions for unsatisfactory academic progress are required to be allowed to continue in the program. The student will be expected to take an alternate exam on the material covered in the original course exam and/or complete a remediation assignment and will be considered to have successfully remediated the course when he/she has achieved a passing score on the alternate exam or assignment. Regardless of the score achieved on the alternate exam or remediation assignment, the maximum grade that will be entered into the student's grade record for any remediated course will be 75%. Remediation of any failed course must be performed within twenty-one (21) days of the posting of the failing course grade or prior to the start of the next term, whichever is shorter. Students may take up to three remediation attempts (if necessary) during the remediation period. If a course is not successfully remediated, the student's failing grade will be recorded as the grade for the un-remediated course and the student will be dismissed. An exception to this policy is the End of Program Examination for OTA Students. This exam has only one remediation attempt.

Students may not remediate more than 3 courses in a program. If a student fails a fourth (4) course, the student will be dismissed. Students that are dismissed due to four (4) course failures who re-enroll to the program will be dismissed upon failing a second (2) course after their return (which is a 6th course failure). Students that are dismissed, re-enroll, and fail a second course will be dismissed. The OTA 2060 End of Program Review course is the only theory course that is an exception to this policy of repeating the OTA program upon a 6th course failure.

Laboratory Course Remediation

OTA laboratory courses are Pass/Fail based on the student achieving a minimum number of points on the Skills Checklist, which includes demonstrated skills, completion of projects, quizzes, exams and professionalism points. Lab course failures are not eligible for course remediation and must be repeated. In the event that a student does not receive a passing laboratory grade due primarily to a deficiency in professionalism points, the student must submit a written plan of correction to address the professionalism deficiencies to the laboratory instructors, program director, or program director's designee. The plan must demonstrate that the student understands what the deficits were and how the deficits will be corrected. The student will have one (1) opportunity to submit the plan of correction within seven (7) calendar days of the end of the laboratory course. An unsatisfactory plan of correction will result in a failing grade for the laboratory course, and the student will be dismissed from the occupational therapy assistant program.

General Education Grading Policy

The grading policy for General Education courses is established to uphold academic standards and provide students with clear expectations regarding performance.

To earn credit for a General Education course, a student must achieve a minimum final course grade of "C" (75%) or higher.

General Education Course Remediation Policy

A student who does not achieve the minimum passing grade in a General Education course may be eligible to complete a remediation process to demonstrate competency. Remediation is not automatic and is contingent upon the student having completed all required graded assignments, met attendance requirements, earned a minimum of "D-" (60%) in the course, and initiated the remediation process through the Office of Student Services.

Remediation may consist of an alternative examination or a structured assignment designed to assess mastery of the original course

learning outcomes, as determined by the program. To successfully remediate, the student must achieve a passing score on the assigned assessment. The maximum final course grade awarded following successful remediation is “C” (75%), regardless of the score earned. If remediation is not successfully completed, the original course grade will remain unchanged.

Remediation must be completed within twenty-one (21) calendar days from the official course end date or prior to the start of the subsequent academic term, whichever occurs first. Failure to meet requirements or deadlines may result in forfeiture of the remediation opportunity.

A maximum of two (2) remediation attempts per course may be permitted.

Satisfactory Academic Progress Requirements: Occupational Therapy Assistant

Tutorial sessions and meetings with the university’s staff may be mandatory for students at risk of not meeting satisfactory academic performance requirements.

The level I and level II fieldwork portions of the OTA program are considered to be part of the entire curriculum and must be completed within a maximum of 1 ½ times beyond the normal length of the program. Students who do not finish level I and level II fieldwork within this time frame will be required to apply for admission and repeat the program as a new student. Tutorial sessions and meetings with the university’s staff may be mandatory for students at risk of not meeting satisfactory academic performance requirements.

OTA ATTENDANCE POLICIES

CLASS HOURS

Students must refer to their schedule for the actual class dates.

Theory classes may be scheduled any time between 8:00 A.M. to 4:30 P.M. PST Monday through Friday. OTA laboratory classes may be scheduled any time betweene 8:00 A.M. to 4:30 P.M. PST. Students must complete fieldwork days and hours based on the practices at each individual location, which is typically Monday through Friday from 8:00 A.M. to 4:30 P.M. PST. Students must be prepared to follow earlier or later starts as required by the particular practices of the location. Typically, fieldwork days are Monday through Friday from 8:00 A.M. to 4:30 P.M. PST (Terms 3, 4, 5, and 6). Part-Time OTA evening classes are Monday through Thursday evenings from 6:00 P.M. to 10:00 P.M. PST and Saturdaysbetween 8:00 A.M. to 4:00 P.M. PST. Part-time OTA Laboratory (Saturdays) days are 8:00 A.M. to 4:30 P.M. PST. All full-time class hours for the OTA program are in effect for the Irvine Campus and the Los Angeles, Alhambra Branch Campus.

Part-Time OTA students must complete fieldwork days and hours based on the practices at each individual location, which is typically Monday through Friday from 8:00 A.M. to 4:30 P.M. PST. Students must be prepared to follow earlier or later starts as required by the particular practices of the location. Typically, fieldwork days are Monday through Friday from 8:00 A.M. to 4:30 P.M. PST. Part-time program hours are in effect for the Irvine Campus and Los Angeles, Alhambra Branch Campus.

Note: Alternate days or different shifts may be required for certain OTA fieldwork experiences, due to clinical facility student census restrictions or facility availability. Some fieldwork may be offered on a 10- or 12-hour shift to match clinical facilities' schedules.

In support of the requirements for OTA programs, OTA students may not graduate without completing the objectives for theory classes, performing fieldwork objectives and completing a minimum of two weeks of Level I fieldwork and 16 full-time weeks of Level II fieldwork. No part of Level I fieldwork can be substituted for any part of Level II fieldwork.

THEORY CLASSES

Remediation and Limit of Theory Absences

All absences from theory classes must be remediated by completion of an assignment associated with the theory objectives for the day of absence. Theory absences follow these policies:

- 3rd absence in any one course = attendance probation
- 4th absence in any one course = violation of attendance probation
- 5th absence in any one course = course failure

Students are responsible for notifying instructors to obtain remediation assignments for absences. Remediations for absences are due within 7 days from the student's return.

Makeup of Course Examinations Due to Absence

Any examination(s) missed due to absence from a theory class must be made up by the 7th day after the student returns to school or a grade of zero will be assigned to the examination. Regardless of the score achieved on the makeup exam, the maximum grade that will be entered into the student's grade record for any makeup examination in a theory class will be 75%.

LAB CLASSES

Remediation and Limit of Lab Absences

OTA Lab absences will be remediated by demonstrating proficiency in the lab objectives for the day of absence. Lab absences follow these policies:

- 2nd lab absence = attendance probation
- 3rd lab absence = violation of attendance probation
- 4th lab absence = lab failure

Students are responsible for obtaining their remediation assignments from their lab instructor per the directions written on the Skills Checklist. Remediations for absences are due within 21 days from the student's return.

CLINICAL FIELDWORK

Fieldwork Absences

Absences from Level I and Level II fieldwork will be remediated by performing additional fieldwork hours on a day-for-day basis for each absence.

Level I Fieldwork:

Students are limited to remediating 2 days of Level I fieldwork per placement. Level I fieldwork absences follow these policies:

- 1st absence = fieldwork probation
- 2nd absence = violation of fieldwork probation
- 3rd absence = failure and dismissal

Level II Fieldwork:

Students are limited to remediating 3 days of Level II fieldwork in each Level II placement. Remediation of all absences incurred in the first Level II fieldwork must be remediated prior to commencing the second Level II fieldwork. Remediation of all second Level II fieldwork absences must be completed prior to graduation and recommendation to NBCOT for the student to be allowed to take the certification examination. Multiple tardies or early outs from fieldwork are possible grounds for dismissal and are evaluated on an individual basis in collaboration with site personnel. A no-show, no-call at a fieldwork site is also grounds for dismissal and is evaluated on an individual basis in collaboration with site personnel. Failure to submit fieldwork time sheets per the time sheet instructions is possible grounds for failure and dismissal. Failure to submit fieldwork-related assignments per the assignment instructions, including additional projects requested by fieldwork site personnel, is possible grounds for failure and dismissal. Level II fieldwork absences follow these policies:

- 2nd absence = fieldwork probation
- 3rd absence = violation of fieldwork probation
- 4th absence = failure and dismissal

OTA DISMISSAL POLICIES

Dismissal may occur for the following reasons:

- The student in an Occupational Therapy Assistant program exceeds greater than 4 theory absences, exceeds 3 Lab absences, exceeds 2 days of Level I fieldwork absence in a term, exceeds 3 days of absence in a Level II fieldwork and fails to provide sufficient or acceptable documentation for the absences.
- The student fails to remediate all absences within the allowed time.
- The student has a pattern of multiple tardies or early outs (as determined by the university or fieldwork site, and communicated to the student) in either theory courses, lab course, or fieldwork.
- The student is a no-show, no-call at a clinical site. Emergencies and unforeseen circumstances will be considered for review on an individual basis and only with acceptable documentation provided.
- The student commits an ethical violation in, or related to, the fieldwork facility.
- The student who does not complete all fieldwork requirements within a maximum of 1 ½ times beyond the normal length of the program will be dismissed and required to reapply for admission and repeat the Occupational Therapy Assistant program as a new student.
- The student commits an unsafe practice in the fieldwork facility.
- The student fails a fourth (4th) course.
- The student that is previously dismissed due to four (4) course failures, and re-enrolls into the Occupational Therapy Assistant program and fails a 2nd course. A re-enrollment committee will be required to determine if student will be re-admitted.
- The student does not remediate a failed course in 3 attempts within 21 days or before the start of the next term, whichever is shorter.
- The student does not pass the Program Exit Exam with a minimum required score of 80%, and is unable to obtain 80% through remediation via the remediation policy. Only one (1) remediation attempt is permitted for the program exit exam. Should a student fail the remediation attempt for the program exit exam they must repeat the *OTA 2060 End of Program Review* course.
- The student does not complete a minimum of ten (10) hours of community service by the end of the program.

OTA FIELDWORK POLICIES

MAINTAINING REQUIREMENTS FOR CLINICAL EDUCATION

All OTA students are responsible for maintaining the accuracy of the foregoing student health information. Students are required to complete and provide proof of all required health information to Stanbridge University for review no later than Week 10 of Term 2. This includes, but is not limited to, a negative PPD (purified protein derivative test for tuberculosis) or chest X-ray (if PPD is positive), Hepatitis B series or a signed waiver, physical examination, BLS (Basic Life Support) from the American Heart Association, as well as commonly required vaccinations (may vary by clinical facility). (See section below titled Additional Requirements Requested by Sites.)

It is mandatory for each student to keep these health records current at all times and throughout the duration of their program. It is the responsibility of the student to keep documentation of new health records prior to their expiration; this includes, but is not limited to, vaccinations, physical examinations, PPD tests and the American Heart Association BLS. Students are responsible to pay for any necessary renewals of health records. Any student with expired or missing health information will not be allowed to attend Fieldwork without updating the expired or missing information. Any absences accrued due to expired or missing health records may not be excused or have remediation limits waived. Any student who fails to submit the required health records by the due date may receive a Notice of Deficiency from the administration. Failure to provide any of these health records in a timely manner may result in the student missing a fieldwork course and may result in dismissal from the program.

The Covid-19 vaccination is not required by Stanbridge University, but is highly recommended and is required by nearly all fieldwork sites. Other healthcare requirements/vaccinations may be required by fieldwork sites (see section below, titled Additional Requirements Requested by Sites). Stanbridge University is responsible for finding students viable clinical sites to complete fieldwork requirements but not responsible for adjusting to students who are missing vaccinations, transportation or similar considerations.

ADDITIONAL REQUIREMENTS REQUESTED BY SITES

A fieldwork site may have additional requirements for students to meet in order for the students to attend the site for fieldwork. It is the responsibility of students to meet these additional requirements. These additional requirements include, but are not limited to, proof of:

- DMV driving record
- Driver's license and reliable transportation
- Multiple TB tests within a specific timeframe
- MMR vaccination and/or proof of immunity (titer)
- Tdap vaccination
- Varicella (chicken pox) vaccination or proof of immunity
- Drug testing
- Flu shot
- Up to date Covid-19 vaccination according to CDC or fieldwork site guidelines
- Covid-19 testing per fieldwork site requirements
- Health insurance
- Live Scan or other additional background checks
- Updated Physical Examination

It is the student's personal and financial responsibility to complete these additional requirements and, depending on the site, to allow 4-6 weeks for the processing of results prior to the start of any fieldwork at the site. If a student is having difficulty completing

the additional requirements, the student must immediately inform his or her fieldwork coordinator.

If one or more of your assigned fieldwork sites have any of these additional requirements, and you are not able to complete the additional requirements, it could impact your ability to attend fieldwork and keep you from progressing in the program. It is the student's responsibility to prepare ahead of time for the cost of any of these additional requirements.

Common Guidelines for Health Record Expiration

Health Record	Expiration
Hepatitis B vaccine (2- or 3-shot series) or positive titer	20 years (vaccine), 5 years (titer)
Varicella vaccine or positive titer	20 years (vaccine), 5 years (titer)
Measles, Mumps, Rubella (MMR) vaccine or positive titer	20 years (vaccine), 5 years (titer)
Tetanus, Diphtheria, Pertussis (Tdap) vaccine	10 years
Tuberculosis (TB) screening - PPD skin test or Chest X-ray	1 year (PPD skin test), 4 years (Chest X-ray)
Physical examination	1 year
Flu (Influenza) vaccine	Seasonal, annually
BLS from American Heart Association	2 years

The above table should be used as reference only. Please consult your healthcare provider when seeking specific medical advice.

Social Media and Best Practices

When using social media and networking sites (e.g. Instagram, Facebook, LinkedIn. etc.), even for personal purposes, students should remember to be respectful and professional at all times. Students should not post information about a patient (whether or not the patient is identified by name) in any format, at any time and for any reason. When a student identifies him/herself as a Stanbridge student or when communicating about or to other site employees/students on social media and networking sites, ethnic slurs, personal insults, obscenity, or any communications that would not be acceptable on Stanbridge campus should be avoided. Students who have concerns regarding workplace conduct or inappropriate use of social media are encouraged to contact their site supervisor and Academic Fieldwork Coordinator for clarification regarding the terms of this policy.

CONFLICT OF INTEREST AND FIELDWORK EXPERIENCES

To effectively engage in a supervisory relationship with the purpose to openly assess competencies/skills and provide feedback it is important that your relationship (as a student learner) with your supervisor not be impacted by a conflict of interest. Past and present relationships with the site or the supervisor may influence the supervisory relationship.

The following are examples of situations that may present a conflict of interest:

- A family member, friend, relation (personal or business), associate, or intimate partner is a client, employee, vendor, or independent contractor in a department that has close professional contact with your supervisor and/or a position of authority or influence over your supervisor.
- You are presently an employee, vendor, or independent contractor for the fieldwork site at which you will or are satisfying any requisite program requirements.
- You have been an employee, vendor, or independent contractor for the fieldwork site at which you will or are satisfying any requisite program requirements within the last two (2) years (unless there is a total change of staff or the department you

worked in had no professional contact with the OT Department – e.g., you worked in the cafeteria).
- You have a friendship or romantic relationship with the person who may be your supervisor or another person who is directly or indirectly connected with oversight of any aspect of your tasks and duties while at the fieldwork site.
- You have had a supervisory role (any position of influence or authority) over a person or persons who may supervise you.
- You have been or will be a patient at your assigned fieldwork site, within the past two (2) to three (3) years, in the OT department or another department that you will have close contact with (e.g., the physical therapy department).

When a conflict of interest actually or potentially exists the Academic Fieldwork Coordinator will make the final determination regarding the appropriateness of placing the student at the fieldwork site.

When a conflict of interest potentially exists the Academic Fieldwork Coordinator will make the final determination regarding the appropriateness of placing the student at the fieldwork site.

STUDENT RESPONSIBILITIES AT FIELDWORK FACILITIES

Students are responsible for the following while at clinical facilities:

- Protecting, first and foremost, the health and safety of patients at facilities where they perform their fieldwork.
- Honoring the preservation of patient privacy by scrupulously observing confidentiality of patient information. Violation of patient confidentiality may lead to dismissal of the student from the program.
- Seeking the guidance of a Stanbridge University Fieldwork Coordinator.
- Arranging for transportation to and from school, fieldwork facilities and other designated locations for instruction in the OTA program. Note: Some periods of fieldwork facility education may not match other schedules (for days of the week or hours of clinical education) due to facility-driven scheduling. Students are responsible for arranging their personal schedules to meet prearranged facility schedules.
- Making the didactic and clinical schedule in the OTA Program the top priority in their personal schedule.
- Abiding by the rules and regulations of the clinical facilities during clinical rotations.
- Notifying the fieldwork site and the school's fieldwork coordinator of any absences from a fieldwork placement. Failure to notify the site and the fieldwork coordinator will result in disciplinary action up to and including dismissal from the program.

STUDENT ACKNOWLEDGEMENT OF RISK AT FIELDWORK FACILITY ROTATIONS

Occupational Therapy Assistant students will be required to sign, as a condition of their presence in clinical facilities for clinical education, the following acknowledgement:

I understand that due to my fieldwork rotations at various facility settings, I will be exposed to potentially infectious materials and diseases. I agree to follow all fieldwork facility protocols regarding patient safety, personal safety, and all other protocols I have been taught at school during clinical facility orientations and during my clinical rotations.

I hereby confirm that I will seek the direction of my instructor or a facility mentor should I be unclear as to how to proceed with patient treatment or any other procedure, protocol or process at the clinical facility.

I hereby indemnify and hold harmless Stanbridge University, its employees, agents, owners and partnering clinical facilities from any liability pertaining to any infectious disease, illness, or injury I may acquire or get as a result of my participation in my fieldwork rotations, including any infectious disease, illness, or injury I may acquire as a result of my participation in a potentially dangerous clinical rotation such as at a Mental Health Unit/Ward/Facility.

OTA ADDITIONAL POLICIES

OTA DRESS CODE

General

- The Student ID must be worn at chest level and be conspicuous at all times.
- Polos must be program-approved and bear the Stanbridge University logo on the left breast of the shirt.
- Polos must be clean and unwrinkled.
- Undershirts worn underneath the polo uniform top may be short sleeve or long sleeve but must be white, grey, or of light colors that can show staining if tainted with blood or body fluids. No other undergarments may be visible.
- Pants can be beige or black.
- Pants must be clean, non-wrinkled, and with no holes. Pants must be well-fitting but not excessively baggy or with leg bottoms touching the floor. Pants must also be loose enough to allow for occupational therapy practices such as bending, squatting, transferring clients, and getting on the ground with children, etc.

Shoes and Stockings

- Shoes must have a rubber/non-conductive sole. No high heels.
- Shoes must be closed toe and must be clean at all times.
- Plain, non-flashy sneakers are acceptable in solid, non-bright or non-fluorescent colors.

Jewelry, Hair, and Nails

- The only visible, pierced jewelry that is acceptable is a small, single, stud earring. Hoops, rings, or dangling earrings are not allowed. Jewelry on the tongue, eyebrows, nose, lips, etc. is not allowed.
- Facial hair must be neatly trimmed to a maximum length of ½ inch to permit proper fit of personal protective equipment (as recommended by the Center for Disease Control), and not be of a faddish or unusual appearance.
- Only a plain wedding band is acceptable.
- Hair must be pulled back out of the face and off the shoulders. Hair color must be of a natural color; faddish or unnatural colors or styles are not permitted.
- Hair accessories must be plain.
- Nails must be trimmed and kept clean at all times. Nail length must be kept at a maximum of 2 mm overhang. Artificial nails are not allowed.
- Tattoos cannot be visible. Tattoos and piercing are discouraged while in school due to increased chance of infection and the ability to comply with Stanbridge and hospital policy.
- Clinical facilities may have other requirements or regulations in addition to the requirements listed above. Students must comply with any additional uniform requirements at the fieldwork facility.

HEALTH INSURANCE

Students are required to carry health insurance, throughout the duration of their program, at their own cost, and may be asked to provide a copy to program administration or clinical facility.

OTA GRADUATION REQUIREMENTS

Occupational Therapy Assistant students must attain a cumulative grade point average of C (75%) in each course to graduate. If a course grade is below 75%, or clinical skills are not all successfully demonstrated, the OTA student may be placed on Academic Probation and the deficiencies must be remediated within three (3) attempts and within sufficient time, as determined by the faculty/administration, to continue in the program without disruption of the program continuity. The OTA Program Exit Exam requires a score of 80% in order to pass the course and graduate.

In order to graduate, students in the Occupational Therapy Assistant program must complete a minimum of ten (10) hours of community service by the end of the program.

OTA LICENSURE REQUIREMENTS

Following graduation from the program, students must pass the National Board for the Certification of Occupational Therapy (NBCOT) examination and apply to the appropriate State Regulatory Board for the State(s) they plan to work in to receive a license and thus become eligible for employment as a certified occupational therapy assistant, licensed (COTA/L).

PTA GENERAL INFORMATION

ASSOCIATE OF SCIENCE IN PHYSICAL THERAPIST ASSISTANT (PTA)

Graduates with an Associate of Science in Physical Therapist Assistant degree from a CAPTE-accredited PTA program may apply to the Physical Therapy Board of California (PTBC) for permission to take the two examinations required for licensure, the National Physical Therapy Examination (NPTE) for physical therapist assistants and the California Law Examination (CLE).

After passing these examinations and receiving a license from the PTBC, the student will be eligible to obtain employment as a licensed physical therapist assistant.

MISSION

The mission of the Physical Therapist Assistant Program is to provide high quality education that encompasses the theory, knowledge, and clinical skills needed to produce caring, competent, and qualified entry-level physical therapist assistants.

PROGRAM LEARNING OUTCOMES

PLO 1. Cultivate knowledge of the comprehensive role of a physical therapy assistant with diagnoses and interventions across a patient's lifespan to promote a patient's highest functional outcome.

PLO 2. Advance effective written, verbal, and nonverbal communication to improve health care communication and physical therapy interventions across all practice settings.

PLO 3. Promote interdisciplinary partnerships and community participation through service-learning initiatives, engage in advocacy and professional organizations while demonstrating excellent professional and ethical behavior.

PLO 4. Take part in the application of relevant technology to provide patients with safe, effective, and efficient care.

PLO 5. Broaden and integrate approaches to provide cultural sensitivity, inclusion of diversity and ethical healthcare in a variety of care settings and communities.

PLO 6. Score 650 or more on the National Physical Therapy Exam to pass the licensure exam on the first attempt.

PLO 7. Apply clinical reasoning based on evidence-based interventions and realistic clinical scenarios for the development of a patient centered treatment plan.

PROGRAM GOALS

1. The program will prepare graduates to serve as entry-level generalist physical therapist assistants who function effectively under the direction and supervision of a licensed physical therapist.
2. The program will offer a current, evidence-based, comprehensive curriculum that will prepare students to practice as licensed physical therapist assistants in a variety of care settings and communities.
3. The program will engage students in clinical education experiences that provide a variety of settings and locations where learners apply didactic knowledge and further develop clinical skills.
4. The program will prepare graduates to meet state licensure requirements and attain gainful employment.

STUDENT GOALS

1. Students will demonstrate proficiency in the standards of practice necessary to provide quality physical therapy services.
2. As advocates for the profession, students will demonstrate social responsibility in the community.
3. Students will provide physical therapy care in an ethical, compassionate, and effective manner.

FACULTY GOALS

1. Faculty will maintain academic and clinical currency in the physical therapy field.
2. Faculty will provide supportive, active and stimulating learning environments.
3. Faculty will foster a learning environment of integrity, equity, and mutual respect.

SCHEDULE

PTA students will be on campus one to five days a week depending on the term. Theory classes meet 8:00 A.M. to 6:00 P.M. PST with a lunch break. Lab courses are held 8:00 A.M. to 3:00 P.M. PST with a 30-minute lunch. The Clinical Practicum and two Clinical Affiliations are forty (40) hours per week each for 4 and 6 weeks each, respectively.

- Practicum: 4 weeks
- Affiliation I: 6 weeks
- Affiliation II: 6 weeks

PTA PROGRAM OVERVIEW

Upon completion of the following requirements, Stanbridge University will confer the Associate of Science in Physical Therapist Assistant degree:

112.5 Quarter Credit Hours/$488.70 tuition rate per quarter credit hour

The approximate time to complete the program will vary according to the start and end dates of a cohort and ranges from 20-21 months, including holidays and breaks.

This program is offered in Irvine and Alhambra.

Quarter Hours of Credit: minimum 112.5 quarter hours of credit.

Scholarship requirements: a final GPA of 2.0 for all units attempted at Stanbridge University is required to graduate. A minimum grade of C or ≥75% in each theory course, ≥ 80% in each lab course, and passing of all clinical education courses are also required to graduate.

Course Number and Title	Didactic Hours	Lab Hours	Clinical Hours	Total Credit Hours	Eligible for Credit Transfer
PTA 1010 Introduction to PTA	30	15		3.5	No
PTA 1020 Pathophysiology	40			4	No
PTA 1030 Applied Kinesiology	25	25		3.5	No
PTA 1040 Therapeutic Exercise I	30	18		3.5	No
PTA 1050 Procedures*	20	27		3	No
PTA 1060 PT Through the Lifecycle*	27	18		3.5	No
PTA 1100 PTA Lab I		48		2.5	No
PTA 1500 Term 3 Review	18			1.5	No
PTA 1070 Therapeutic Measurement and Testing		36		2	No
PTA 1080 Modalities*	20	22.5		3	No
PTA 1090 Therapeutic Exercise II	30	20		4	No
PTA 1200 PTA Lab II		48		2.5	No
PTA 1600 Term 4 Review	18			1.5	No
PTA 2010 Neurologic Interventions I	10	10		1.5	No
PTA 2020 Orthopedic Interventions I	10	10		1.5	No
PTA 2030 Clinical Documentation	15			1.5	No
PTA 2100 PTA Lab III		24		1	No
PTA 3000 Practicum			200	7	No
PTA 2040 Neurologic Interventions II	30	20		4	No
PTA 2050 Orthopedic Interventions II	25	20		3.5	No

Course Number and Title	Didactic Hours	Lab Hours	Clinical Hours	Total Credit Hours	Eligible for Credit Transfer
PTA 2060 PTA Practice	27	22		3.5	No
PTA 2200 PTA Lab IV		48		2.5	No
PTA 2500 Term 6 Review	22			1.5	No
PTA 2070 Professional Issues *	18			1.5	No
PTA 3010 Affiliation I			256	9	No
PTA 2600 Program Review I	48			3.5	No
PTA 3020 Affiliation II			240	8.5	No
PTA 2700 Program Review II	50			3.5	No
SCI 1045 Human Anatomy and Physiology	40	40		6	No
COM 1050 Fundamentals of Public Speaking**	30			3	Yes
MATH 1010 College Algebra**	30			3	Yes
PSY 1010 Introduction to Psychology**	30			3	Yes
ENG 1005 Introduction to Written Communication**	30			3	Yes
SOC 1010 Introduction to Sociology**	30			3	Yes

* Blended course

** Online course

Standard Occupational Classification (SOC):	31-2021
Employment/Job Title:	Physical Therapist Assistants

PTA FACULTY

Rex Arcibal	PTA, BA
Joseph Blanscet	PT, BS
Rebecca de Ruyter	PT, MPT
Dr. Daniel Diaz	PT, DPT, OCS
Julius Edral	PTA, BS
Dr. Sheila Espina	PT, DPT
Dr. Rikesh Hirani	PT, DPT, OCS
Jenny Huang	PT, tDPT
Dr. Tierney Loveland-Grace	PT, DPT
Dr. Becky Markel	PT, DPT
Dr. Joe MacArthur	PT, DPT
Dr. Genevive Neely	PT, DPT, NCS
Dr. Amanda Rogers	PT, DPT
Katy Schneider	PT
Steven Sexton	PT
Dr. Bhavna Shah	PT DPT, PCS
Kevin Young	PTA, BS

GENERAL EDUCATION FACULTY

Peter Poon	PhD	GE Program Director; Life and Physical Science
Steve Ryan	MA	GE Assistant Program Director, Social and Behavioral Sciences
Ali Alroalle	MS	Life and Physical Science
Farnaz Amirchoopani	MS	Mathematics
Kelsey Bowen	MS	Written and Oral Communication
Jonas Buenafe	MD	Life and Physical Science
Kevin Bush	PhD	Life and Physical Science
Kristen Chrisman	MA	Written and Oral Communication
Analise Fernandez	MS	Life and Physical Science
Patience Fowoyo	PhD	Life and Physical Science
Jose Garcia	MS	Mathematics
Gilbert Gardiner	LVN	Mathematics

Dina Georgy	MS	Mathematics
Trizze Huynh	MS	Mathematics
Aida Jaldi-Kazim	PhD	Life and Physical Science
Fouad Kardous	MS	Life and Physical Science
Mohammed Khalifa	MD	Life and Physical Science
Kai Knight	PhD	Life and Physical Science
Chris Lee	MS	Life and Physical Science
Allie Lyon	MHA, LVN	Written and Oral Communication; Social and Behavioral Sciences
Seema Maini	MD	Life and Physical Science
Edmund Pula	MS	Life and Physical Science
Anthony Rodriguez	PhD	Social and Behavioral Sciences
Carlos Rodriguez	MS	Life and Physical Science
Bhavista Talsania	MS	Mathematics
Rozmary Tatevosian	PhD	Life and Physical Science
Jesus Valles	MS	Mathematics
Warren Washington	PhD	Social and Behavioral Sciences
Fei Ye	MD, PhD	Life and Physical Science
Farid Zia	MS	Life and Physical Science

PTA ADMISSION POLICIES

Physical Therapist Assistant program applicants will be considered for admission into the program if they achieve the minimum scores on the required sections of the *ACCUPLACER* test of the College Board administered at the university, as defined in the following chart.

Reading	232
Writing	234
Arithmetic	212
Statistics Algebra	206

The applicant may take each of the *Accuplacer* tests required for admission to a program up to three times initially, with at least 48 hours between attempts. If the applicant does not achieve a passing score on the required tests after three attempts, the applicant must wait two months before retaking the failed test(s). After the two-month waiting period, the applicant may take the failed *Accuplacer* test(s) up to three more times. If the applicant does not achieve a passing score after these three attempts, the applicant must wait one calendar year before retaking all of the *Accuplacer* tests required for admission to the program. The applicant will be allowed to take each of the *Accuplacer* tests up to three times after the one calendar year waiting period. If the applicant does not achieve a passing score on each of the required test(s) after these three attempts, the applicant will not be able to take the *Accuplacer* tests again for admission to a program at the university.

- In addition to meeting the minimum scores on the *Accuplacer* tests, each applicant must complete a minimum of twenty (20) hours of documented paid or volunteer work experience or observation in a physical therapy facility or related medical facility with a licensed medical practitioner (PT, PTA, DC, or otherwise appropriate medical provider as determined by the program director).
    - If the applicant is not able to complete the onsite observation hours, the university will accommodate this by allowing the applicant to complete the required hours by requesting the ICE Supplemental Videos Review assignment form from the Admissions Department.
- Additionally, each applicant must complete a questionnaire immediately prior to an interview with the Program Director or designee. The interviewer will use a Candidate Interview form for the interview and will award points for the applicant's responses in the interview according to a departmental rubric.
- The interviewer will also award points according to the departmental rubric for the applicant's scores on the Accuplacer examination, other examinations, or a grade point average earned for a degree or diploma. Points will also be awarded for the level of prior education and experience in the medical or human service field. The interviewer will combine these points with the points awarded for the questionnaire and interview into a total score according to the departmental rubric. Based on the total score, the applicant will be ranked among the other applicants who are applying for admission to the program with the current cohort.
- The 45 applicants who have met the minimum admission policies for an associate degree program, and who have the highest number of points awarded for the questionnaire, interview and examination scores or grade point average, will be accepted for admission to the current cohort. Should an opening occur, the applicant who has the next highest number of combined points may be accepted for admission. If there are more than 45 individuals qualified for admission in a given cohort, those who are not admitted to the current cohort will be considered for admission into a subsequent cohort.

Applicants with Criminal Convictions

Criminal background checks are required by most facilities providing clinical experiences. Students are responsible for the fees incurred. Facilities may require criminal background checks of students in addition to the ones already completed during the program. The student has one background check done during the admissions process, and one done later in the program prior to

clinical experiences. The student is responsible for notifying the ACCE if there is any newly reported criminal action(s) since the original admissions check.

Applicants to the PTA program are required to complete a background check form and pay the background check fee seven days prior to the start of classes. Individuals with a criminal history may be considered for admission. Stanbridge University will consider the nature and the severity of the acts or crime; time that has elapsed since the commission of the act or crime; the extent to which the applicant has complied with any terms or conditions of the probation imposed; and any other relevant evidence of rehabilitation. Permission, however, to take the two examinations required for licensure – the National Physical Therapy Examination for Physical Therapist Assistants (NPTE for PTAs) and the California Law Examination (CLE) – after graduating from an accredited PTA program is determined by the Physical Therapy Board of California (PTBC) and involves the mandatory disclosure of any and all criminal offenses as part of the application process.

The following is an excerpt from the PTBC website and is provided for clarification:

“License applicant status may not be issued or will be terminated for disclosure on the application if the Board is otherwise notified of criminal history or discipline taken by another licensing jurisdiction against a professional license you hold. If criminal history or license discipline is disclosed, PTBC’s Consumer Protection Services program must evaluate the history or discipline to determine whether license applicant status may be granted. The Authorization to Test (ATT) letter from the FSPBT does NOT grant you the ability to work as a license applicant.

DUE DILIGENCE: Pursuant to CCR § 1398.21, an application shall be denied without prejudice when, at the discretion of PTBC, an applicant does not exercise due diligence in the completion of his or her application, in furnishing information or documentation requested, or in the payment of fees.

GROUNDS FOR DENIAL: Each applicant’s credentials for licensure in California are evaluated on an individual basis. PTBC has the authority to deny licensure based upon an applicant’s act of dishonesty, unprofessional conduct, conviction of a crime, discipline of professional license of a jurisdiction in the United States, or inability to practice safely.

For more information regarding this and other certification questions, please contact the PTBC:

Physical Therapy Board of California
2005 Evergreen Street, Suite 1350
Sacramento, CA 95815
Telephone: (916) 561-8200
Fax: (916) 263-2560

http://www.ptbc.ca.gov/

PTA TRANSFER CREDIT POLICIES

Students who have completed coursework at a university or college that is regionally or nationally accredited by an agency recognized by the United States Department of Education may request an evaluation for transfer credit prior to program enrollment.

All other transfer credit policies of the university apply.

PTA GRADING POLICIES

Student Progress

The Stanbridge University PTA Program bases its program goals and student expected competencies on the American Physical Therapy Association's (APTA) document, *Minimum Required Skills of Physical Therapist Assistant Graduates at Entry-Level* and CAPTE's Standards and Required Elements for Accreditation of Physical Therapist Assistant Education Programs.

Grading

Physical Therapist Assistant students must attain 75% in each theory course and 80% in each PTA lab course in order to graduate. If a theory course grade is below 75%, a laboratory course grade is below 80%, or clinical skills are not all successfully demonstrated, the PTA student will be placed on Academic Probation and the deficiencies must be successfully remediated. The deficiencies will have been successfully remediated if the student achieves a minimum score of 75% for theory courses or 80% for laboratory courses, or a successful demonstration of clinical skills.

Remediation Policy

Theory Course Remediation

The length of the Physical Therapist Assistant program renders retakes of an entire course for remediation purposes impossible if the student is to continue in the program. Remediation actions for unsatisfactory academic progress are required to be allowed to continue in the program. The progression into the clinical education coursework involved in the program is an exception to the rule. In general, the student may progress to clinical education experiences (PTA 2010, 2030, and 2040) if he/she has passed all PTA courses in the curriculum prior to any given clinical education course. This includes the demonstration of competency in performing the specific clinical skills that are appropriate for the level of coursework that has been completed up to the point of time in which the clinical education course is to occur. This policy operates in compliance with the current program guidelines on the "Clinical Skills Competency Checklist" found in the Clinical Education Handbook.

1. For a student to be eligible to take the Clinical Practicum (PTA 2010), he/she must successfully complete all coursework in Terms 1, 2, 3, 4 and 5. Any course or competency that is not successfully completed must be successfully remediated prior to beginning PTA 2010.
2. For a student to be eligible to take Clinical Affiliation I (PTA 2030), he/she must successfully complete all coursework in Terms 1, 2, 3, 4, 5 and 6 and demonstrate competency in all clinical skills identified on the Clinical Skills Competency Checklist. Any course or competency that is not successfully completed must be successfully remediated prior to beginning PTA 2030.
3. In order for a student to be eligible to take Clinical Affiliation II (PTA 2040), he/she must successfully complete all coursework in Terms 1, 2, 3, 4, 5 and 6 and demonstrate competency in all clinical skills identified on the Clinical Skills Competency Checklist. The student must also successfully complete PTA 2030 prior to beginning the clinical education coursework for PTA 2040.

In regard to theory courses a student will be expected to take an alternate exam on the material covered in the course that was failed. A student will be considered to have successfully remediated the course when he/she has achieved a passing score on the alternate exam. Regardless of the score achieved on the alternate exam, the maximum grade that will be entered into a student's grade record for any remediated course will be 75%. Remediation of any failed course must be performed within twenty-one (21) days of the posting of the failing course grade or prior to the start of the next term, whichever is shorter. Students may not sit for the Term or Program Exit Examination until all courses in the respective Term are successfully remediated. Students may utilize up to three course remediation exams, if necessary, per failed theory course with a maximum of one every two days during the remediation period. If a course is not successfully remediated, the student's failing grade will be recorded as the grade for the un-remediated course and the student will be dismissed. Exceptions to this policy include the Term 2 – 6 Exit Examination and the End

of Program Examination for PTA Students. Term Exit Exams for terms 2 – 6 allow for two remediation exam attempts and the Program Exit Exam in Term 8 has one remediation attempt. Remediation of the Term Exit Exam must occur prior to the start of the next term. Students who fail to successfully remediate a failed Term Exit Exam or the Program Exit Exam will be dismissed from the Physical Therapist Assistant Program.

Students may not remediate more than four (4) courses in a program. If the student fails a fifth (5) course, the student will be dismissed. End-of-Term cumulative exams are not counted as courses for the purpose of calculating the number of failed courses.

Lab Course Remediation

In order to achieve passing grades for PTA Lab I, II, III and IV, students must complete the following skills checks:

1. **Lab Activity List:** All of the activities listed in each of the respective sections must be signed off by an instructor, signifying that the student has performed each of the activities listed. The lab list must be completed by the end of the same lab day and turned in on the due date listed on the course schedule in order to earn full points, and before the student can qualify to participate in the subsequent lab practical exam.
2. **Clinical Skills Competency Checklist (CSCC):**Students must be signed off by an instructor for all competencies listed in the respective section. The CSCC must be turned in at 8:00 A.M. PST on the specified due date to earn full points and before the student can qualify to take the next lab practical exam. Students are given the CSCC at least two weeks prior to the competency due date which delineates the expectations that must be met in order to successfully be signed off by an instructor as demonstrating competence. The student has 3 opportunities to pass a CSCC. If the student fails the first attempt, each subsequent attempt at the CSCC will result in loss of -0.5 pts. If the student fails to pass the CSCC on the third attempt, the student fails the course. The student must successfully pass all competencies prior to being allowed to remediate the course at the end of the term. They will be allowed 2 additional attempts to pass each failed competency. If the student fails to pass upon the 2nd attempt, they will not be able to remediate the course, and will be dismissed from the program.
3. **Clinical Skills Practical Examinations:** Students are given a set amount of time to participate in a five-section lab practical examination. In section one the student is given the examination scenario to review prior to performing the skills. In sections two, three and four, the students rotate between sections performing the skills outlined in the plan of care. In section five the students document the skills that they perform in a SOAP note format. Following completion of the SOAP note, the students are given immediate, individualized one-on-one feedback as to their performance by an instructor.

Students must achieve a score of 8/10 (80%) or greater on each of the three sections tested on the exam. Students who demonstrate safe and accurate performance, knowledge and communication skills will achieve an 8/10 for the respective sections. Students who do not achieve a score of ≥ 8/10 will be required to re-take and pass the section(s) that they failed.

If a student fails to perform a Critical Safety Element in section two, three or four, the student immediately fails the exam. Upon remediation, the student will need to demonstrate that he/she can perform the skills that they failed on the original exam in a safe and effective manner. Then the student will perform the section of the remediation exam correlated with the section they failed. In total, the student will have to pass the skills from the original exam (those in which they received a CSV) and an additional set of skills from the remediation correlating with that same section of the exam.

Students must remediate the failed exam or section(s) within five business days. The student may re-take a Practical Examination twice within this time period, if necessary. The highest grade possible on a remediation Practical is 80%. If a student does not successfully remediate a lab practical, they fail the lab course. Failure of the lab course requires that the student take a comprehensive lab practical examination which is taken at the end of the term. Students must still participate in the remainder of the course. Students will have two opportunities to successfully remediate the failed lab course. Failure to successfully remediate the lab course results in dismissal from the PTA Program.

Any student who fails a practical exam has mandatory tutoring for the PTA Lab course until they successfully remediate the exam. Any student who fails the course is still eligible to continue in the program and has mandatory tutoring for the PTA Lab course

through the remainder of the term.

Critical Safety Elements (CSE) are essential for successful completion of PTA Lab I, PTA Lab II and PTA Lab III. Competency with CSEs indicate that a student carries out the intervention per the plan of care in a manner that minimizes risks to the patient, self, and others. Examples of CSEs include, but are not limited to:

- Ability to follow and appropriately carry out the plan of care (POC) established by the PT.
- Safe implementation of the POC based upon patient diagnosis, status, and response to intervention without placing the patient in jeopardy of harm or injury.
- Demonstration of knowledge regarding contraindications and precautions for specific patient diagnosis relative to the physical therapy interventions within the POC (e.g. following the total hip precautions when transferring a patient after total hip replacement; choosing an appropriate assistive device for the weight bearing status and abilities of the patient for gait).
- Ability to correctly identify physiological measures (HR, BP, RR, blood glucose levels, etc.) outside of parameters that allow for safe therapeutic exercises/intervention and provide proper response and notification of the PT, physician, or nurse.
- Ensures safety of self and others by washing hands correctly, following universal precautions, able to competently set up a sterile field, and don/doff PPE without contaminating materials, patient, or self to prevent the spread of infection.
- Uses acceptable techniques for safe handling of patients with proper body mechanics, guarding, and level of assistance; employs standard safety precautions such as: always locking a wheelchair prior to transferring a patient, appropriate use of a gait belt with transfers and gait training, washing hands prior to and after each patient contact, recognizing environmental hazards to safe ambulation, transfers, or other therapeutic interventions.
- Establishes and maintains safe working environment (e.g. monitoring of lines and tubes and other medical equipment, checks physical therapy equipment and assistive devices for maintenance and/or disrepair, eliminates work place hazards).
- Requests assistance when necessary (e.g. from supervising PT, utilizes and monitors support personnel)
- Ability to recognize patient responses during therapeutic intervention that may indicate a life-threatening condition (shortness of breath, chest pain, sudden dizziness, sudden dysarthria, etc.) and provide proper response and notification to the PT, physician, or nurse.
- Correct interpretation of weight bearing status and ability to choose appropriate assistive device for weight bearing status and individual's abilities.
- Utilizes appropriate gait pattern and assistive device relative to patient's weight bearing status.
- Demonstrate knowledge of facility/institutional safety policies and procedures.

Additional CSEs may be identified as part of each clinical skill taught and tested as part of the Lab Practical Examination.

Clinical Experience Remediation

If successful completion of a clinical education course is not achieved during the normal clinical time frame the student's clinical experience may be extended if time allows, or the student may receive a failing grade. The student will be placed on probationary status, and an individualized plan will be developed to help ensure future clinical success. If the student can extend the clinical experience, and the criteria for passing are met by the extended end date, the student will continue in the program. If the student is not able to extend the course, or if the clinical experience has been extended, yet the student is unable to pass the course by the new end date, a remediation must occur prior to placement in to another facility. The remediation is developed by the ACCE with input from the Program Director and additional faculty as needed. If the student meets the necessary criteria delineated in the individualized remediation plan, the student will be given one opportunity to repeat a single educational experience if the course failure occurs for Affiliation I or II. If the student fails Practicum I, the student cannot progress in the program. The student will have to remediate the clinical experience with the subsequent cohort. Should extenuating circumstances exist, e.g. interpersonal incompatibility between the clinical Instructor and student, etc., further remediation strategies may be pursued, including reassignment to another clinical instructor and/or clinical education facility. This decision is at the discretion of the ACCE, Program Director, and ultimately, the Office of the President.

General Education Grading Policy

The grading policy for General Education courses is established to uphold academic standards and provide students with clear expectations regarding performance.

To earn credit for a General Education course, a student must achieve a minimum final course grade of “C” (75%) or higher.

General Education Course Remediation Policy

A student who does not achieve the minimum passing grade in a General Education course may be eligible to complete a remediation process to demonstrate competency. Remediation is not automatic and is contingent upon the student having completed all required graded assignments, met attendance requirements, earned a minimum of “D-” (60%) in the course, and initiated the remediation process through the Office of Student Services.

Remediation may consist of an alternative examination or a structured assignment designed to assess mastery of the original course learning outcomes, as determined by the program. To successfully remediate, the student must achieve a passing score on the assigned assessment. The maximum final course grade awarded following successful remediation is “C” (75%), regardless of the score earned. If remediation is not successfully completed, the original course grade will remain unchanged.

Remediation must be completed within twenty-one (21) calendar days from the official course end date or prior to the start of the subsequent academic term, whichever occurs first. Failure to meet requirements or deadlines may result in forfeiture of the remediation opportunity.

A maximum of two (2) remediation attempts per course may be permitted.

Satisfactory Academic Progress Requirements

Academic progress is monitored throughout the program. If a student fails a lab course at any point within the course, the student is required to attend mandatory tutoring for the remainder of the course until it has been successfully remediated. If a student is failing a theory course on a day of an exam, the student is required to attend mandatory tutoring that day.

At a minimum, clinical performance during Clinical Practicum, Clinical Affiliation I and Clinical Affiliation II (PTA 2010, 2030 and 2040, respectively) is assessed at the mid-term and final. The CI is required to complete the web-based Physical Therapist Assistant Clinical Performance Instrument (PTA CPI) at or near the completion of the middle week of the clinical education experience and again at the completion of the course. The PTA CPI must be reviewed with the student to provide a progress report on his/her clinical performance. Any red flag issues that are identified before that point in time are to be brought to the attention of the ACCE, who may notify the student of the issue and its potential impact on his/her course grade.

PTA ATTENDANCE POLICIES

CLASS HOURS

Students must refer to their schedule for the actual class dates.

Theory classes are held one to four days per week, depending on the term. Theory class schedule is typically between 8:00 A.M. and 6:00 P.M. PST. However, there are certain courses that will be held in a different time frame. Tutorial periods for theory classes are scheduled the hour immediately following the end of class. PTA Laboratory classes are one day per week in Terms 3, 4, 5 and 6 with a schedule from 8:00 A.M. to 3:00 P.M. PST (tutorial periods for laboratory classes are scheduled between 3:00 P.M. and 4:00 P.M. PST) Clinical education courses are forty hours per week, typically five days per week (typically Monday through Friday, but may have weekend hours) in Terms 5, 7 and 8 and are held from 8:00 A.M. to 4:30 P.M. PST (days of the week as well as daily schedule will vary depending on the site).

Note: Alternate days or different shifts may be required for certain PTA clinical practicum and affiliation courses due to clinical facility patient census restrictions or facility availability. Some clinical education experiences may be offered on a 10 or 12 hour shift to match clinical facilities' schedules.

ABSENCE AND TARDINESS

The maximum number of allowed absences in a single term is three (3). Three (3) tardies or early departures (or "early out") per term is equivalent to one absence. A tardy is defined as arrival after the scheduled start time of the class session, whether that is at the beginning of class, after lunch or after a designated break. Early departure (or "early out") is defined as leaving before the end of a scheduled course, missing less than 50% of the course time allotted for that course that day. An absence is defined as leaving as course early, missing more than 50% of the allotted time for the course for that day. All remediations must be completed within 7 days of the absence/tardy/early out.

REMEDIATION AND LIMIT OF PHYSICAL THERAPIST ASSISTANT THEORY ABSENCES

Absences from theory classes will be remediated by completion of an assignment associated with the theory objectives for the day of absence. A maximum of 3 sessions of theory absence may be remediated in a single term. The faculty member teaching the theory course in which an absence occurs determines the type, nature, and extent of such remediation assignments. Tardy arrivals to or early departure from theory classes will be remediated with work assigned by the course instructor. For theory course absences and tardies, the student is required to complete the standard remediation procedures, which are to: (1) complete a PTA Remediation Form; (2) complete the remediation assignment which is based on the material that was missed and the length of time that the student missed class; and (3) turn in to the instructor for grading the assignment stapled to a completed PTA Remediation Form. Tardy arrivals to or early departure from theory classes will be remediated as outlined above. A tardy is defined as arrival after the scheduled start time of the class session, whether that is at the beginning of class, after lunch or after a designated break. Early departure (or "early out") is defined as leaving before the end of a scheduled course, missing less than 50% of the course time allotted for that course for that day. An absence is defined as leaving a course early, missing more than 50% of the allotted time for the course for that day.

REMEDIATION AND LIMIT OF PHYSICAL THERAPIST ASSISTANT LAB AND CLINICAL EDUCATION ABSENCES

Remediation of PTA Lab absences and the associated clinical skills may be completed by performing, at minimum, a demonstration of proficiency for the lab objectives for each day of absence. It is the right and responsibility of the faculty member, however, in accordance with the institutional policy "Assignment and Grading of Remediation Assignments" to determine the type, nature, and extent of any remediation assignment as well as to evaluate and assign a grade for any remediation assignment for the students in the specific course that they are teaching. Tardy arrivals or early departure from lab sessions will be remediated with work assigned by the course instructor. A tardy is defined as arrival after the scheduled start time of the lab session or after the completion of a scheduled break. Early departure (or "early out") is defined as leaving before the end of a scheduled course, missing less than 50% of the course time allotted for that course for that day. An absence is defined as leaving a course early, missing more than 50% of the allotted time for the course for that day.

If a student misses a lab, it is his/her responsibility to contact the instructor to schedule the remediation of the missed coursework, such as the lab activities list and clinical skills competency checklist. If a student misses a Practical Examination ("Practical"), it is his or her responsibility to contact the course coordinator to schedule the remediation of the Practical and achieve a passing score. Students missing a lab practical will forfeit their initial attempt to pass the practical exam. The highest grade they will be allowed to achieve is 80%.

A maximum of two (2) days of PTA Lab absence may be remediated in a single term. This is not in addition to the 3 total allowed absences. It is the student's responsibility to notify the course coordinator prior to leaving class for any reason other than scheduled breaks.

As part of the professional education process for physical therapist assistant students, prompt, regular attendance is expected during clinical experiences. Students must arrive at the assigned clinical education site on time.

Students are strongly discouraged from absences during a clinical education course. The student must adhere to the clinic time schedule at all times. Absences must be arranged in advance with the clinical instructor (CI) of the clinical facility and the Academic Cordinator of Clinical Education (ACCE). For all absences from a clinical education course, including Practicum I, Affiliation I, and Affiliation II, the student and the clinical instructor, in coordination with the ACCE, will make arrangements for remediation on a day-for-day and hour-for-hour basis. Days or hours may be remediated either by the addition of days at the end of the clinical education experience (if available) or via extended day or weekend hours. The program's policy allows for a maximum of two days of absences that can be remediated during the Practicum course and three days of absences that can be remediated during a single Clinical Affiliation course, with a maximum of five days of absences in total in Clinical Affiliation coursework. All hours and/or days that are missed must be remediated. It is at the discretion of the clinical site whether this is acceptable.

Remediation of all absences incurred during Practicum I must be remediated prior to the start of the next course. Remediation of all absences incurred during Clinical Affiliation I must be remediated prior to commencing Clinical Affiliation II. Remediation of all Clinical Affiliation II absences must be completed prior to the start of the Program Review course.

Unexcused absences occur when the student has either failed to notify the ACCE and clinical instructor of illness or failed to obtain permission from the ACCE and clinical instructor prior to the absence. Any unexcused absence must be reported to the ACCE by the Site Coordinator of Clinical Education (SCCE) or CI immediately. More than one unexcused absence during a term will result in a course failure and may result in a hearing before the academic faculty, at which time possible dismissal from the program may be considered.

In the event of an illness or injury, the student must notify the CI and ACCE as soon as possible. If an illness, injury or appointment, etc. necessitates time away from the clinical site, it is the responsibility of the student to notify the ACCE as to the nature of the absence. If a student is absent for more than two consecutive clinical days (Practicum I) or more than three consecutive clinical days (Affiliation I or II) due to illness, the student must provide a physician's written approval for the student to return to his or her assigned duties at the clinical site. A copy must be furnished to the student's clinical instructor and to the ACCE. In concert with the SCCE and/or CI, it is at the discretion of the ACCE and Program Director as to how, or if, the missed time can and will be made up.

In the case of excessive absences (more than 2 days for Practicum and 3 days for Affiliations; see specific policy above), the clinical

education experience may be ended, and the student may receive a course failure. The ACCE may modify the attendance policy at any time throughout the term if the students are notified in writing of the change.

If the student is unavoidably tardy, he/she should notify the clinical instructor and ACCE by telephone of the reason for the lateness. Even a tardy of a few minutes should be reported immediately. The SCCE or CI must report episodes of habitual tardiness to the ACCE for action by the academic faculty. Repeated tardiness (a maximum of two occurrences) will not be tolerated and may result in a hearing before the academic faculty and dismissal from the program.

Students not returning to classes after an absence of 14 days will be dismissed.

Makeup of Course Examinations Due to Absence or Tardiness

Any examination(s) missed due to absence from a theory class must be made up within 48 hours upon return to campus or a grade of zero (0) will be assigned. The examination is to be scheduled by the PTA Student Services Officer and taken in the Learning Resource Center. In the case that a student is tardy and misses a quiz or an examination, the student must schedule to take the quiz or examination through the Student Services Officer after class and on the same day, or a grade of zero (0) will be assigned. Regardless of the score achieved on the makeup quiz or examination, the maximum grade that will be entered will be 75%.

PTA DISMISSAL POLICIES

A PTA student will be eligible for dismissal if any of the following occur:

- The student in a Physical Therapist Assistant program accumulates greater than three (3) days of theory course absences in a single term, greater than two (2) days of absence in any PTA Lab course, greater than two (2) days of absence in any Clinical Practicum course, greater than three (3) days of absence in a single Clinical Affiliation course or greater than five (5) days of absence total of both Clinical Affiliation coursework in a term.
- The student in a Physical Therapist Assistant program that does not remediate each absence prior to the start of the new term.
- The student does not remediate a failed theory course in 3 attempts within 21 days or before the start of the next term, whichever is shorter.
- The student does not remediate a failed Lab course in 2 attempts before the start of the next term.
- The student in a Physical Therapist Assistant program fails a fifth (5) course in the program. Course is defined as any non-transferable courses and therefore excludes the following GE courses: COM 1050, PSY 1010, ENG 1005, MATH 1010, and SOC 1010.
- The student in a Physical Therapist Assistant program commits an unsafe practice in the clinical education facility.
- The student in a Physical Therapist Assistant program does not remediate a failed term exit exam after 2 attempts or before the start of the next term.
- The student in a Physical Therapist Assistant program does not successfully remediate a failed program exit exam after one attempt.
- The student in a Physical Therapist Assistant program does not complete a minimum of ten (10) hours of community service by the end of the program.
- The student in a Physical Therapist Assistant program does not pass Clinical Practicum, does not successfully remediate a clinical education experience, or fails more than one clinical experience.

PTA CLINICAL EDUCATION POLICIES

GUIDELINES OF CLINICAL EDUCATION PROCESS

Academic Coordinator of Clinical Education (ACCE): The program faculty responsible for planning, coordination, facilitation, administration, monitoring, and assessment of the clinical education component of the curriculum.

Site Coordinator of Clinical Education (SCCE): The individual employed by the clinical site who assigns, plans and coordinates internship assignments and monitors student on-site progress and who may mediate student and Clinical Instructor communication during the clinical internship. This is the clinical site's primary contact for clinical education.

Clinical Instructor (CI): The physical therapist or physical therapist assistant employed by the clinical internship site that provides the clinical education component of the curriculum. CIs must have a minimum of 1 year of experience in the practice area of the student clinical education course, have active licensure as a physical therapist or physical therapist assistant, and have met clinical competency expectations of the clinical facility. Clinical Instructors with less than 1 year of clinical experience may serve as a CI for Practicums, which are 80 hours, under the close supervision of a CCCE who is an eligible CI.

The ACCE is responsible for scheduling and assigning students to clinical education sites for both the Practicum and the Affiliations. Clinical assignments are based on multiple factors, including the availability of placements, and may involve out of town travel.

Students are given opportunities to share information with the ACCE and Assistant to the ACCE regarding their interests and preferences for locations and types of facilities for each level of clinical education. Beginning with new student orientation, students are encouraged to email the ACCE if they become interested in a particular facility. Students are given a form to fill out approximately six-to-nine months prior to their first clinical experience. Students rate their interests in particular settings for each clinical experience and can list specific clinical sites and cities where they are interested in going. The ACCE and Assistant to the ACCE work together to find sites that coincide with each student's "wish list" for each of the clinical experiences. Any site that is obtained is then entered in to the online EXXAT system. Approximately eight weeks prior to each clinical experience, the students rate their interest in the provided available sites, and the EXXAT system matches the student with the facility based on the ratings and geographical distance to the facility. After this time the ACCE and the Assistant to the ACCE review the matchings to ensure appropriateness of the selection. The ACCE reviews each student's progress within the curriculum and may seek feedback from the Program Director and other faculty members as needed. Students are formally assigned by the ACCE to inpatient and outpatient settings in a manner that allows for the opportunity to complete one Practicum in an inpatient or outpatient setting, one Affiliation in an outpatient setting, and one Affiliation in an inpatient setting.

The program has contractual arrangements with numerous local and regional facilities and practices. Students are sent only to those facilities for which a contract exists. Student-accessible files containing detailed facility information are located in the department and managed by the ACCE. Students are encouraged to utilize this resource in developing their preferences and rationale for requesting placement at a particular facility. Feedback from students who are currently in the program and who have already been assigned to facilities are a great source for informal assessment of the opportunities available. The ACCE can also provide valuable insight into the clinical sites a student may wish to consider.

Additional information regarding clinical education (i.e. syllabi, assignment sheets, problem-solving information, professionalism, etc.) is available in the clinical education materials provided to students before each specific clinical education course.

CLINICAL EDUCATION WITHIN THE CURRICULUM

The clinical education program is an essential part of the physical therapist assistant education program. Clinical education allows the student to practice and apply concepts and skills learned in the classroom and labs to the real-world setting, and it allows the student to expand his or her didactic knowledge, develop necessary communication and interpersonal skills, develop good work

habits, develop clinical competencies and identify role models. Obtaining a variety of experiences fosters the development of a well-rounded, versatile physical therapist assistant and allows the student to assess future goals and needs. The clinical education program is designed to prepare the graduate for entry-level, generalist practice. While some clinical education sites may offer specialized experiences beyond entry-level, general practice that is representative geographically and through the lifespan is the priority in clinical education site assignments.

SCHEDULE AND TIMELINES

Clinical education is an essential part of the preparation of physical therapist assistants. The PTA curriculum includes 16 weeks of clinical education in a variety of practice settings. Clinical education coursework includes one four-week Clinical Practicum and two longer (six week) Clinical Affiliations.

Term 5:

Clinical Practicum I (four weeks): Offered mid-term

Term 7:

Clinical Affiliation I (six weeks): Offered starting week 2 of the term

Term 8:

Clinical Affiliation II (six weeks): Offered at the beginning of the term

Site Requirements

Sites for clinical education experiences are available locally and regionally. There are also out-of-area locations that are currently available; however, students must remain in California for their clinical experiences. Clinical education site assignments are made commensurate to the content taught in the curriculum, on the basis of student's educational needs, and on the availability of appropriate sites.

Development of contractual agreements with a variety of clinical sites is an ongoing process. The Program contracts with skilled nursing facilities; acute, subacute, and rehabilitation hospitals; ambulatory care centers; private practices; inpatient and outpatient pediatric facilities; occupational medicine centers; home health locations; and long-term acute care facilities; for example.

A primary goal of the clinical education curriculum is to build competency in generalist physical therapist assistant practice that is representative of practice geographically, across the lifespan, and across the continuum of care. To meet this goal, students are expected to complete one Practicum in either an outpatient or inpatient setting, one Affiliation in an outpatient setting, and one Affiliation in an inpatient setting. An inpatient setting is one in which the patient requires a stay in a facility to receive care. Examples of an inpatient setting include an acute care hospital or medical center, an inpatient rehabilitation facility, a skilled nursing facility, or a long-term acute care facility. Patients who can travel outside of their home to receive medical care at a clinic, center or office are considered outpatient settings. Examples of outpatient settings include pediatric clinics, orthopedic and/or sports medicine clinics, and occupational medicine clinics.

Formal Written Agreement

Before any students are assigned to a specific clinical education facility, a legal written agreement must be completed between the facility and Stanbridge University. Contracts with the PTA program are located in EXXAT, a clinical education management website that houses information related to active clinical sites. On the first of every month, an email from EXXAT is sent out to ACCE and Assistant to the ACCE, with notification of contracts expiring within the next 60 days. Stanbridge University contracts are effective for three years and have an automatic renewal unless otherwise indicated by one party with a written thirty-day notice of end of term. Contracts can also be generated by the specific legal team at the clinical site and may have varying term lengths.

Site Selection

The program makes every effort to select, develop and maintain quality clinical sites. Many of the clinical education sites are located throughout Southern California, primarily in Orange, Los Angeles, Riverside, and San Bernardino counties. Clinical sites are also available in San Diego county as well as in Central and Northern California.

Sites are selected based on the following criteria:

1. Clinical education experiences are planned to meet objectives of the program, Clinical Instructor, and individual student.
2. The site offers a stimulating environment appropriate to the learning needs of students, including an adequate number of qualified Clinical Instructors needed to meet student needs.
3. A willingness to offer clinical experiences on an ongoing routine basis.
4. Clinical site administrative support of clinical education is demonstrated.

The ACCE will consider developing additional sites at the request of students if the proposed site provides an exceptional learning experience, particularly in specialty practices. It is not the intention of the program to develop new clinical education contracts for the sole purpose of students traveling or staying near friends or family. However, every effort will be made to accommodate students who wish to have their clinical experiences out of the area.

Clinical sites may initiate contact with the ACCE to inquire about becoming a clinical education partner.

Students interested in a new site should notify the ACCE or Assistant to the ACCE. The ACCE or Assistant to the ACCE will initiate contact with the clinical site. If appropriate the ACCE may allow the student to contact the facility to gather information about the willingness to accept students from a new contract and to obtain contact information. Students then forward this information to the ACCE. At this point communication is assumed by the ACCE or Assistant to the ACCE, and the potential of formulating a long-term clinical education relationship is determined. A Clinical Experience Contract (unless use of a facility specific contract is requested) and a Clinical Education Reservation Form are sent electronically. The ACCE or Assistant to the ACCE schedules a site visit prior to a student being placed, where the Clinical Education Handbook and PTA curriculum are reviewed with the SCCE or facility designee. In some instances, the review of the clinical education program and curriculum may be done over the phone instead of in person. Electronic copies (or hard copies if requested) of the student professional liability waiver, the Clinical Education Handbook, and an overview of the PTA curriculum and clinical skills are provided once the contract is signed. Information related to the curriculum and clinical skills of the PTA students may be discussed verbally prior the signing of the contract.

Students assess their clinical site and Clinical Instructor during each clinical experience, which helps the ACCE determine if the site should be used for future students. This feedback is provided to the ACCE on the Student Evaluation of the Clinical Practicum Experience (Practicum I) and the Physical Therapist Assistant Student Evaluation: Clinical Experience and Clinical Instruction (Affiliation I and II). Students provide assessments related to their CI's demonstration of clinical competence, professional conduct, effectiveness of instructional and supervisory skills, communication, interpersonal and performance evaluation skills. Information on the clinical site relating to client management and practice environment is gathered, including diversity of the patient mix, patient lifespan, continuum of care, and the components of care that the student participates in. Information is also provided to the ACCE during post-clinical meetings that occur following each clinical experience, through which the students share their experiences with the ACCE and fellow classmates.

Site Visits

Every effort is made to visit new clinical sites prior to a student being placed at a facility. Site visits prior to assigning a student help to determine demographics of the facility including patient population, pace of facility, other disciplines present, common interventions and diagnoses treated, and diversity of equipment and resources. Site visits also assist with development of a positive relationship with the clinical staff and are routinely performed in conjunction with student placement at the facility. The ACCE or other faculty visit each student and CI during both Affiliation I and Affiliation II. Phone consultations are scheduled with the student and clinical instructor when sites are outside of a 75-mile radius. Routinely used sites outside of a 75-mile radius may be visited approximately every two-to-three years or via other methods.

DISSEMINATION OF STUDENT INFORMATION TO AFFILIATING CLINICS

All student background information and clinical course-specific information are provided to clinical sites four-to-six weeks prior to the clinical experience via EXXAT, the clinical education management website customized to Stanbridge University. An email is generated by the ACCE and sent to the facility's SCCE that contains a link to EXXAT where the SCCE can access the student's vaccination records, background check, student biography, etc. The email contains attachments where the SCCE can find the specific course syllabus, assignment sheet, list of clinical skills/expectations, etc. The Clinical Education Handbook containing clinical education policies is provided to each clinical site prior to the clinical experience, upon establishment of a contract. The handbook is also available to clinical sites electronically on EXXAT for easy reference. In order to ensure that the clinical information is disseminated to the CI from the SCCE, a separate email to the CIs containing the course specific information is sent two weeks later. CIs are encouraged to reach out to the SCCE to obtain the student-specific information as needed, if they have not already received the information from the SCCE. It is the student's responsibility to review the course-specific information with the clinical instructor prior to the clinical experience or on the first day of the experience. Students are expected to contact the clinical site via telephone no later than two weeks prior to the start of the clinical experience, to ensure proper information transfer has occurred, to confirm their daily schedule, and to confirm the ACCE's (or other faculty's) clinical site visit appointment. The student then turns in a form containing this information to the ACCE.

EQUIPMENT SAFETY AND MAINTENANCE

Stanbridge University expects that all individuals who use the Therapy Labs and/or classrooms have access to safe and appropriately maintained equipment.

It is essential that all individuals who use the Therapy Labs, faculty, and students alike, are to check the equipment for proper function before use, and if a deficiency is found, to notify the appropriate personnel.

1. It is the responsibility of all students and faculty members to check equipment used in the classrooms and laboratory rooms for proper function prior to each use. If equipment needs repair, it:

1. a) should be clearly marked for repair,
2. b) reported to the program Director or to the appropriate department (e.g. IT, maintenance, logistics, etc.) for repair and,
3. c) if possible, removed from service.

No one may use defective equipment or supplies.

1. Faculty should instruct students in the safe use of all equipment in labs. Students may not practice with equipment until they have been instructed on its use in class.
2. Equipment manuals are to be kept on file in the Program Director's office or, if possible, with the unit.
3. At a minimum, an annual inventory of existing equipment is conducted under the direction of a faculty member within the PTA department. The Logistics department schedules an annual safety inspection with a clinical engineering company whose staff inspects and calibrates the equipment. The inspectors provide a final inspection report to the program which is

designed to bring any equipment functional problems or equipment safety issues to the attention of the Program Director. Records of these inspections are kept in the Logistics department.

4. If an external vendor loans equipment to the program for use in class or laboratories, e.g. continuous passive motion machines, the vendor must provide a memorandum with the equipment that ensures the safety of the equipment.

STORAGE AND USE OF HAZARDOUS MATERIALS

Stanbridge University expects that all individuals who utilize the PTA Therapy Lab and/or classrooms will understand the proper storage and use of hazardous materials.

A Safety Data Binder is located in all PTA labs which contains the Material Safety Data Sheets for all the chemicals encountered in the labs. All chemicals are stored safely and properly in the lab cabinets.

It is essential that all individuals who utilize the PTA Therapy Lab, faculty and students alike, are to understand and abide by the cadaver lab and lab safety procedures to ensure safety when dealing with hazardous materials in those labs, and if an issue arises, to notify the appropriate personnel.

1. Students will be provided a copy of lab safety procedures during the first session of Anatomy and Physiology lab.
2. Students will be explained the equipment, materials, and hazardous materials they will encounter in these labs and how to maximize safety in these labs.
3. Students will sign policy and procedure forms related to propoer laboratory use. These will be kept on file for compliance and understanding of established procedures.

CLINICAL AND LAB SAFETY

Stanbridge University maintains an expectation that a clinical site is considered an extension of the physical campus, and while at a site, students are expected to maintain the highest standards of personal hygiene and safety. Lab sessions on campus should mimic behavior one would expect to see in the clinic. The following standards have been identified:

1. Students will be continually monitored by faculty for practice of safety skills.
2. Students will be reminded by the faculty to incorporate safe practice in all skill labs.
3. Students who do not follow one or more of the safe practices during lab sessions will be advised of the failure and re-instructed by faculty as necessary.
4. If a student fails to follow safe practices on a lab practical, he/she will fail the lab practical and need to retake it per instructions in the syllabus.
5. If a student shows blatant disregard for the safety of a classmate, the patient and/or him/herself at any time, the consequences will be determined on an individual basis. Possibilities include but are not limited to, failure of the lab practical, failure of the class or clinical experience, or removal from the program.

In addition, the following specific guidelines have been established:

Infection Control

1. All students shall practice proper hand washing technique/hand hygiene while utilizing labs.
2. Non-latex gloves are available for those with latex allergy.

LAB SKILLS

1. Students will be instructed to practice only those skills for which they have had prior instruction.
2. Students are expected to come to lab appropriately prepared for each skill/technique to be practiced.
3. Students should practice safe techniques at all times. Standard precautions also should be followed at all times.

4. Students will be instructed in and are expected to use proper/safe body mechanics at all times.
5. Students are responsible for reporting to faculty any equipment problems/maintenance issues, such as frayed electrical cords, cracked plugs, broken parts, missing parts, etc.
6. Students must contact the Logistics department, the Learning Resource Center, or a PTA faculty member to be given access to laboratories outside of scheduled class times. Students are allowed to utilize those labs as long as there is not a class scheduled at the same time. Students will clean and return the lab back to its original condition found prior to using the lab.

PTA ADDITIONAL POLICIES

PROFESSIONAL BEHAVIOR AND CODE OF CONDUCT

Ethical behavior for physical therapist assistants is defined by the APTA. Students are accountable for ethical practice and behavior while on campus as well as at clinical sites. The principles for ethical practice of physical therapy can be accessed online at:

http://www.apta.org/uploadedFiles/APTAorg/Practice_and_Patient_Care/Ethics/GuideforConductofthePTA.pdf

Professional Behavior

Any behavior exhibited by the student deemed inappropriate at a clinical site, by the ACCE (course assignments and/or clinical setting), the CI, or the SCCE may result in failure of the clinical education course. Repeated or multiple issues with professionalism during a clinical experience may also result in failure.

Reporting Incidents

An incident out of the ordinary involving or witnessed by the student at a clinical site should be immediately reported to the CI and the appropriate facility incident report should be filled out. The ACCE should be contacted about the incident within 24 hours.

On-site Health Care or Emergency Services

There are no health care or emergency services located on campus.

Classroom Conduct

Stanbridge University adheres to its commitment of promoting an ongoing “student friendly” environment by eliminating distractions from the classroom.

Stanbridge University promotes instructional assessment and improvement of the quality of instruction by providing the instructor with a specific set of guidelines defining what is considered an appropriate or inappropriate classroom.

Classroom Rules

The instructor is the sole individual responsible for monitoring and regulating the following activities:

1. Cell phone use is prohibited when class is in session.
2. No food or drink is allowed in the classroom, except water bottles with a re-sealable cap.
3. The viewing of inappropriate websites at any time is not allowed.
4. Any violation of the school’s regulations concerning academic dishonesty will not be tolerated.
5. Professional dress and behavior is expected of students while they are on campus.

PROFESSIONAL IMAGE POLICY FOR PTA STUDENTS

Student Dress Code

- The student should at all times wear their student ID visibly.
- Navy blue Polo shirts must bear the Stanbridge University logo (provided) on the left breast of the shirt.
- Black pants (full-length) must be worn as part of the uniform.
- PTA lecture and lab uniforms and lab coats must be clean and unwrinkled.
- Name tags should be worn at all times. Badges may not be embellished with stickers, jewel-like objects, etc. Lanyards, car

keys, etc., may not be hanging in pockets or visible outside of the uniform.

- Undershirts worn underneath the polo uniform top may be short sleeve or long sleeve, but must be white, solid navy, or solid black if visible. No other undergarments may be visible. Black, grey or navy blue sweaters/jackets are acceptable outerwear. Hoodies (other than Stanbridge-branded outerwear) are not acceptable.
- Bare feet, bare midriffs, low-cut necklines, and skin-tight clothing are not acceptable.
- Hats are not to be worn inside any of the buildings, classrooms, hallways, or labs.

Shoes and socks must be worn at all times

- Shoes must have a rubber/non-conductive sole.
- Shoes must be closed toe and must be clean at all times. Neoprene or mesh-type tennis shoes are not acceptable. Canvas tennis shoes like Converse or Vans, Crocs, and Vibrams or other informal shoes are not acceptable.
- Plain and clean, black, gray or white, non-flashy sneakers are acceptable.

Jewelry, Hair, and Nails

- The only visible, pierced jewelry that are acceptable are small, stud or “huggie hoop” earrings located in the ear. Large hoops, rings, or dangling earrings are not allowed. Facial jewelry is limited to small, colorless studs. No other piercings on the face or mouth are allowed.
- Facial hair must be neatly trimmed to a maximum length of ½ inch to permit proper fit of personal protective equipment (as recommended by the Center for Disease Control) and not be dyed an unnatural color.
- Accessories on the wrist (except for watches), such as metal or silicone bracelets, are not permitted.
- A watch allowing for the ability to track the passing of seconds is mandatory at all times.
- Rings, if worn by the student, should be low profile and limited to one finger per hand.
- Necklaces, if worn, must be inside the shirt and not be obstructive to the student or the student’s classmates.
- In lab, hair must be pulled back out of the face and off the shoulders. In lecture, hair must be brushed and neat in appearance. Hair color must be of a natural color; faddish (e.g. mohawk) or unnatural colors or styles are not permitted.
- Nails must be closely trimmed and kept clean at all times. Only (light neutral colors – ex. light pinks, tans) nail polish is acceptable – other colors/designs are not allowed. Artificial nails are not allowed.

Tattoos

- Tattoos and piercing are discouraged while in school due to increased chance of infection and the ability to comply with Stanbridge and clinical education site policy.

(Note: Clinical education facilities may have uniform regulations in addition to the foregoing requirements. Students must comply with any additional uniform requirements at the clinical education facilities in the program.)

Students not in compliance with the uniform standards policy will be issued a Notice of Deficiency and will lose one lab point.

Lab Clothes

- Laboratory uniform t-shirts will be issued. Please note that articles of clothing may be asked to be removed for palpation/observation in lab. Please plan accordingly with sports bras, bathing suit tops, etc.
- Solid light gray or black shorts of modest length (at least a 6-inch inseam).
- Black or grey athletic pants can be worn over shorts but must be able to be removed. No tight/long leggings covering the knees allowed.
- Athletic shoes and socks (same as above).

Student Roles and Expectations

The student’s role and level of function is stated in the individual course syllabi. Students are expected to take responsibility for their

own learning and demonstrate professionalism at all times. It is the student's responsibility to inform the ACCE as soon as a problem related to clinical learning is identified. Students are required to abide by the requirements of the contract and follow the guidelines laid out in the Clinical Education Handbook, which include:

1. First and foremost, protecting the health and safety of patients at facilities where they perform their clinical education experiences.
2. Honoring the preservation of patient privacy by scrupulously observing confidentiality of patient information according to **Health Insurance Portability and Accountability Act** (HIPAA) guidelines. Violation of patient confidentiality may lead to dismissal of the student from the program.
3. Seeking the guidance of the program ACCE should the student have problems in the clinical setting which may include, but are not limited to, interpersonal issues with the clinical instructor that impair the ability to of the student to gain clinical knowledge or working in a facility where California laws are not being followed or where the student may be in danger.
4. Arranging for transportation to and from school, clinical education facilities and other designated locations for instruction in the PTA program. (Note: The schedule at some clinical education facilities may not match other schedules (for days of the week or hours of clinical education) due to facility-driven scheduling. Students are responsible for arranging their personal schedules to meet prearranged facility schedules).
5. Making the didactic and clinical schedule in the PTA program the top priority in their personal schedule.
6. Abiding by the rules and regulations of the clinical education facilities during clinical rotations.
7. Contacting the site at least two weeks in advance to learn the specific requirements of the assigned site.
8. Reviewing all necessary documents (i.e. course-specific information) with the assigned contact, either prior to arrival or upon arrival on the first day of the clinical education experience.
9. Assuming the cost associated with the clinical education experiences including travel, transportation, and housing.
10. Complying with the policies and procedures of the clinical site and the program.
11. Fulfilling all duties and assignments made by the clinical instructor and ACCE within the time limit specified.
12. Removing all patient identifiers for web-based posting of clinical education assignments on EXXAT and maintaining any discussions with in the educational context.
13. Providing honest and constructive feedback to the clinical site and ACCE.
14. Adhering to the profession's Code of Ethics.
15. Coordinating with the CI, SCCE, and ACCE to reschedule make up time for any absences.
16. Writing a letter of appreciation to the appropriate individuals (e. g. clinical instructor, department supervisor, clinical site administrator) for the educational opportunities provided.

Travel and Expense Expectations

Students must understand that additional responsibilities and obligations are required for clinical education. These responsibilities include provision of reliable transportation and living expenses (housing, meals, etc.). Students are responsible for their own transportation and living arrangements related to clinical education coursework, unless otherwise supported by the clinical facility. At no time, will the student be considered an employee of the clinical facility.

Emergency Services

If a student is injured in off-campus educational experiences, the student–depending on the severity of injury and the clinical education setting–should access the facility's emergency services. If those services are unavailable on-site, the student should request assistance to receive the necessary emergency services. The student will be responsible for the cost.

Objectives

Each clinical education course has course objectives that are part of the course syllabus.

In conjunction with the clinical instructor, students are expected to create individualized learning objectives compatible with their learning needs and the experiences offered at the clinical site. The clinical site may also have specific objectives it has developed. In

addition to the objectives developed by the University, students are expected to meet with their clinical instructors to develop additional objectives to meet the individual student's learning needs.

Student Liability Insurance

The university provides professional liability insurance (malpractice insurance) for all students during all levels of clinical education.

Health Insurance

Students are required to carry health insurance, throughout the duration of their program, at their own cost, and may be asked to provide a copy to program administration or clinical facility.

Physical Examination and Immunizations

Students are first informed of the requirements for background checks, health screens, drug screens, health insurance, BLS certification, tuberculosis (TB) tests (PPD), and vaccinations during new student orientation. This orientation is followed up by an email that clearly defines the details and due dates for each of the stated requirements. Students are required to have a recent physical examination/health screen, and immunizations including measles, mumps, rubella (MMR); polio series; tetanus; diphtheria and pertussis (Tdap); and Hepatitis B. Students must also have evidence of varicella vaccination or proof of having had chicken pox.

Students are also required to have an annual, updated TB screening. A student who was immunized against TB or received treatment for TB and has a positive TB test needs to have a chest x-ray done at least every year to demonstrate that there is no evidence of active TB.

Proof of the above is required by all clinical facilities and must be completed two months prior to the first clinical education experience (PTA 2010).

Maintaining Requirements For Clinical Education

All PTA students are responsible for maintaining the accuracy of the above student health information. This includes, but is not limited to the PPD, chest X-ray (if PPD is positive), Hepatitis B vaccine series, a physical, health insurance, MMR, varicella vaccination, Tdap, and American Heart Association BLS/CPR certification. It is mandatory for each student to keep these records current at all times. No student is allowed to begin his/her clinical education with expired health information. It is the responsibility of the student to provide documentation of updated health records prior to his/her expiration. Student Services provides optional health center referrals upon request for any student needing to update his/her health records. Students are responsible to pay for any necessary renewals of health records. Any student with expired health information will not be allowed to begin the clinical education portion of the program without updating the expired information. Any absences accrued due to expired health records will be unexcused. Also, any student who accrues absences due to expired health records will receive a Notice of Deficiency for each absence. Individual facilities may require additional tests, titers, immunizations, or other information prior to the start of the clinical education course and the student is responsible for meeting these facility-specific guidelines and/or requirements as well as the costs incurred.

Pregnancy

PTA students who are pregnant or become pregnant during the program must inform the PTA Program Director and ACCE and provide medical clearance from their treating physician prior to attending Skills Lab and clinical experience.

CPR

Students must be certified in Basic Life Support (BLS) and Cardiopulmonary Resuscitation (CPR) from the American Heart Association. Students are responsible for maintaining proof of certification, and its currency, for the entire duration of the program, at their own cost. Students without current certification will be removed from all fieldwork/clinical rotations until certification is renewed. Any absences accrued will have Attendance Policies applied.

Drug Screening

Prior to Practicum, all students are required to pass a drug screen at a location determined by the university, during a prescheduled week. A facility may require the student to pass an additional drug screening prior to or during the first week of a clinical education experience as a part of the facility's procedures and requirements. Students are encouraged to ask about these tests and to obtain information in order to avoid ingesting anything that could cause a false positive result on a drug test. This screening is scheduled with the facility and will be done at the student's expense.

Potential Health Risks

Clinical practice poses a potential for exposure to hazardous materials, infectious agents, and personal injury. Prior to beginning the clinical experience, the student must be trained in standards for preventing transmission of bloodborne and other infectious agents. The OSHA bloodborne pathogen requirement can be met if the student attended the infection control lectures in PTA 1001 Introduction to PTA and PTA 1007 PTA Practice I. The student must also successfully pass training in injury prevention and safe body mechanics. In addition, a student must complete any additional training required by the clinical site.

It is the student's responsibility to seek all the information needed to comply with the clinical site's policies including infection control, use/storage/labeling of hazardous materials, fire and emergency procedures, security, and incident reporting of personal or patient injury.

Exposure or Workplace Injury Plan

In the event of an exposure to an infectious agent or hazardous material or injury at the worksite, the student should seek treatment through the site's employee health department. The student must follow site protocol for injury or exposure reporting and must promptly notify the SCCE, CI, and ACCE. The student is responsible for the costs incurred during the evaluation and treatment of injuries.

Patient Incident or Injury

Students are to immediately report to their clinical instructors all incidents or accidents involving patients or clients. The clinical instructor should report the occurrence as required by facility policy and procedures. It is the responsibility of the student and the Student Coordinator of Clinical Education to contact the ACCE to notify the latter of such incidents or accidents. Students are advised to speak to no one other than the SCCE or ACCE regarding any incident or accident in which the student was involved or that the student witnessed during the clinical experience. All matters regarding such occurrences are to be processed according to facility policy and procedures.

Statement on Disability

The Stanbridge University PTA Program does not discriminate against any student on the basis of disabling conditions. Any qualified individual with a disability requesting an accommodation or auxiliary aid or service should go to the online ADA Portal on Student Central at https://ada.stanbridge.edu/ and submit a Request for Accommodation.

Patient Rights

The student is obligated to obtain informed consent. The student must disclose his or her status as a student and provide the patient with the name of the supervising therapist. A patient has the right to refuse treatment by the student without effects on services.

Institutional Property

All institutional/clinical site resources are considered proprietary. The student may not remove or copy resources or materials from the institution/clinical site without consent.

HIPAA Compliance

The student is required to complete training for awareness and compliance with the patient privacy regulations of the Health Insurance and Portability and Accountability Act during Term 1 in the program in PTA 1001, Introduction to PTA. The student is required to strictly adhere to HIPAA standards. The student must protect patient confidentiality and is not to discuss the patient or patient condition outside the clinical setting. Patients may be discussed with classmates and faculty for educational purposes only. All patient identifiers must be removed.

Statement of Student Responsibility

It is the responsibility of each student enrolled in a clinical education course to monitor grades and progress. Clinical education courses are graded with a Pass/Fail grade and will not affect a student's grade point average. Receiving a "Pass" grade in any clinical education course, however, is necessary to continue in the program. What constitutes a "Pass" differs with each clinical experience and is outlined in the respective syllabi related to each clinical course. Students may retake only one clinical education course a single time. If a student feels that he/she is not doing satisfactory work at mid-term, the student is responsible for making an appointment with the ACCE to design a plan for improvement. Unsatisfactory clinical coursework may interrupt the student's ability to proceed within the curriculum or graduate. Depending on the individual circumstance, the student's clinical experience may be extended, or the student may need to repeat the clinical experience.

Clinical Assignments

To assist students in planning, it is requested that each clinical site complete a Clinical Site Information Form (CSIF) (see Appendix D in the Clinical Education Handbook) that provides information pertinent to clinical education. Students may also use feedback from previous graduates to determine if a certain facility is deemed of enough interest to complete a clinical experience. Some facilities also have specific criteria or objectives for clinical education that may be useful in determining facility expectations. The ACCE will inform students where this information may be obtained during the clinical education orientations which are integrated throughout the Program.

The SCCE will be sent Clinical Education Reservation Forms requesting clinical placements 12 months ahead of the planned clinical education coursework start date, or as needed as new clinical education agreements are established. Information received back from clinical sites will be recorded in EXXAT. Students will have an opportunity to research available options and identify their preferences. Please see "Guidelines of Clinical Education Process" for details. The ACCE will be available to discuss the process and answer questions about student's needs or specific facilities of interest. At no time during the selection and assignment process, are students to make contact with clinical sites. Students will rank their preferences on EXXAT on or before the specified deadline.

Clinical education assignments are made approximately six weeks in advance. Based on student input, matching by the EXXAT system (utilizes a complex algorithm which matches as many students as possible to their most desired clinical experience site), as well as feedback from the Program Director and other faculty members, students are assigned by the ACCE to either an outpatient or inpatient setting for Practicum I. Students are assigned in the same manner for the Affiliations such that they complete one Affiliation in an outpatient setting and one Affiliation in an inpatient setting.

The ACCE will review the assignments for alternative placements if it is deemed to be in the best interest of the students and/or

program. Every reasonable effort will be made to share the rationale for reassignments with the students. Students will receive notification of their upcoming assignments via an email through EXXAT and be given an opportunity to discuss any concerns with the ACCE.

SCCEs are provided finalized clinical placement information for the upcoming clinical education experiences, including filled and unmatched time slots, updated clinical education policies and other relevant clinical education program information. Please see “Guidelines of Clinical Education Process” for details.

Once assignments are made, the only changes that will be allowed for students are for unexpected circumstances of hardship. The student may petition the ACCE after the assignment has been made. On an individual basis, the ACCE will consider if the assignment creates a hardship. The ACCE may consult with other faculty members, if needed, to determine the extent of the hardship. If hardship is determined, the student and ACCE will work together to find another assignment that will allow the student to meet clinical education requirements. If the ACCE decides a hardship is not present, the student must attend the assigned site or risk failing the course. If a site becomes unavailable during a planned clinical experience, the student will individually consult with the ACCE, who will make every reasonable effort to secure an equitable learning alternative. Records of site cancellations are kept for review.

Student Confidentiality

Stanbridge University affords all of its students their full rights as required by the Family Educational Rights and Privacy Act. This law was enacted to protect the privacy of students and provide for the right to inspect and review education records which are directly related to a student and which are maintained by the university or by a party acting for the university, including the clinical education site. The university may disclose personally identifiable information from the education records without the consent of the student to an outside contractor such as a clinical education site that is a party acting for the institution and performing a service which the institution would otherwise have to perform for itself. The university is not permitted to disclose that information to others without the written consent of the student, and the information is to be used only for the purpose(s) intended. A student may request amendment of the content of an education record on the grounds that the record is inaccurate, misleading, or otherwise in violation of the privacy of the student.

Termination of Clinical Education Course due to Student Performance

If a student’s conduct or performance in any way disrupts services to patients or relationships with the clinical education site, the CI may dismiss the student or the ACCE may immediately terminate the student’s placement and assign a failing grade for that clinical experience. Areas of conduct are not limited to technical skills or academic preparation but also include commitment to learning, effective interpersonal skills, effective communication skills, effective use of time and resources, acceptance of feedback, professionalism, problem solving, and stress management.

The following examples may be grounds for immediate termination. The list of examples is provided for clarification but is not a comprehensive nor all-inclusive list of the unprofessional behaviors that may warrant termination:

1. Student does not exercise sound judgment, placing a patient at serious risk for injury.
2. Student behavior undermines the positive relationship between the university and the clinical site.
3. Student performance jeopardizes relationships between employees at the clinical site.
4. Student fails to adhere to department, program, or university policies and procedures.
5. Student uses poor professional judgment, lending to unsafe patient care or has unethical conduct.
6. Student fails to remediate unacceptable behavior that has been addressed.
7. Student misrepresents level of competency or practices beyond abilities.
8. Student has unreasonable absences or tardiness.
9. Student dates a patient currently undergoing any form of treatment at the clinical site.
10. Student dates a staff member employed at the clinical site.
11. Student deceives the CI or clinical staff.

12. Student informs the patient or family of personal disagreement with an aspect of care.

If the student is dismissed from the clinical education site or if the clinical experience is terminated:

1. The student will be given a grade of “Fail” for the clinical education course.
2. The student may not return to the site for future clinical internships.
3. The student or agents of the student may not interact or contact the clinical site, its staff, or patients.
4. The student must formally meet with the ACCE to outline remediation plan.
5. The student may be granted the opportunity to re-enroll in a clinical education course in which he/she received a failing grade. Students who do not successfully complete the course the second time will be dismissed from the program. Students are only allowed to remediate one clinical education course, one time. Students may not remediate if failed Practicum, only a failed Affiliation.

STUDENT ACKNOWLEDGEMENT OF RISK

As a condition of their presence in the program and clinical facilities for clinical education, Physical Therapist Assistant students will be required to sign an acknowledgement form, which includes the following information:

I, _____, understand that while I am enrolled in the Physical Therapist Assistant program at Stanbridge University, I may be involved in activities that may increase my risk of injury or illness to a level above those associated with everyday activities of daily living. These activities may include, but are not limited to, exposure to potentially infectious blood, body fluids, and airborne pathogens and diseases (Examples: HIV, Hepatitis, TB, needle sticks); musculoskeletal injury due to performing/receiving physical therapy treatment activities on/from partners or patients in the laboratory setting or during clinical education experiences; psychological stress associated with the curriculum load which requires a significant level of commitment to successfully complete the program; and exposure to hazardous materials (Examples: bleach, rubbing alcohol, Betadine).

I am aware that certain clinical education facilities may require the successful completion of drug testing and/or additional background investigation before I am allowed to participate in the provision of care at those facilities.

I agree to follow all clinical education facility protocols regarding patient safety, personal safety, and all other protocols I have been instructed at school, during clinical facility orientations, and during my clinical rotations.

I hereby confirm that I will seek the direction of my clinical instructor (CI) or other supervising facility mentor should I be unclear as to how to proceed with patient treatment or any other procedure, protocol, or process at the clinical facility.

I hereby indemnify and hold harmless Stanbridge University, its employees, agents, owners and partnering clinical facilities from any liability pertaining to any infectious disease, illness or injury I may acquire or get as a result of my participation in my clinical education rotations, including any infectious disease, illness or injury I may acquire as a result of my participation in a potentially dangerous clinical rotation such as at a facility in which individuals with mental illness are treated.

I also understand that that it is my responsibility during clinical education coursework in the provision of care to patients to identify myself correctly as a Physical Therapist Assistant student. I also understand that it is the risk-free right of patients to refuse to participate in clinical education.

Student Media Acknowledgement and Waiver

Physical Therapist Assistant students will be required to sign an acknowledgement form, as a condition of their presence in the program and clinical facilities for clinical education, which includes the following information:

I, _____, hereby irrevocably consent to and authorize the use and/or reproduction of any testimonial information and all photographs or other media taken of me during any aspect of the program for any company purposes, without compensation to me. This is to include use of the original images and any variations created thereof for sale or

licensing in, but not limited to, company stock photography, video, promotional media, audio, advertising media, in any way whatsoever. All negatives and positives, or digital media, and any copies of same, shall constitute property, solely and completely, of Stanbridge University.

In giving this consent, I release Stanbridge University and its representatives from any violation of any personal or proprietary right I may have in connection with such sales, reproduction, or use.

I enter into this release on behalf of my dependents, heirs, executors, administrators, and assigns.

PTA GRADUATION REQUIREMENTS

In addition to passing each theory course with a 75% or better grade and each lab course with an 80% or better grade, including all clinical education coursework and the clinical competency skills checklists associated with program, PTA students must pass a program exit examination. This examination has only one remediation attempt.

In order to graduate, students in the Physical Therapist Assistant program must complete a minimum of ten (10) hours of community service by the end of the program.

PTA LICENSURE REQUIREMENTS

Graduates with an Associate of Science in Physical Therapist Assistant degree from a CAPTE-accredited PTA program may apply to the Physical Therapy Board of California (PTBC) for permission to take the two examinations required for licensure, the National Physical Therapy Examination (NPTE) for physical therapist assistants and the California Law Examination (CLE).

After passing these examinations and receiving a license from the PTBC, the student will be eligible to obtain employment as a licensed physical therapist assistant.

BSN GENERAL INFORMATION

BACHELOR OF SCIENCE IN NURSING (BSN)

Registered nurses (RN), regardless of specialty or work setting, treat and educate patients and the public about various medical conditions and provide advice and emotional support to patients' family members. RNs record patients' medical histories and symptoms, help perform diagnostic tests and analyze results, operate medical equipment, administer treatment and medications, and help with patient follow-up and rehabilitation.

RNs teach patients and their families how to manage their illnesses or injuries by explaining post-treatment home care needs; diet, nutrition, and exercise programs; and self-administration of medication and physical therapy. Some RNs may work to promote general health by educating the public on warning signs and symptoms of disease. RNs also run general health screening or immunization clinics, blood drives, and public seminars on various conditions.

When caring for patients, RNs establish a care plan or contribute to an existing plan. Plans may include numerous activities, such as administering medication, including careful checking of dosages and avoiding interactions; starting, maintaining, and discontinuing intravenous (IV) lines for fluid, medication, blood, and blood products; administering therapies and treatments; observing the patient and recording those observations; and consulting with physicians and other healthcare clinicians. Some RNs provide direction to licensed vocational nurses and nursing aides regarding patient care.

BSN MISSION STATEMENT

The Bachelor of Science in Nursing degree program provides students with a theoretical and evidence-based education that incorporates knowledge through the development and mastery of clinical reasoning, nursing skills, and professional values. The goal of the program is to prepare graduates for positions where they will provide quality health care services in diverse settings and function as professional providers of care, managers of care, and leaders within nursing practice.

BSN PROGRAM LEARNING OUTCOMES

PLO1. Implement evidenced-based nursing interventions as appropriate for managing care of patients and promoting health across the lifespan
PLO2. Provide a patient-centered, evidenced-based practice using developmentally and culturally appropriate approaches.
PLO3. Demonstrate effective critical thinking and decision-making skills to advance nursing practice and quality outcomes.
PLO4. Apply leadership principles and quality improvement to promote health policy and patient advocacy.
PLO5. Integrate the professional standards of moral, ethical, and legal concepts into nursing practice.
PLO6. Value the inherent worth of individuals and populations through self-evaluation, service, social justice, and lifelong learning.

BSN PROGRAM OVERVIEW

Upon completion of the following requirements, Stanbridge University will confer the Bachelor of Science in Nursing degree:

180 Quarter Credit Hours/$760.68 tuition rate per quarter credit hour

The approximate time to complete the program will vary according to the start and end dates of a cohort and ranges from 36-37 months including holidays and university breaks.

This program is offered in Irvine, Alhambra, and Riverside.

Scholarship requirements: A minimum of a 77% in the theory component and a PASS in the clinical component of each nursing course and a 75% in the general education courses. A cumulative GPA of 77% or above is required. All students must achieve a minimum score of 94% predicted probability in the Comprehensive Predictor Examination on the first attempt at the end of SEM 4700.

Course Number and Title	Didactic Hours	Lab Hours	Clinical Hours	Total Credit Hours	Eligible for Credit Transfer
MATH 1010 College Algebra*	30			3	Yes
ENG 1005 Introduction to Written Communication**	30			3	Yes
CHEM 1010 Chemistry with Lab*	30	10		3.5	Yes
SOC 1010 Introduction to Sociology**	30			3	Yes
BIO 1010 Biology with Lab*	45	10		5	Yes
ENG 2020 Advanced Written Communication**	40			4	Yes
PSY 1010 Introduction to Psychology**	30			3	Yes
SCI 1050 General Microbiology with Lab*	45	35		6	Yes
SCI 1030 Human Anatomy with Lab*	45	35		6	Yes
SCI 1040 Physiology with Lab*	45	35		6	Yes
COM 1050 Fundamentals of Public Speaking**	30			3	Yes
PSY 2070 Developmental Psychology**	30			3	Yes
SCI 3050 Pathophysiology	50			5	No
HLTH 1800 Health and Nutrition**	35			3.5	Yes
MATH 2020 Introduction to Statistics**	40			4	Yes
PHIL 2010 Critical Reasoning and Ethics**	30			3	Yes
PSY 3300 Diversity and Inclusion**	30			3	Yes
NUR 1000 The Nature of Nursing Practice**	50			5	No
NUR 1250 Introduction to Pharmacology*	60			6	No
NUR 2100 Fundamentals of Nursing with Lab	45	90		9	No
NUR 2150 Advanced Fundamentals of Nursing	25			2.5	No

Course Number and Title	Didactic Hours	Lab Hours	Clinical Hours	Total Credit Hours	Eligible for Credit Transfer
NUR 2150C Advanced Fundamentals of Nursing Clinical			93	4.5	No
NUR 1060 Gerontology**	25			2.5	No
NUR 2200 Behavioral Health with Lab	45	8		5	No
NUR 2200C Behavioral Health Clinical			36	1.5	No
NUR 2300 Medical Surgical I with Lab	50	32		6.5	No
NUR 2300C Medical Surgical I Clinical			96	4.5	No
NUR 3300 Medical Surgical II with Lab	50	16		4.5	No
NUR 3300C Medical Surgical II Clinical			96	4.5	No
NUR 3033 Advanced Health Assessment with Lab	15	40		4.5	No
NUR 3500 Maternal and Newborn Nursing with Lab	45	16		5	No
NUR 3500C Maternal and Newborn Nursing Clinical			36	1.5	No
NUR 3600 Family and Child Nursing with Lab	45	16		5	No
NUR 3600C Family and Child Nursing Clinical			36	1.5	No
NUR 3043 Evidence-Based Nursing Practice**	40			4	No
NUR 4300 Medical Surgical Nursing III* with Lab	70	16		6.5	No
NUR 4300C Medical Surgical Nursing III Clinical			84	2.5	No
SEM 4500 Keystone I**	20			2	No
NUR 4200 Population Health and Informatics*	45			4.5	No
NUR 4400 Community Based Nursing with Practicum**	30		90	7.5	No
SEM 4700 Keystone II and Greenlight	20			2	No
NUR 4250 Health Systems Leadership**	35			3.5	No
NUR 4600 Transformational Nursing Leadership**	30			3	No
NUR 4600C Transformational Nursing Leadership Clinical			80	4	No

* Blended course

** Online course

Standard Occupational Classification (SOC):	29-1141
Employment/Job Title:	Registered Nurses

BSN FACULTY

Wendie Abadie	MSN, RN
Angelina Abila	MSN, RN
Leslie Acosta	MSN, RN
Maureen Ahearn	MSN, RN
Dr. Austin Alicastro	MSN, DNP, RN
Geraldine Anderson	MSN, RN
Colette Andraos	MSN, RN
Rydda Angeles	MSN, RN
Marco Attenello	MSN, RN
Monica Avila	MSN, RN
Brittany Beckstead	MSN, RN
Nicol Bergeron	MSN-Ed, ADN
Kelly Blosser	MSN, RN
Dr. Stephanie Blundell	MSN, DNP, RN
Lori Brault	MSN, RN
Karen Bribiesca	MSN, RN
Iris Buan	DNP, APRN, NP-C
Christopher Campbell	MSN, RN
Mina Cheriki	MSN, RN
Sherry Choquette	MSN, RN
Dr. Chinwe Chris-Emenike	MSN, RN, FNP-BC
Nicole Clement	MSN, RN
Susan Cohen	MSN, RN
Alejandra Cuevas	MSN, RN
Dr. Sharmeline Curameng	MSN, DNP, RN
Vy Dam	MSN, RN
Tina Davidson	MSN, RN
Julie De Haro	MSN-Ed, RN
Felicia Edmerson	MSN, RN
Dr. Leticia Esau	MSN, DNP, RN
Amairani Escobar	MSN, RN
Michael Estrada	MSN, RN

Kiara Fair	MSN, RN
Diana Fang	MSN, RN
Annie-Marie Ferrer	MSN, RN
Dr. Amber Furlow	RN
Anetka Giz	MSN, RN
Gerald Goco	MSN, RN
Dr. Joseph Hacinas	DNP, APRN, MSN, CNS-AAF, BSN, PHN
Ghadeer Hamieh	MSN-Ed, RN
Dr. Dinah Herrick	phD, MSN-Ed, RN
John Ignacio	MSN, RN
Maria Isla	MSN, RN
Dr. Shetona Jordan	DNP, MSNEd, BSN, PHN, RN
Tabitha Kiama	MSN, RN
Helena Kim	MSN, RN
Annalinda Kimaara	MSN, RN
Dr. Dominador Mansat	DNP, FNP-C, MBA, RN/APRN, BSChE, VWCN
Celia Martinez	MSN-Ed, RN
Dr. Chet McCauley	MSN, RN
Luis Medina	MSN-Ed, RN
Montana Mellott	MSN, RN
Romyr Mendoza	MSN, RN
Kelly Merandi	MSN, RN
Tiwilla Mills	MSN, RN
Dr. Zoya Minasyan	RN
Leslie Montano	MSN, RN
Janice Moore	RNC, MSN
Dr. James Morgan	DNP, AGACNP-BC, PMHNP-BC
Dr. Susan Morrison	MSN, DNP, RN
Gerard Murphy	MSN, RN
Krystal Nam	MSN, RN
Karen Nguyen	MSN, RN
Ha Nguyen	MSN-Ed, RN
Dr. Ronghong (Lisa) Nie	PhD, MSN, RN
Dr. Rebecca Oberfield	RN

Tabitha Olson	MSN, RN
Dariya Pak	MSN, FNP, PMHNP, BSN, ADN
Breland Parker	MSN, RN, CPN
Abha Patel	MSN, RN
Royalexander Pavia	MSN, RN
Kathleen Pecora	MSN, RN
Gibson Perez	MSN, RN
Vicky Pham	MSN, RN
Felma Quiocho	MSN-Ed, RN
Dylan Reyes	MSN, RN
Antonio Reyes	RN, BS, MSN, MHA, CEN, NE-BC
Marciel Reyes	MSN, RN
Jennifer Rivera	MSN, RN
Irene Rosales	MSN, RN
Jaimie Ruiz	MSN, RN
Nesreen Sabbah	MSN, RN, FNP-C
Nooshin (Nellie) Salehl	MSN, RN
Claudia Sandoval	MSN, RN
Arlette Saniano	MSN, RN
Dr. Casey Scudmore	MSN, RN
Camelia Sehat	MS, RN
Keith Sobrepena	MSN, RN
Jessica Sotiriou	MSN, RN
Catina Spaeth	MSN, RN
Krysten Spencer	MSN, FNP
Garrett Steadman	MSN, RN
Dr. Diana Tai	MSN, DNP, RN
Mahsa Takhsha	MSN, RN
Shaoqing (Cindy) Tang	MSN, RN
Vanessa Teed	MSN, RN
Alireza Tehrani	MSN, RN, CCRN
Dr. Flora Tomoyasu	MSN, DNP, RN
Maria Tongson	MSN, RN
Angie Tran	MSN, RN

Elizabeth Tran	MSN, RN
Trieste Turner	MSN, RN
Dr. Sabir Uddin	DNP, MSN, RN
Melissa Valencia	MSN-Ed, RN
Micah Van Der Mark	MSN-Ed, RN
Sandra Velez	MSN, RN
Andrew Weltzien	MSN, RN
Kimberly White	MSN, RN
Anthony Willis	MSN, RN
Michelle Zabala	MSN, RN

GENERAL EDUCATION FACULTY

Peter Poon	PhD	GE Program Director; Life and Physical Science
Steve Ryan	MA	GE Assistant Program Director, Social and Behavioral Sciences
Ali Alroalle	MS	Life and Physical Science
Farnaz Amirchoopani	MS	Mathematics
Kelsey Bowen	MS	Written and Oral Communication
Jonas Buenafe	MD	Life and Physical Science
Kevin Bush	PhD	Life and Physical Science
Kristen Chrisman	MA	Written and Oral Communication
Analise Fernandez	MS	Life and Physical Science
Patience Fowoyo	PhD	Life and Physical Science
Jose Garcia	MS	Mathematics
Gilbert Gardiner	LVN	Mathematics
Dina Georgy	MS	Mathematics
Trizze Huynh	MS	Mathematics
Aida Jaldi-Kazim	PhD	Life and Physical Science
Fouad Kardous	MS	Life and Physical Science
Mohammed Khalifa	MD	Life and Physical Science
Kai Knight	PhD	Life and Physical Science
Chris Lee	MS	Life and Physical Science
Allie Lyon	MHA, LVN	Written and Oral Communication; Social and Behavioral Sciences
Seema Maini	MD	Life and Physical Science

Edmund Pula	MS	Life and Physical Science
Anthony Rodriguez	PhD	Social and Behavioral Sciences
Carlos Rodriguez	MS	Life and Physical Science
Bhavista Talsania	MS	Mathematics
Rozmary Tatevosian	PhD	Life and Physical Science
Jesus Valles	MS	Mathematics
Warren Washington	PhD	Social and Behavioral Sciences
Fei Ye	MD, PhD	Life and Physical Science
Farid Zia	MS	Life and Physical Science

BSN ADMISSION POLICIES

Please read and complete the following steps:

1. Complete an online application for the Bachelor of Science in Nursing degree program. Click here to apply now and start your admissions application process for an early decision.

If you are not ready to apply, but would like more information, please attend a virtual information session and campus tour offered on campus. Click here to view the info session schedule. Please note, all prospective students must apply online before moving on to the entrance exam step.

2. After submitting your online application, take the Next Generation Accuplacer examination. Secure online testing for the Accuplacer is now available. Please contact your Admissions Representative to learn more. The following preferred minimum scores on each test of this examination are required: Reading Comprehension 250; Sentence Skills 237; Arithmetic 237; and Elementary Algebra 237. Scheduling your exam will be coordinated by your dedicated Admissions Representative.

The applicant may take each of the Accuplacer tests required for admission to a program up to three times initially, with at least 48 hours between attempts. If the applicant does not achieve a passing score on the required tests after three attempts, the applicant must wait thirty (30) calendar days before retaking the test(s). After the waiting period, the applicant may retake the Accuplacer test(s) up to three more times. If the applicant does not achieve a passing score after these three attempts, the applicant must wait sixty (60) calendar days before retaking the Accuplacer test(s) required for admission to the program. The applicant will be allowed to take each of the Accuplacer tests up to three times after the waiting period. If the applicant does not achieve a passing score on each of the required test(s) after these three attempts, the applicant must wait ninety (90) calendar days before retaking the Accuplacer test(s) again for admission to a program at the university. The university reserves the right to deny retake requests in cases of academic dishonesty or misconduct during examination and approve an alternative retesting arrangement, due to mitigating considerations, on a case-by-case basis.

The university will also accept the TEAS VI admissions test scores from applicants, taken at outside institutions, for consideration of admission into the Bachelor of Science in Nursing:

- For the TEAS VI to be considered for admission into the program, the applicant must have achieved a TEAS score of 70% or higher composite (proficient level).
- The TEAS VI must have been taken and passed within three years from the date of acceptance by the university

3. Take the ATI Critical Thinking Assessment Entrance Exam and achieve a minimum score of 68% to be eligible for an interview. Applicants may take the ATI Critical Thinking exam up to two times, with at least 5 days between attempts. If the minimum score is not achieved after two attempts, applicants are required to wait 30 days before retaking the exam up to two more times. After the fourth failed attempt for ATI the applicant must wait six months to test again.

Upon completion of steps 1 through 3, applicants may proceed to the following:

4. Submit an official transcript of record showing possession of a high school diploma or its equivalent, such as GED, from an accredited secondary school or an associate degree or higher from an accredited college or university.
5. Complete a background check.
6. Schedule and attend a meeting with a Financial Aid Officer.
7. Submit Official Transcripts of all courses taken at all high schools, colleges, and/or universities.
8. Interview with the Program Director or designee. Interviews are offered virtually through Zoom video conferencing meeting temporarily.

The interviewer will use a Candidate Interview form for the interview and will award points for the applicant's responses during the interview according to a departmental rubric. The interviewer will also award points according to the departmental rubric for the

applicant's score on the Accuplacer examination; completion of an academic degree; completion of relevant prerequisite courses; grade point average for the completed prerequisite courses; and current certificates and/or work experience or volunteer work. The interviewer will combine these points with the points awarded for the interview into a total score according to the departmental rubric. Based on the total score, the applicant will be ranked among the other applicants who are applying for admission to the program with the current cohort.

9. Submit the Transfer of Credit Request form and related documentation for evaluation of possible transfer credit. Transfer credit will only be granted under the following conditions:

- Required prerequisite science courses must have been completed within five (5) years of the start date of program with a grade of B or higher.
- All transfer credit policies of the institution have been met.

Applicants will be notified of admission to the program by a letter of invitation. An applicant may only decline the letter of invitation twice and must repeat steps 2-10 above when reapplying for admission to the program.

Applicants who have met the minimum requirements for admission to the BSN program, and who have the highest number of combined points awarded according to the departmental rubric, will be accepted for admission to the current cohort. Should an opening occur, the applicant who has the next highest number of combined points may be accepted for admission. If there are more individuals qualified for admission than a cohort allows, those who are not admitted to the current cohort may reapply to be considered for admission to a subsequent cohort.

Applicants reapplying for admission only have to resubmit official transcripts of record if they have taken additional courses since the previous application for admission.

APPLICANTS WITH CRIMINAL CONVICTIONS

Background Check and Licensure

California law allows for the denial of registered nursing licensure on the basis of any prior convictions substantially related to nursing practice. The California Board of Registered Nursing (BRN) requires that all convictions be reported, except for minor traffic violations, on applications for licensure. Both misdemeanor and felony convictions must be reported. This includes "driving under the influence." Convictions must be reported even if they have been expunged. All prior or current disciplinary action against a healthcare related license must be reported, whether it occurred in California or in another state or territory. The BRN reviews all prior convictions substantially related to the qualifications, functions, or duties of a registered nurse. Each application for licensure is evaluated on a case-by-case basis. See the California Board of Registered Nursing website at http://www.rn.ca.gov/applicants/lic-faqs.shtml#disc for further information.

Background Check and Clinical Facilities

Some clinical facilities require background checks for all employees, volunteers, and students working in the facility, independent of the required licensure background check (see below). Students will be required to submit their personal information for a background check in order to attend clinical sessions.

- Each facility judges the background of student nurses with misdemeanors or felonies on an individual basis. Denial of admission to the BSN program for students with convictions will be based on a pattern of convictions, felonies, or certain misdemeanors which will bar a student from completing a clinical rotation.
- Failure to disclose a previous conviction is typically viewed as seriously as the conviction itself, if not more so.
- Some clinical facilities may require submission of fingerprints as part of the background check.

RE-ENROLLMENT AND TRACK CHANGE POLICY

To support academic progress and uphold the standards of the nursing program, students enrolled in Terms 6 through 14 are permitted a maximum of **three (3) attempts** for enrollment with exception to the SEM 4700 Keystone II and Greenlight course. This policy applies to initial enrollment, re-enrollment, and track change.

- After three (3) attempts, the student is no longer eligible to re-enroll or track change.
- All re-enrollment and track change requests are subject to space availability and require approval from program leadership.
- To be eligible for re-enrollment or track change, the student must meet all re-enrollment or track change requirements. In some cases, the student may be required to repeat previously completed coursework to maintain alignment with current curriculum standards and clinical readiness.
- The student is responsible for contacting the Financial Aid Office to understand any financial implications of re-enrollment or track change.
- Re-enrollment and track change may result in a delay of the student's anticipated graduation date.

SEM 4700 Keystone II and Greenlight

- Students may enroll in SEM 4700 Keystone II and Greenlight up to two (2) times in total.
- A third enrollment attempt is not allowed.

BSN TRANSFER CREDIT POLICIES

Students who have completed coursework at a university or college that is regionally or nationally accredited by an agency recognized by the United States Department of Education may request an evaluation for transfer credit prior to program enrollment.

Transfer credit may be awarded under the following conditions:

- Required prerequisite science courses must have been completed within five (5) years of the start date of program with a grade of B or higher.
- All transfer credit policies of the institution have been met.

Awarding of Credit for Previous Education or Competency-Based Credit, Including Military Education and Experience

Prior to enrollment, students may apply for competency-based credit, which will be granted on the basis of a written examination for nursing theory courses and a demonstration of the mastery of clinical objectives and a written examination for clinical courses. The Program Director, or designee, will administer this process.

Stanbridge University will conduct an evaluation of previous education and training for all veterans and will grant appropriate credit, shorten the training period proportionately, and notify the VA and student accordingly.

Stanbridge University complies with California Board of Registered Nursing regulations SB 466 as follows:

1. The University Student Catalog shall include a section referring to Awarding of Credit for Previous Education or Competency-Based Credit, Including Military Education and Experience for all students, including those who have served or are serving in the United States Armed Forces.
2. The University's Bachelor of Science in Nursing webpage shall provide a link identified as "Transfer Credit for Military Experience" that directs to the policy.
3. A form outlining the procedures will be provided and kept as a record in the student's file.
4. The student's file will reflect the awarding of credit on the student transcript.

Awarding of Credit for Challenge Examination

Prior to enrollment, a student may elect to challenge a nursing theory course, Anatomy and Anatomy Lab, Physiology and Physiology Lab, or Microbiology and Microbiology Lab courses to earn academic credit by examination must successfully complete the culminating examination appropriate to the course. A course may be challenged only one (1) time. Any challenge attempt must be completed prior to enrollment. Nursing theory courses with associated lab and/or clinical course must be challenged simultaneously.

In nursing theory or non-clinical courses, the terminal measures are often a final examination. In the case of the challenge examination, the student must receive a passing grade of 80% or higher to receive credit. In the nursing clinical laboratory classes, students must demonstrate competent clinical practice by way of a return demonstration for all skills listed in the course syllabus being challenged. In the clinical courses where critical or life-threatening maneuvers are required, the student must perform the demonstration with 100% skill and accuracy.

Prior to taking written examinations or demonstrating mastery of clinical objectives to determine whether competency-based credit can be granted, students will be charged a one-time, non-refundable fee of $150 for each written examination and a one-time, nonrefundable fee of $500 for each demonstration of skills mastery in lab and/or clinical course objectives. All fees must be paid prior to taking the exam(s) and are not included in the student's financial aid.

BSN GRADING POLICIES

Grading

Regardless of the overall course grade, all assigned work must be completed in order to pass each nursing course. The theory and clinical components of each nursing course must be taken concurrently. In accordance with program requirements, a student must pass both theory and clinical components of a course to be allowed to continue with the program. If a student fails either the theory or clinical component of a nursing course, he/she must repeat both components of the course and successfully complete these components before progressing in the program. Students must have a cumulative grade point average of “C+” or above in order to graduate.

Nursing Theory Courses

Students will be given a grade based on points earned on all assignments, quizzes, presentations, and examinations in the theory component of each nursing course. Nursing students must earn a minimum grade of a 77% in the theory component of all nursing theory courses in order to progress in the program.

Nursing Clinical Courses

Students will be given a PASS or FAIL grade based on the demonstration of clinical objectives in the clinical component of each nursing course. Students must receive a PASS in all nursing clinical courses in order to progress in the program.

Performance and practice of clinical skills constitute a large portion of the student’s time in the program. Students unprepared for the clinical experience will be asked to leave the clinical setting and time lost will be considered a clinical absence. Make-up of clinical absences will be determined on an individual basis. Evaluation of clinical performance is obtained through the objectives on the Clinical Performance Evaluation Tool. The evaluation tool is completed at midterm and end of quarter.

Content Mastery Assessments (CMA) Examinations

In addition to passing each course with the minimum passing grade, students must pass the program exit examination on the first attempt (in accordance with the scoring rubric of the examination). If the predicted probability of passing the licensure examination is not calculated, the required minimum score for passing is at or above the National Mean for that version of the examination.

General Education Grading Policy

The grading policy for General Education courses is established to uphold academic standards and provide students with clear expectations regarding performance.

To earn credit for a General Education course, a student must achieve a minimum final course grade of “C” (75%) or higher.

General Education Course Remediation Policy

A student who does not achieve the minimum passing grade in a General Education course may be eligible to complete a remediation process to demonstrate competency. Remediation is not automatic and is contingent upon the student having completed all required graded assignments, met attendance requirements, earned a minimum of “D-” (60%) in the course, and initiated the remediation process through the Office of Student Services.

Remediation may consist of an alternative examination or a structured assignment designed to assess mastery of the original course learning outcomes, as determined by the program. To successfully remediate, the student must achieve a passing score on the assigned assessment. The maximum final course grade awarded following successful remediation is “C” (75%), regardless of the score earned. If remediation is not successfully completed, the original course grade will remain unchanged.

Remediation must be completed within twenty-one (21) calendar days from the official course end date or prior to the start of the

subsequent academic term, whichever occurs first. Failure to meet requirements or deadlines may result in forfeiture of the remediation opportunity.

A maximum of two (2) remediation attempts per course may be permitted.

Blended and Online Courses

Blended and online distance education courses are delivered through the university's learning management system, Edverum, which provides students access to course instructions, syllabi, discussion forums, slides, and videos as well as exams and assignments for each course. Students participating in the university's blended or online distance education courses are expected to be in attendance, and complete all course activities, in accordance with the syllabus.

Satisfactory Academic Progress Requirements

Attainment of satisfactory progress (attendance, credit earned, and GPA) will be monitored at the completion of each quarter. Students must achieve a 77% or higher in the theory component and a PASS in the clinical component of each nursing course. In the general education courses, students must achieve a 75% or higher. Tutorial sessions may be mandatory for students at risk of not meeting course requirements. Students may also be referred to the Academic Success Coordinator in the Learning Resource Center for assistance with study skills and time management in order help the student make academic progress.

Student progress will be measured at the end of each term. In order to maintain satisfactory academic progress, students must meet the university's Satisfactory Academic Progress (SAP) policy.

BSN ATTENDANCE POLICIES

CLASS HOURS

Students should refer to their schedule for the actual class dates. BSN theory and clinical coursework may occur any day of the week (Monday through Sunday) during mornings, afternoons, or evenings.

THEORY CLASS ATTENDANCE

Regular and timely attendance in the classroom is necessary for students to meet the stated objectives of each course. Regular attendance demonstrates professional and responsible behavior. Patterns of tardiness, early outs, and absences are not consistent with the professional standards expected of BSN students and will result in disciplinary action.

Students may be absent one (1) day from each theory course in a 10-week term. Students who accumulate greater than one (1) day of absence from each theory course in a 10-week course will be placed on attendance probation by the Office of Student Services. Students who violate the stipulations of their attendance probation will be dismissed from the program. Students may request to re-enroll in the program, repeat the course from which they were dismissed, and continue with the sequence of other courses in the program provided space is available.

THEORY LEAVING EARLY AND TARDINESS

It is required that students attend all classroom hours. Early leave is when a student leaves class prior to the instructor dismissing the class. Tardiness is when a student arrives after the start of class or after a scheduled return from a break. Students must notify the instructor in advance when leaving early or arriving late at the start of class. Failure to provide advanced notification will result in a Notice of Deficiency.

Students who miss more than 5% of total class time for the course or have more than two (2) occurrences of leaving early or tardiness will meet with the Program Director, or designee, for disciplinary action, up to and including dismissal.

MAKE-UP OF COURSE EXAMINATIONS DUE TO ABSENCE

If an absence occurs on an examination day, the student must notify the instructor prior to the scheduled exam start time that they will not be present. Failure to notify the instructor will result in a grade of zero for the examination. Only one make-up examination per course, per term, is permitted.

Any approved make-up examination will be administered through the Office of Student Services and must be completed within seven (7) calendar days of the original scheduled examination date. Failure to complete the make-up examination within this timeframe will result in a grade of zero for the examination. Regardless of the score earned on the make-up examination, the maximum grade recorded for any make-up exam in a theory course shall be 77%.

CLINICAL ATTENDANCE

Students are required to attend and complete all clinical hours. Clinical hours refer to skills or simulation laboratory classes, clinical rotations, or required community rotations.

Students who are unable to attend clinical must do the following:

1. Call the clinical instructor at least one (1) hour before the scheduled clinical rotation. Failure to provide advanced notification

may result in a Notice of Deficiency.

2. Provide the clinical instructor with a physician's release note before returning to the clinical area if the absence was due to a contagious illness or injury. Boots, slings or other support devices are not allowed in the clinical area.

Non-Specialty Clinical Course Absence

Students may be absent one (1) day from each non-specialty clinical course in a 10-week term.

Students who accumulate a second (2) absence within the term will be placed on attendance probation by the Office of Student Services. Students who violate the stipulations of their attendance probation by incurring a third (3) absence will be dismissed from the program.

All clinical absences must be made up to progress in the program. The make up day may occur during the non-instructional week. A missed scheduled clinical make-up day will count as an absence. Failure to make up for the clinical absence or missed time will result in dismissal from the program.

Students who are dismissed may request to re-enroll in the program, repeat the course from which they were dismissed, and continue with the sequence of other courses in the program provided space is available.

Specialty Clinical Course Absence

Students may not miss any hours in specialty clinical courses. The specialty courses include Behavioral Health, Maternal Newborn, and Nursing Care of Children. Clincial site rotations, skills and simulation laboratory classes and required community rotations are all counted as clinical hours. Students who accrue any absences from a specialty clinical course in a 10-week term will be dismissed from the program. Students may request to re-enroll in the program, repeat the course from which they were dismissed, and continue with the sequence of other courses in the program provided space is available.

CLINICAL LEAVING EARLY AND TARDINESS

Students are required to attend all clinical hours. Early leave is when a student leaves before the instructor dismisses the laboratory class or clinical rotation. Advanced notification of the instructor is required. Students who leave a laboratory class or clinical early will be marked absent for the day.

Students are required to be on time. Tardiness is when a student arrives more than 5 minutes late to the start of a laboratory class or clinical rotation or returns more than 5 minutes late after a break. Students who are tardy to any laboratory class or any clinical rotation will be sent home. All attendance policies apply.

BLENDED AND ONLINE COURSES

Blended and online distance education courses are delivered through the university's learning management system, Edverum, which provides students access to course instructions, syllabi, discussion forums, slides, and videos as well as exams and assignments for each course. Students participating in the university's hybrid or online distance education courses are expected to be in attendance, and complete all course activities, in accordance with the syllabus.

BSN DISMISSAL POLICIES

Dismissal may occur for the following reasons:

- The student receives below 75% in any of the program's general education courses.
- The student receives below 77% in any of the program's nursing theory courses.
- The student receives a FAIL in any of the program's nursing clinical courses.
- The student violates theory or clinical attendance policies.
- The student fails to attend the first clinical day.
- The student fails to make up any absences before progressing to the next term.
- The student fails to pass the Comprehensive Predictor Examination with a score of 94% or more.
- The student commits unsafe nursing practice.
- The student does not complete a minimum of ten (10) hours of community service by the end of the program.

BSN ADDITIONAL POLICIES

In addition to meeting the requirements for admission as stated above under Admission Policies, students in the Bachelor of Science in Nursing (BSN) program must provide the following:

HEALTH REQUIREMENTS

Please see the list below for mandatory vaccinations and other health requirements. These must be completed, submitted for compliance, and approved by Term 6, Week 3 to ensure processing and placement at a clinical facility. It's important to note that certain items on the list, such as obtaining results and/or necessary boosters, may require additional time. Therefore, students should begin the process well in advance of the Term 6, Week 3 deadline.

Please note, clinical partners may change immunization and health requirements with no advanced notice, for any reason at any time. You will be notified accordingly as soon as the program becomes aware of any changes.

CLINICAL HEALTH REQUIREMENTS DUE TERM 6, WEEK 3	LENGTH OF VALIDITY
Health requirements must **NOT expire during a clinical rotation. All requirements must remain current for the entirety of the program to avoid placement issues. Compliance with health requirements is the responsibility of the student.**	
1. Proof of Immunity by Blood Work/Titer Level	
☐ Students are required to show proof of positive immunity to the MMR, Varicella, and Hepatitis B Vaccination through blood work/Titers. Positive Titer results are required within 6 months of Clinical Rotation start date • **MMR (**Measles, Mumps & Rubella), **Varicella** (Chicken Pox), and **Hepatitis B:** o Students must get the Titers/blood work drawn first. If **POSITIVE**, you are considered immune. o If results are **negative**,contact your health care provider to determine if you require a vaccine series or booster. **2-Dose Series MMR Vaccine or Booster Process*** Step 1: Obtain 1st MMR vaccination or vaccination/booster Step 2: Obtain the 2nd MMR vaccination/booster 30 days after the 1st vaccination/booster **2-Dose Series Varicella Vaccine or Booster Process*** Step 1: Obtain 1st Varicella vaccination or vaccination/booster Step 2: Obtain the 2nd Varicella vaccination/booster 30 days after the 1st vaccination/booster **2- Dose Series or 3-Dose Series Hepatitis B Vaccine or Booster Process*** Step 1: Obtain 1st Hepatitis B vaccination/booster Step 2: Obtain 2nd Hepatitis B vaccination/booster 30 days after receiving the 1st vaccination/booster Step 3 (*If obtaining 3-dose series*): Obtain 3rd Hepatitis B vaccination/booster 5 months after the 2nd dose was given * Between 2 - 6 months after completion of either a vaccine series or boosters, a new Titer must be provided showing positive immunity to Hepatitis B, MMR, and Varicella.	Positive Titer(s) for MMR & Varicella, & Hep B **Valid for 5 Years**
2. Tdap	
• Proof of Tdap vaccine received within the past 10 years. o If more than 10 years has passed since the date of last vaccination, contact your healthcare provider for an updated dose.	**Valid for 10 Years**
3. COVID-19 Vaccine(s)	
☐ • Proof of complete COVID-19 vaccination • Proof of booster for current year ***Note:*** *Some sites may require COVID-19 testing in addition to vaccination.*	Boosters: **Valid for 1 Years**
4. TB Test	
☐ Submit one of the following test showing negative results: 1. Negative Two-Step PPD Test **Correct Two-Step PPD Test** 1. Receive 1st tuberculin injection. 2. Obtain reading 2-3 days later. 3. Obtain 2nd tuberculin injection 7-21 days after the 1st TB injection. 4. Obtain 2nd reading 2-3 days later. 2. Negative QuantiFERON Gold Blood Test or a Gamma Interferon Blood Test • If student tests positive, student must obtain negative chest X-ray before clinical rotation begins. • If history of positive PPD Test or positive QuantiFERON Gold result, student must have negative chest X-ray within two years.	TB PPD Test or Blood Tests: **Valid for 1 year** Chest X-Ray: **Valid for 2 years**
5. Influenza	
☐ • Proof of Influenza (Flu) vaccine received for the current season. o Should be administered between September 1 and April 30. o Proof of the vaccine should include the lot number of the vaccine and the signature of the person administering the dose.	Flu Shot: **Annually with each new flu season**
6. Health Exam/Physical Examination	
☐ • An annual physical is required.	**Valid for**

Student Dress Code and Professional Appearance Policy

As a nursing student at Stanbridge University, you are expected to maintain a clean, professional appearance always—on campus, at clinical sites, in the parking lot, or any setting where you are identified as a Stanbridge student.

General Standards

- **ID Badge:** Must be always worn above the waist and visible even when wearing a sweater. You may not take an assessment (quiz, exam, ATI) without it.
- **Hygiene:** Appropriate hygiene is required. No offensive body odors, including cigarette smoke, are permitted.
- **Hair:** Must be clean, pulled back out of the face and off the shoulders.
  - *Theory:* A neat ponytail is acceptable.
  - *Lab/Clinical:* Hair must be in a bun (not on top of the head or low at the neck).
  - Only natural hair colors are allowed. No faddish styles or unnatural colors.
- **Facial Hair:** Must be neatly trimmed (no longer than ½ inch) to ensure a proper fit for personal protective equipment (e.g., N-95 mask).
- **Makeup:** Must be professional in appearance. Exaggerated makeup or extreme eyelashes are not allowed in labs or clinical.
- **Fragrances:** Perfume, cologne, and aftershave are not permitted.
- **Tattoos:** Must be always covered. Plain white or black undershirts or "sleeves" may be worn to cover them.
- **Piercings & Jewelry:**
  - No visible facial piercings are allowed. A clear retainer may be used but must not be visible.
  - Only one pair of small post earrings and a plain wedding or engagement ring are allowed.
  - Jewelry must be minimal for safety and professionalism.
- **Nails:** Must be short, clean, and free of artificial nails or nail wraps. Only clear nail polish is permitted, not chipped.
- **Outerwear:** Only Stanbridge-issued sweaters are allowed.
  - Clinical sweaters must not have a hood.
  - No hats, caps, beanies, or scarves allowed unless approved for religious or medical reasons.
- **Gum Chewing:** Not allowed in classroom, lab, or clinical settings.
- **Clothing:** Must be clean, pressed, and properly fitted. Tight-fitting, ripped, distressed, or jogger-style pants are not permitted.

Dress Code by Setting

Theory/Classroom

- Stanbridge-issued polo shirt.
- Plain black pants or black scrub bottoms (no leggings, tights, jeans, prints, logos, or embroidery).
- Plain white or black undershirts if worn; no visible undergarments.
- Black, grey, or white closed-toe, closed-heel sneakers (must be clean and professional in appearance). No Crocs or Croc-like shoes are allowed.

Laboratory & Simulation

- Stanbridge-issued scrubs.
- Plain white or black undershirt or "sleeves" to cover tattoos.
- White or black non-skid shoes (clean, closed toe and heel, no prints except shoe logo). No Crocs or Croc-like shoes are allowed.
- Required tools: stethoscope, penlight, bandage scissors, watch with second hand (smartwatches not allowed), calculator, blue/black pen, and notepad.

- Optional: fanny pack/apron for additional pockets.

Clinical Settings

- Stanbridge-issued scrubs.
- Uniform must be neat, clean, and pressed.
- Undershirts (if visible) must be plain white or black.
- Shoes must be solid white or black, slip-proof, non-penetrable (vinyl/leather top), and closed-toe/heel. No Crocs or Cros-like shoes are allowed.
- Only the Stanbridge sweater is permitted as outerwear.
- Nails, tattoos, piercings, and hair must meet all general standards listed above.
- Required: watch with a second hand (no smartwatches).

Consequences for Violation of the Dress Code

Theory and Lab

If a student is determined to be in violation of any specific item(s) of the dress code during theory or lab, the student will receive a written warning for the first occurrence. A second occurrence will result in the student being sent home for the day, which will be recorded as an absence. All applicable attendance policies will apply in such cases.

Clinical

Due to professional and regulatory requirements at clinical sites, students must appear in full, approved uniform, and maintain the dress code and professional image standards established by the program and the site. Failure to comply with the uniform or dress code requirements will result in the student being sent home from the clinical site. Such occurrences will be recorded as an absence, and all applicable attendance policies will apply.

BSN GRADUATION REQUIREMENTS

In addition to passing each course with the minimum passing grade, BSN students must achieve a cumulative GPA of 77% or above in the program and pass the nursing program exit examination with a minimum score of 94% predicted probability of passing the NCLEX-RN on the first attempt (in accordance with the scoring rubric of the examination). If the predicted probability of passing the licensure examination is not calculated, the required minimum score for passing is at or above the National Mean for that version of the examination.

To graduate, students in the BSN program must complete a minimum of ten (10) hours of community service by the end of the program.

BSN LICENSURE REQUIREMENTS

Graduates with an pre-licensure Bachelor of Science in Nursing degree from a BRN-accredited nursing program may apply to the Board of Registered Nursing for permission to take the examination required for licensure, the National Council Licensure Examination for Registered Nurses (NCLEX-RN) ®

After passing this examination and receiving a license from the BRN, the student will be eligible to obtain employment as a licensed Registered Nurse.

LVN TO RN 45-UNIT OPTION

The 45-quarter unit (equivalent to 30-semester unit) option is required by the Board of Registered Nursing in California as an alternative pathway for applicants who are licensed vocational nurses (LVNs) and desire to become a registered nurse (RN). This option does not earn a Bachelor of Science in Nursing degree. Students considering this option must declare this prior to enrolling. Once enrolled, this option is not available.

LVNs who apply for the 45-Unit Option pathway must consult with the program's director, or designee, for an individual program consultation to discuss the advantages and disadvantages of this option prior to enrollment. The number of students admitted each term is contingent upon space available; there may be no space available if all enrollment slots are filled with continuing full-cycle BSN students.

Students who satisfactorily complete all required courses and pass the program exit examination, at the required level, will be awarded a diploma, and a notice will be sent to the Board of Registered Nursing indicating satisfactory completion.

Applicants considering this option should be aware of:

- This option must be requested prior to enrollment.
- This option is only available if space is available.
- Financial aid is not available for students choosing this option as the alternative pathway.
- Applicants are required to complete the same application process as for the generic, full-cycle program but are not required to take admissions tests.
- The program may, at its discretion, test knowledge and clinical skills to identify areas wherein remediation is required.
- No degree is granted upon completion of the program.
- Students are not entitled to participate in the nursing pinning ceremony.
- The responsibility to qualify and take the RN "non-graduate" licensure examination resides with the student.
- Students completing this option should be aware of any restrictions such as
    - A lack of RN licensure reciprocity in any other state
    - Employers seeking candidates with degrees
    - Inability to transfer credit units if continuing education

Course Number and Title	Theory	Lab	Clinical	Total Units
	Units	Units	Units	
SCI 1040 Human Physiology	4.5	1.5	0	6
SCI 1050 General Microbiology	4.5	1.5	0	6
NUR1060 Gerontology	2.5			2.5
NUR2200 Behavioral Health Nursing	4	.5	1.5	6
NUR3300 Medical Surgical II Nursing	4	.5	3	7.5
NUR4300 Medical Surgical III Nursing	5.5	.5	2.5	8.5
NUR4250 Health Systems Leadership	3.5			3.5
NUR4500 Keystone I	2.0			2.0
NUR4700 Keystone II and Greenlight	2.5			2.5
Program Total				44.5

Scholarship requirements: A minimum of a 77% in the theory component and a PASS in the lab and clinical components of each nursing course and a 75% in the general education courses. A cumulative GPA of 77% or above is required. All students must achieve a minimum score of 94% predicted probability in the Comprehensive Predictor Examination on the first attempt.

All program grading, attendance, dismissal, graduation, and additional policies apply.

MSN GENERAL INFORMATION

MASTER OF SCIENCE IN NURSING PROGRAM (MSN)

The Master of Science in Nursing program offers an advanced practice specialty in nursing education to prepare nurses for the nurse educator role in academics or staff development settings. The program offers core master's-level concepts, advanced clinical foundations, and education-focused courses. The program is offered in an online format with individualized on-ground practicums to allow the student to apply learning in a real-world practice setting.

Mission Statement

The Master of Science in Nursing program advances the skills and expertise of the baccalaureate prepared nurse to lead and create change within the nursing profession through evidence-based practice, innovation, and person-centered care, with diverse populations, across a wide range of settings. Graduates of program influence policy development and advocacy through effective communication and collaborations that improve healthcare quality, value, access, and outcomes.

Nursing Education Specialty

The Nursing Education specialty prepares nurses to work as nurse educators in diverse settings such as colleges and universities, hospitals, long-term care, or home health and public health. The program emphasizes holistic teaching methods, instructional design, and teaching/learning principles. The MSN-Ed graduate will be an innovative change agent while teaching within academic or health care settings with experience in using best practices in teaching. A practicum experience is required for a total of 140 hours.

Program Learning Outcomes

1. Analyze and apply health policy, advocacy frameworks, and ethical principles to design and implement evidence-based practice improvement that optimizes outcomes for diverse patient populations.
2. Select and employ research methods to identify care disparities and evidence-based change in a clinical setting.
3. Demonstrate leadership in interprofessional teams by applying systems-level strategies to improve patient and population health outcomes.
4. Demonstrate a commitment to lifelong learning and continuous professional growth.

Education Track:

5. Develop, implement, and evaluate a nursing education curriculum module using established learning theories and evidence-based teaching strategies to achieve clearly defined learner outcomes.
6. Design and assess instructional and evaluation methods to deliver tailored educational interventions that produce measurable improvements in learner performance across diverse learning environments.

MSN PROGRAM OVERVIEW

Upon completion of the below requirements, Stanbridge University will confer the Master of Science in Nursing, Nursing Education degree.

Total Credit Hours: 45 Quarter Credit Hours/$433.22 tuition rate per credit hour

Program Duration: The approximate time to complete the program will vary according to the start and end dates of a cohort and ranges from 13-14 months, including holidays and breaks.

Program Modality: This program is delivered online with the exception to the practicum hours.

Course Number and Title	Clock Hours	Total Credit Hours	Eligible for credit transfer (Yes/No)
NUR 5000 Theoretical Foundations of Advanced Nursing	40	4	Yes
NUR 5005 Trends in Contemporary Nursing	30	3	Yes
NUR 5015 Health Care Policy, Ethics, and Finance	40	4	No
NUR 5020 Nursing Research and Scholarship	40	4	No
NUR 5140 Advanced Physiology and Health Assessment	40	4	Yes
NUR 5145 Advanced Pathopharmacology	40	4	No
NUR 5150 Nurse Educator - Roles, Responsibilities, and Relationships*	60	4	No
NUR 5160 Curriculum Design and Teaching Strategies*	70	5	No
NUR 5165 Nursing Education Innovations and Technology*	60	4	No
NUR 5200 Education Teaching Practicum*	95	4	No
NUR 5210 Capstone	50	5	No

*This course contains practicum hours.

Standard Occupational Classification (SOC):	29-1141
Employment/Job Title:	Registered Nurses
Standard Occupational Classification (SOC):	11-9111
Employment/Job Title:	Medical and Health Services Managers

MSN FACULTY

Dr. Stephanie Blundell	EdD, MBA, MSN-Ed, BSN, RN
Dr. Christine Dang	DNP, BSN, ASN, RN, NP
Dr. Leticia Esau	PhD, RN, PHN
Dr. Melissa McCombs	DNP, RN, NP, PHN
Dr. Amy Tucker	DNP, RN, PHN

MSN ADMISSION POLICIES

Applicants applying for the Master of Science in Nursing program must possess a Bachelor of Science in Nursing degree from an accredited institution and provide proof of their degree. Applicants seeking admission to the Master of Science in Nursing program will also have to show proof of unencumbered RN licensure (RN license not in denied, revoked, probationary or suspended status) from the state in which they practice.

MSN TRANSFER CREDIT POLICIES

Students who have completed coursework at a university or college that is regionally or nationally accredited by an agency recognized by the United States Department of Education may request an evaluation for transfer credit prior to program enrollment.

Transfer credit may be awarded for eligible coursework, if the course:

- was completed with a B (or better);
- is equivalent in didactic/lab learning and hour components; and
- meets the university's transfer credit requirements.

MSN GRADING POLICIES

STUDENT ACADEMIC PROGRESS

In order to graduate, students must have a cumulative grade point average of 3.0 at the time of graduation.

Online Courses

Online distance education courses are delivered through the university's learning management system, Edverum, which provides students access to course instructions, syllabi, discussion forums, slides, and videos as well as exams and assignments for each course. Students participating in the university's online distance education courses are expected to be in attendance, and complete all course activities, in accordance with the syllabus.

Course Remediation

Remediation for unsatisfactory course performance is required in the event a course is failed. The student will be expected to take an alternate exam on the material covered in the original course exam or complete a remediation assignment and will be considered to have successfully remediated the course when he/she has achieved a passing score on the alternate exam or assessment. Regardless of the score achieved on the alternate exam or assignment, the maximum grade that will be entered into the student's grade record for any remediated course will be 75%. Remediation of any failed course must be performed within fourteen (14) days of the end of the course. Students may have one (1) remediation attempt for a failed course. Throughout the program duration, up to two (2) courses may be remediated. A student will be dismissed upon a third course failure.

MSN ATTENDANCE POLICIES

Class Hours

The MSN program is a fully online program with exception to the practicum hours, which can be online or on-ground. The online instructional weeks begins on Monday and ends on Sunday, 11:59 PM PT. Students should refer to their class schedule for course start and end dates.

Online Course Attendance

Online distance education courses are delivered through the university's learning management system, Edverum, which provides students access to course instructions, syllabi, discussion forums, slides, and videos as well as exams and assignments for each course. Students participating in the university's hybrid or online distance education courses are expected to be in attendance, and complete all course activities, in accordance with the syllabus.

Students participating in the university's online distance education courses are expected to be in attendance in accordance with the syllabus since participation is essential to student learning and the assessment of the achievement of required outcomes. All online distance education courses require a set number of academically related activities (ARAs) for each instructional week. ARAs designated as attendance ARAs are clarified in the course outline.

A student's failure to participate in the designated attendance ARA, such as contributing substantively to a discussion forum post, will result in an absence. Any course absence must be made-up through a make-up assignment appropriate to the hours missed. A student is considered to be in continuous attendance as long as there are no more than fourteen (14) calendar days between attendance ARAs.

Make-up of Course Examinations Due to Absence

If a student's absence occurs on an exam day, a student must notify the instructor prior to the scheduled exam time that they will not be present for the exam. If the student does not notify the instructor, the exam grade will be a zero. Only one make-up exam per course, per term, will be allowed. The alternate make-up exam will be administered through the Office of Student Services. Regardless of the score achieved on the make-up exam, the maximum grade that will be entered into the student's grade record for any make-up exam in a theory class will be 75%.

MSN DISMISSAL POLICES

Dismissal may occur for the following reasons:

- The student does not maintain a 2.5 grade point average.
- The student fails to remediate a course failure within fourteen (14) days of the course end date.
- The student fails a third course in the program.
- The student fails to make-up a course absence.
- The student fails to maintain satisfactory academic progress.
- The student violates the Code of Conduct policy.
- The student has a lapsed RN license, CPR certification, or professional liability insurance policy.

MSN GRADUATION REQUIREMENTS

To graduate, students in the MSN program must complete all 45 quarter credit hours required to confer a Master of Science in Nursing degree and have a cumulative grade point average of 3.0 or higher.

MSN ADDITIONAL POLICIES

PROFESSIONAL BEHAVIOR/CODE OF CONDUCT

Netiquette

Online course etiquette, known as “netiquette,” is extremely important to maintain a positive online learning environment. Netiquette refers to the practice of respecting the views of others, even if they differ from our own, and demonstrating common courtesy when interacting with others in an online exchange.

Please keep in mind the following netiquette guidelines when posting in online discussion forums and interacting with peers:

- Never write your discussion posts or other assignment in all CAPS. On the Internet, writing in caps may be considered equivalent to yelling at someone.
- Use of profanity or verbal abuse is never acceptable in an academic environment.
- The online course environment is not a place to send junk mail or spam to your classmates or instructors. Please only send e-mail regarding course-related questions or issues.
- Remember that a “tone” can be misinterpreted in e-mail or online forums because the recipient does not get the benefit of your body language. Avoid sarcasm.
- Always keep in mind that once you send an e-mail, what you have said is in writing forever. Additionally, anything posted in a public discussion forum will be visible to all class participants and others with access to the online course.
- Remember that class discussion forums, chat areas, and e-mail messages are not social media; keep content focused, professional, on relevant topics, and use language and writing style appropriate for an academic environment.
- Be respectful; if you wouldn’t say something to someone’s face, don’t write it in the online environment.
- Always proofread your posts and e-mails and make an effort to use proper spelling and grammar. This includes complete sentences and appropriate punctuation. It’s good practice for all kinds of written communication in college and in the workplace!
- Re-read what you have written and take a moment to pause before you click post or send, especially in a moment of frustration or anger.
- Make a point to be kind and professional in your comments in discussion forums, e-mails, and so on, even if you disagree with the person you’re responding to.

MSN LICENSURE REQUIREMENTS

The Master of Science in Nursing program does not lead to any specific licensing.

MSOT GENERAL INFORMATION

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

The registered occupational therapist works in a variety of settings, including hospitals, out-patient clinics (adult and pediatric), skilled nursing facilities, schools, mental health programs, and community-based programs. The occupational therapist will plan, organize, and conduct occupational therapy programs in hospital, institutional, or community settings to help rehabilitate those impaired because of illness, injury or psychological or developmental problems. As part of their responsibilities, occupational therapists test and evaluate patients` physical and mental abilities and analyze medical data to determine realistic rehabilitation goals for patients; select activities that will help individuals learn work and life-management skills within the limits of their mental and physical capabilities; evaluate patients` progress and prepare reports that detail progress; complete and maintain necessary records; train caregivers how to provide for the needs of a patient during and after therapy; recommend changes in patients` work or living environments, consistent with their needs and capabilities; develop and participate in health promotion programs, group activities, or discussions to promote client health, facilitate social adjustment, alleviate stress, and prevent physical or mental disability; consult with the rehabilitation team to select activity programs and coordinate occupational therapy with other therapeutic activities; and plan and implement programs and social activities to help patients learn work and school skills and adjust to handicaps.

Upon satisfactory completion of the program, Stanbridge University will confer the Master of Science in Occupational Therapy degree on graduates.

FACULTY TO STUDENT RATIOS

For the Master of Science in Occupational Therapy program, the faculty-student ratio for laboratory courses is 1 to 20 and the faculty-student ratio in lecture courses is 1 to 64 maximum.

MISSION STATEMENT OF MASTER OF SCIENCE IN OCCUPATIONAL THERAPY PROGRAM

The mission of the Master of Science in Occupational Therapy program is to support the mission of Stanbridge University and to provide a transformative learning experience where deep learning empowers students to become engaged, innovative, and ethical practitioners with the capacity to build an occupational therapy career based on excellence. The balanced curriculum is founded on the ideals of occupational justice and occupational engagement and recognizes the importance of a sound knowledge base, caring attitude, and the practical skills needed to serve a complex, diverse, and changing society. Through the allocation of high-quality resources, the overarching goal of the program is to produce graduates confident in the use of occupation to increase participation in meaningful activities. Students also recognize the importance of psychosocial aspects of care and psychological support with strong clinical reasoning skills. This is accomplished by combining rich, inter-professional connections on campus and in the community with academic rigor so that our graduates are highly valued and recognized by the profession and society.

THE PHILOSOPHICAL BASE OF OCCUPATIONAL THERAPY

The development of human beings is influenced by the use of purposeful activity. Using their capacity for intrinsic motivation, human beings can influence their physical and mental health and their social and physical environment through purposeful activity. Human life includes a process of continuous adaptation. Adaptation is a change in function that promotes survival and self-actualization. Biological, psychological, and environmental factors may interrupt the adaptation process at any time throughout the life cycle. Dysfunction may occur when adaptation is impaired. Purposeful activity facilitates the adaptive process.

Occupational therapy is based on the belief that purposeful activity (occupation), including its interpersonal and environmental components, may be used to prevent and mediate dysfunction and to elicit maximum adaptation. Activity, as used by the occupational therapist, includes both an intrinsic and a therapeutic purpose.

PROGRAM CURRICULAR FRAMEWORK

The curriculum framework of the MSOT program is student-centered and prepares students to use meaningful occupation with individuals, communities, and organizations to promote occupational justice, occupational enrichment, and participation. The MSOT program prepares students for employment as a generalist qualified to work in physical rehabilitation, geriatrics, pediatrics, or mental health settings. These educational goals are accomplished through the use of a graduate curriculum framework blending the best of both the traditional and narrative models of curriculum design. See Figure 1 for the student's experience in the MSOT program.

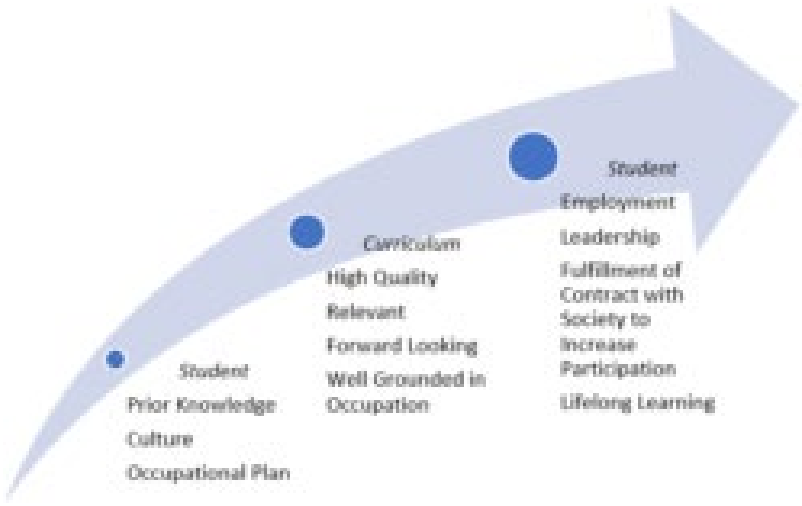


Figure 1. Student Experience, Stanbridge MSOT

PROGRAM LEARNING OUTCOMES

Upon graduation from Stanbridge University, the occupational therapy master's student will:

PLO1. Demonstrate excellent clinical reasoning based on their commitment to transformative and lifelong learning and through applying therapeutic use of self, psychosocial aspects of care, theoretical approaches, occupational therapy frames of reference, assessment, intervention, and health care ethics.

PLO2. Apply knowledge of the history and philosophy of occupational therapy and occupational science that addresses the impact of occupational injustice and diversity on engagement in meaningful occupations and demonstrate the role of occupation across the lifespan in supporting health and participation in life.

PLO3. Analyze and implement current evidence-based assessments grounded in occupational therapy theory and research, and design and deliver best practice interventions after gathering information regarding factors that influence occupational performance.

PLO4. Model exemplary professional and ethical behavior with effective oral and written communication through engagement in interdisciplinary and community relationships, fieldwork, advocacy, and professional organizations.

PLO5. Pass the National Board for Certification in Occupational Therapy (NBCOT) examination and become an employable generalist who can practice in all areas of occupational therapy safely, effectively, and efficiently applying current technology.

PROGRAM THREADS

The following threads are elements of occupational therapy practice valued by the program and aligned with the mission and philosophy of the program. They are introduced in the first two terms of the curriculum and emphasized in increasing complexity as students move through the curriculum.

THREAD	
Psychosocial Aspects of Care & Psychological Support	Addressed in all practice areas: mental health, adult physical disabilities, and pediatrics.
Ethics	Addressed by using the AOTA Code of Ethics: use of case studies and discussions of occupational justice, deprivation, and engagement.
Occupation-Based Focus	Addressed by using the Occupational Therapy Practice Framework: Domain and Process as a guide to practice intentional delivery of the occupation-based message by all faculty to students in all relevant lecture and labs.
Healthcare Communication	Addressed by development of listening skills, dyadic communication, group communication, documentation, community program development, and research.
Evidenced-Based Clinical Reasoning	Addressed by use of case studies, technology and interdisciplinary learning opportunities.
Diversity	Addressed by reviewing content in all courses for issues involving ethnicity, gender, sexual orientation, socio-economic status, and age relative to engagement in meaningful occupations and checking for any bias or stereotyping within content.
Technology	Addressed by teaching students about high and low technology for clinical use and practice with technology in labs, academic components include use of netbooks, PowerPoint and online test taking.
Transformative and Lifelong Learning	Addressed by using engaged learning, experiential learning, practical learning, service learning, fieldwork learning, and professional organization involvement.
Employability	Addressed by emphasizing professional behavior, writing skills, job-related therapy skills, and use of skills verifications, student evaluations processes, and leadership opportunities.

MSOT PROGRAM OVERVIEW

Upon completion of the following requirements, Stanbridge University will confer the Master of Science in Occupational Therapy degree:

117 Quarter Credit Hours/$921.88 tuition rate per quarter credit hour

The approximate time to complete the program will vary according to the start and end dates of a cohort and ranges from 26 – 27 months, including holidays and breaks.

This program is offered in Irvine, Alhambra, and Riverside.

Master's degree students must achieve a cumulative GPA of 3.0 in order to graduate. Only those graduate level courses in which a student earns the equivalent of a 2.0 or better may be applied toward the total number of credits required for graduation. In addition, students in the Master of Science in Occupational Therapy program must achieve a passing grade in all fieldwork experiences.

Course Number and Title	Didactic Hours	Lab Clock Hours	Clinical Hours	Total Credit Hours	Eligible for Credit Transfer
OT 5008 Human Anatomy	15			1.5	No
OT 5008L Human Anatomy Lab		14		0.5	No
OT 5010 Foundations of Occupational Therapy with Lab	36	28		5	No
OT 5012 Clinical Conditions in Occupational Therapy*	43			4	No
OT 5003 Applied Neuroscience and Occupations	43			4	No
OT 5004 Psychosocial Foundations of Practice	50	35		6.5	No
OT 5011 Analysis and Assessment of Functional Human Movement	43	35		6	No
OT 5013 Occupations of Adults	57			5.5	No
OT 5013L Occupations of Adults Lab		42		2	No
OT 5014 Research Methods in Occupational Therapy*	46.5			4.5	No
OT 5016 Master Thesis I*	32.5			3	No
OT 5000 Level IA Fieldwork			40	1	No
OT 5100 Cultural Humility in Occupational Therapy*	33.5			3	No
OT 5101 Community Program Development*	33.5			3	No
OT 5017 Master Thesis II*	32.5			3	No
OT 5001 Level IB Fieldwork			40	1	No

Course Number and Title	Didactic Hours	Lab Clock Hours	Clinical Hours	Total Credit Hours	Eligible for Credit Transfer
OT 5007 Gerontology	40			4	No
OT 5103 Leadership, Health Policy, and Management*	40			4	No
OT 5104 Ethics of Health Care*	33.5			3	No
OT 5105 Occupations of Children and Adolescents	57			5.5	No
OT 5105L Occupations of Children and Adolescents Lab		35		1.5	No
OT 5050 Clinical Reasoning & Documentation in OT*	33.5			3	No
OT 5200 Professional Development & Education in OT**	39			3.5	No
OT 5002 Level IC Fieldwork			40	1	No
OT 5020 Advanced Occupational Therapy Skills	14	28		2	No
OT 5030 Fieldwork Skills Review*	36			2	No
OT 5040 Level IIA Fieldwork			480	16	No
OT 5041 Level IIB Fieldwork			480	16	No
OT 5500 Review and Exit Exam*	34			2	No

* Blended course

** Online course

Standard Occupational Classification (SOC):	29-1122
Employment/Job Title:	Occupational Therapists

MSOT FACULTY

Dr. Jessica Barron	SLPD, CCC-SLP, CNT, NTMTC
Dr. Ellie Bendetson	OTD, OTR/L
Dr. Erin Christensen	OTD, OTR/L
Dr. Eddie Chu	OTD, OTR/L
Dr. Shain Davis	OTD, OTR/L
Dr. Enjoli Filemu	OTD, OTR/L
Dr. Annette Hatala	OTD, OT/L
Dr. Lena Huang	OTD, OTR/L
Dr. Kelcie Kadowaki	OTD, OTR/L
Dr. Hong Le	OTD, OTR/L
Dr. Ingrid Leu	OTD, OTR/L
Jennessa Low	MOT, OTR/L, CHT
Ellenore Palmer	MSc, BSc, PT
Dr. Myka Persson	OTD, OTR/L
Dr. Zack Pinto	OTD, OTR/L
Cristina Scionti	MS, OT/L
Dr. Jeremy Seip	OTD, OTR/L, CHT
Dr. Floyd Tran	OTD, OTR/L
Dr. Alya Turcotte	OTD, OTR/L
Dr. Alexis Waltemeyer	OTD, OTR/L
Dr. Bill Wong	OTD, OTR/L

MSOT ADMISSION POLICIES

To be considered for admission into the Master of Science in Occupational Therapy program, applicants are required to:

- Complete an application and speak with an admissions representative
- Submit an official transcript of record demonstrating admissions criteria has been met:
    - Earned a bachelor-level degree at an institution of higher education accredited by an accreditation agency that is recognized by the U.S. Department of Education with a cumulative GPA of 3.0 or higher.
    - Transcripts for degrees awarded by foreign schools must be translated (if the transcript is not in English) and evaluated for equivalency to those awarded by accredited institutions in the United States (at applicant's expense) before the applicant can be admitted.
    - Meet the prerequisite course requirements with a grade of C or higher, equivalent to 3 semester credits or 4.5 quarter credits, and completed within eight years of the date of enrollment:^
        - Human Anatomy (with laboratory)^^
        - Physiology
        - Introduction to Statistics
        - One course in Anthropology or Sociology
        - Abnormal Psychology
        - Lifespan or Developmental Psychology
- A minimum of sixteen (16) hours of documented direct observation of a Registered/Licensed occupational therapist (OTR/L) in a practice setting.
    - This criterion is waived for applicants who are certified occupational therapy assistants.
- An application essay to be submitted as a writing sample. The content of the application essay will be specified during the application process.
- Successful completion of an interview with the Program Director or designee. Applicants will also be required to successfully complete a writing sample following the interview.
- Three letters of recommendation from faculty members, therapists, and employers.

^For Applicants Bridging from Other Healthcare and Human Services Fields: Some time limits on prerequisites may be waived if applicants have been continually employed or licensed/certified in certain healthcare or human services fields (OTA, PTA, Chiropractor, Acupuncturist, Athletic Trainer, etc.) since completion of the undergraduate program. Applicants will need to provide documentation for admission to the MSOT program.

^^ If Human Anatomy and Physiology are taken as a combined course, they must be taken for two consecutive terms and must have a laboratory course in each term.

Applicants with Criminal Convictions

Applicants to the Master of Science in Occupational Therapy program are required to complete a background check form and pay the background check fee seven days prior to the start of classes.

As part of an overall employment policy many clinical facilities will not permit student occupational therapists (or employees/volunteers) in the facility who have or who acquire certain felony or misdemeanor convictions. Stanbridge University cannot admit MSOT applicants who cannot attain the mandated 960 hours that are required for the completion of level II fieldwork. Accordingly, applicants for admission with a felony conviction will not be granted admission to the university. Certain types of convictions, regardless of whether a felony or misdemeanor, will result in denial of admission. These types of convictions include some drug/substance abuse offenses, violent crimes and offenses requiring mandatory reporting, such as elder abuse or child abuse.

Applicants with misdemeanor convictions, other than those listed above, may be asked to provide additional information regarding the conviction in order for university administration to make a decision on admission based on the type, age, and gravity of the offense. Students who acquire certain types of felony or misdemeanor convictions during their program may be dismissed.

Some fieldwork facilities require background checks for all employees, volunteers and students working in the facility, independent of the required felony questions on the NBCOT exam application and the Live Scan for state regulatory boards. Students will be required to submit their personal information for a background check in order to attend fieldwork sessions at these facilities.

Since Stanbridge University has no input in the decision of the facility to accept a student or not, and since the university cannot predict how all facilities will decide upon a less than favorable result of a background check, the university cannot offer any definitive answer as to the possible barring of a student from a fieldwork facility. As some types of experience are limited to a single facility, a student could potentially be prevented from completing his or her education if the facility denies the fieldwork experience to the student.

Failure to disclose a previous conviction is typically viewed as seriously as the conviction itself, if not more so.

In addition to the background check for fieldwork facilities, a second background check of California Department of Justice and FBI records must be completed prior to licensure. This background check is not satisfied by the preadmission check.

More advanced background checks, such as Live Scan, may be required for some fieldwork placements.

Multiple background checks/Live Scans may be required for certain fieldwork settings at the student's expense.

Graduates of the MSOT program must pass the certification exam administered by the National Board for the Certification of Occupational Therapy (NBCOT) in order to work as an occupational therapist. Applicants must be aware that felony convictions and other character issues could disqualify them from taking the NBCOT exam, as well as from receiving individual state licenses. The NBCOT describes the nature of the questions asked on exam candidate applications as follows:

Individuals applying for the NBCOT Certification Examination for OCCUPATIONAL THERAPIST REGISTERED OTR® (OTR) must answer each of the following questions on the examination application:

1. Have you ever been charged with or convicted of a felony? (NOTE: Applicants must answer affirmatively if records, charges, or convictions have been pardoned, expunged, released or sealed.)
2. Have you ever had any professional license, registration, or certification revoked, suspended or subject to probationary conditions by a regulatory authority or certification board?
3. Have you ever been found by any court, administrative, or disciplinary proceeding to have committed negligence, malpractice, recklessness, or willful or intentional misconduct which resulted in harm to another?
4. Have you ever been suspended and/or expelled from a college or university?

For more information regarding this and other certification questions or to obtain an Early Determination Review prior to starting your program, please contact the NBCOT Credentialing Services at:

NBCOT
12 S. Summit Avenue, Suite 100,

Gaithersburg, Maryland 20877.
Phone: (301) 990-7979.
Email: character.review@nbcot.org

Individual state regulatory boards that issue licenses for the practice of occupational therapy must be contacted individually to inquire about certification questions or restrictions.

MSOT TRANSFER CREDIT POLICIES

The Master of Science in Occupational Therapy program does not accept transfer credit for any course in the program.

MSOT GRADING POLICIES

SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS

Students must achieve a grade of C or better to pass individual courses in the program. In order to achieve a passing grade, the student must complete all required assignments and meet attendance requirements for the course.

Any student who receives less than a 3.0 GPA for a term or a cumulative GPA under 3.0 will be placed on academic probation. If the student receives a term GPA during the term of academic probation that is not a minimum of 3.0, the student may be dismissed from the MSOT program. If the cumulative GPA does not reach 3.0 within two terms after an initial academic probation, the student may be dismissed.

If the student receives a term GPA of less than 3.0 in Term 4, the student will be placed on academic probation and be required to raise their cumulative GPA to a minimum of 3.0 in Term 6 prior to attending Level IIB fieldwork.

COURSE FAILURE OR WITHDRAW

For any failed courses, a student can remediate one time via remediation exam. Remediations should be completed before the beginning of the next terms. A student may remediate a maximum of three courses within the entire MSOT program. Prior to completing a remediation, a student may require additional tutoring based on the discretion of the instructor responsible for teaching that given course. If the student does not pass the remediation after one attempt, the student will need to retake the course. A student is prohibited from taking any course where the failed course is the pre-requisite until they have remediated or passed the course successfully.

A student who withdraws will receive a grade of “INC” for the course in progress. Enrolled students who do not complete a course on time will receive a grade of “F” within twenty-one (21) days after the conclusion of the course if assignments have not been completed.

TERM EXIT EXAM OR END OF PROGRAM EXAMINATION

The Term Exit Exam and End of Program Examination exams are graded as PASS or FAIL. A student who fails the exams will have the opportunity to take a remediation exam. If a student fails the remediation exam, the student will be dismissed from the program.

MSOT ATTENDANCE POLICIES

Students are expected to be on time, and in attendance, in accordance with all course and term schedules. Students will only graduate with the successful completion of all course grading and attendance requirements. This includes all theory, laboratory, and fieldwork courses.

Class Schedule

Students typically attend classes two to four days per week, depending on the academic term. Classes are generally scheduled between 8:00 a.m. and 9:30 p.m. (PT), Monday through Friday. In some cases, weekend classes may be required. Students must be available for all scheduled hours as determined by the program calendar.

Fieldwork Requirements

Full-time fieldwork experience is required for successful program completion. Fieldwork sessions and preparatory meetings may be scheduled on any day of the week, including weekends. Students are expected to accommodate the scheduling needs of clinical sites, including alternate shifts (e.g., 10- or 12-hour days) and non-traditional schedules due to facility availability or census constraints.

Theory and Laboratory Classes (Non-Specialty)

Students must adhere to the following attendance policies for all non-specialty theory and laboratory classes:

- Students are permitted up to two (2) absences per theory and laboratory course.
- Students acquiring three (3) absences in a theory or laboratory course will be placed on attendance probation.
- Students who violate the terms of attendance probation, including accruing additional absences, will be dismissed from the program.

Theory and Laboratory Classes (Specialty)

The program's specialty courses include:
– OT5030 Fieldwork Skills Review
– OT5500 Review and Exit Exam

- Students are permitted up to one (1) absence in a specialty course.
- Students who accrue more than one (1) absence in a specialty course will be dismissed from the program.

Tardiness and Early Departure

Students are expected to attend the entirety of each scheduled class session.

- Tardiness is defined as arriving ten (10) minutes or more after the scheduled start time or returning late from a break.
- Early departure is defined as leaving before class is formally dismissed by the instructor.
- Students who acquire more than two (2) occurrences of tardiness or early departure will be referred to the Program Director, or designee, for disciplinary action.
- Three (3) occurrences of tardiness or early departure will count as one absence and all applicable attendance policies will apply.
- Students who, due to tardiness or early departure, miss more than 25% of a single class meeting will be marked as absent and all applicable attendance policies will apply.
- On exam days, students are advised to arrive at least 15 minutes Students who arrive late for an exam will not be permitted to enter the testing room. A make-up exam will need to be scheduled with all make-up exam policies applied.

Make-Up of Examination Due to Absence

Students are notified in advance of the schedule and due dates for exams, quizzes, and graded assignments. It is the student's responsibility to prioritize these dates.

- One (1) make-up exam per course may be scheduled with the Office of Student Services and must be completed within 48 hours upon return to campus. Failure to do so will result in a grade of zero.
- Practical and laboratory exams must be rescheduled directly with the course instructor.
- Regardless of the score achieved on the make-up exam, the maximum grade that will be entered into the student's grade record will be 75%.

MSOT DISMISSAL POLICIES

Dismissal may occur for the following reasons:

- The MSOT student violates attendance probation.
- The MSOT student fails to successfully remediate a failed course. Remediations should occur prior to the beginning of the next term. Course remediations require a passing score on the remediation exam.
- The MSOT student fails to successfully remediate a Level II Fieldwork course.
- The MSOT student receives a term grade point average, during the term of academic probation, that is not a minimum of 3.0.
- The MSOT student receives two (2) Unsatisfactory Student Evaluation Process ratings in the program.
- The MSOT student does not complete a minimum of ten (10) hours of community service by the end of the program.
- The MSOT student fails to successfully remediate, or comply with a remediation plan, for a failed Term Exit Exam or Program Exit Examination

MSOT ADDITIONAL POLICIES

GRADUATE WRITING STANDARDS

Graduate level writing is expected of all students in the MSOT program. This includes correct grammar, spelling, punctuation, sentence structure, and use of American Psychological Association (APA) Publication Manual, 7th edition. The Learning Resource Center and the Student Services department offer a variety of resources and assistance to students for improving their writing skills.

COMMUNITY SERVICE REQUIREMENT

MSOT students are required to participate in ten hours of community service activity.

PROGRAM TUTORING

The MSOT program offers tutoring available for every student who may sign-up through their Student Central Account to schedule a time to meet with a peer tutor individually or with a small group throughout the program.

PROGRAM STUDENT ORGANIZATION

The Stanbridge Student Occupational Therapy Association (SSOTA)

The Stanbridge Student Occupational Therapy Association (SSOTA) is a student group at Stanbridge University. All students are encouraged to participate in SSOTA to learn how to advocate for the profession of Occupational Therapy, develop leadership skills and serve the community. The MSOT program stresses leadership and occupational justice. The specific goals of SSOTA are the following:

- Encourage collegiality and a sense of community among occupational therapy students.
- Promote awareness of occupational therapy on campus and in the community.
- Support professional development and leadership in occupational therapy students.
- Promote occupational justice in the community.
- Advocate for the profession of occupational therapy.
- Raise funds to use for special events or causes important to SSOTA.

Pi Theta Epsilon (PTE) – Delta Psi Chapter

Pi Theta Epsilon is a national occupational therapy honor society. Using eligibility standards set by the national PTE organization, students are invited to join the chapter if their grade point average falls within the top 35 percent of their class after one term.

The mission of Pi Theta Epsilon is to support the practice of occupational sciences and the practice of authentic occupational therapy by promoting research, leadership, and scholarly activities by its members. PTE sponsors scholarly activities throughout the year.

Professional Memberships

All Stanbridge occupational therapy students are required to join the American Occupational Therapy Association (AOTA), and the Occupational Therapy Association of California (OTAC). Membership in national and state professional associations will be an important part of the two leadership courses in the curriculum. Membership in these organizations has many benefits for the student. Both AOTA and OTAC have a wealth of professional information on their websites that can be used to deepen knowledge in specific areas of occupational therapy. Other benefits include student scholarships, conferences, and access to peer-reviewed

publications. Proof of membership in AOTA and OTAC is required by the third week of OT 5010 Foundations of Occupational Therapy course and must be maintained annually. The program will facilitate membership applications of students.

Most importantly, AOTA and OTAC advocate for the profession at the national and state level.

American Occupational Therapy Association

6116 Executive Boulevard, Suite 200

North Bethesda, MD 20852-4929

(301) 652-2682

http://www.aota.org

Occupational Therapy Association of California

950 Glenn Drive, Suite 150

Folsom, CA 95630

(916) 567-7000

www.otaconline.org

National Board for Certification in Occupational Therapy

Each student who graduates from the Stanbridge University MSOT program is required to take the national certification examination given by the National Board for Certification in Occupational Therapy (NBCOT). Students will find information about this examination at http://www.nbcot.org. Students must pass the NBCOT exam before they are eligible to be licensed in the state in which they wish to practice. The MSOT program is committed to a 100% pass rate on the examination by our students. Students will be provided with several study resources and take quizzes and exams to prepare them for the NBCOT exam.

It is each student's responsibility to contact NBCOT upon completion of their Level IIB fieldwork, and establish eligibility for and apply to take the NBCOT examination. Students who do not pass the examination on the first attempt should consult with program leadership to set up a remediation plan.

Students can learn more about the NBCOT exam at nbcot.org.

PROFESSIONAL LIABILITY INSURANCE

Students are covered by Stanbridge University for Professional Liability Insurance. The university will provide proof of this insurance to your fieldwork site before you begin your first fieldwork placements. Some fieldwork sites may require a student to acquire personal liability in addition to the university's coverage plan.

HEALTH INSURANCE

Students are required to carry health insurance, throughout the duration of their program, at their own cost, and may be asked to provide a copy to program administration or clinical facility.

HUMAN SUBJECT RESEARCH PROTOCOL

MSOT students engaged in human-subject research must identify a faculty advisor, complete an Institutional Review Board application, and have that application approved prior to starting the Research.

STUDENT EVALUATION OF PROGRAM, COURSES, AND FACULTY

Each term, students will be asked to complete an electronic survey on each course in the term. This allows students to provide the program with feedback on teaching methods, assignments, and testing. An area for comments will also be provided.

INFECTION CONTROL AND UNIVERSAL PRECAUTIONS

Purpose of the Policy:

Universal Precautions will be used to avoid contact with bodily fluids and is a form of infection control. Universal precautions must be followed by all students, faculty, and staff at all times and also when working with members of the community.

Policy Statement and Procedure

1. Hand Hygiene: Before all laboratory activities, students are to use plain or anti-bacterial soap and water before and after touching a peer, faculty, or staff and/or immediately after touching blood, body fluids, non-intact skin, mucous membranes or contaminated objects. An alcohol gel may also be used to maintain hand hygiene throughout the day. Always use hand hygiene before eating, after using the restroom, and after coughing or sneezing or use of a tissue.
2. Use of Gloves: wear gloves at all times when 1) contact with blood or body fluids is anticipated; 2) contact with utensils or kitchenware used by a contaminated individual; and 3) never reuse gloves.
3. Any specimens must be contained in a leak-proof plastic bag labeled “bio-hazard.”
4. Disposable mouth pieces, resuscitation bags, or other ventilation devices should be used, when available for mouth-to-mouth resuscitation.
5. Any persons with respiratory symptoms must cover their nose and mouth when coughing or sneezing with a tissue or mask (if these are not available, the elbow may be used), must dispose of any used tissues or masks properly and use proper hand hygiene after contact with any respiratory secretion.
6. Students with any exudative lesions or weeping dermatitis MUST refrain from coming into contact with peers, faculty, staff, or community members until the condition is resolved
7. Use of gowns, goggles, masks, aprons: wear these items during any procedure -where you anticipate coming into contact with blood or body fluids, including mucous membranes of the nose, mouth, and eyes.
8. Dispose all blood or body fluid contaminated items in a red container labeled “Infectious Waste.” All non-disposable objects used in lecture or lab should be cleaned after each use with an approved disinfectant.
9. The MSOT program does not anticipate using needles; however, students, faculty, and staff should be cautious with all sharp objects and clean the area of injury immediately with soap and water.
10. Any blood spill must be cleaned promptly with a solution of 5.25% sodium hypochlorite diluted with water. A 1:10 ration of household bleach can also be applied.

APPROPRIATE USE OF EQUIPMENT, SUPPLIES, AND ALL EDUCATIONAL ACTIVITIES

Purpose of the Policy:

Lab space, equipment, supplies, and materials are the property of the Stanbridge University and the MSOT Program and are not to

be removed from designated areas. All educational activities are to be conducted in the presence of a trained and qualified instructor following strict safety guidelines for each laboratory activity. The purpose of this policy is to maintain maximum use of lab space, equipment, supplies, and materials; secure that lab space, equipment, and materials are utilized in safe and appropriate educational activities; and monitor location of lab equipment and materials. This policy and procedure is located in the syllabus for each course with a laboratory component.

POLICY STATEMENT AND PROCEDURE

1. All lab spaces and materials are to be used for instructional purposes only and should not leave Stanbridge University unless approval is gained from the instructor.
2. All lab space, materials, and equipment (including splinting, orthotics, modalities, transfers, adaptive equipment, etc.) will be utilized in a safe and appropriate manner in the presence of a qualified and trained lab instructor following the lesson plan for each lab activity.
3. All lab materials and equipment must be returned to their designed storage areas upon completion of the lab.

MSOT PROFESSIONAL BEHAVIOR AND CODE OF CONDUCT

OCCUPATIONAL THERAPY CODE OF ETHICS

In addition to the Student Code of Conduct Policy, students are to abide by the Occupational Therapy Code of Ethics (American Occupational Therapy Association [AOTA], 2025), which can be obtained on www.AOTA.org under “Practice / Ethics.”

As described by AOTA (2025), The Code is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It sets forth Core Values and outlines Standards of Conduct the public can expect from those in the profession. The Code applies to all occupational therapy personnel[1] in all areas of occupational therapy and should be shared with relevant stakeholders to promote ethical conduct (p. 1).

The American Journal of Occupational Therapy, 2025, Vol. 79(Supplement_3), 7413410005p1-7413410005p13. https://doi.org/10.5014/ajot.2020.74S3006

The Occupational Therapy Code of Ethics and Ethics Standards is driven by 6 principles and Stanbridge University has adopted these principles for all instructors of the Occupational Therapy program. Quoting from the Occupational Therapy Code of Ethics and Ethics, these principles are the following:

Beneficence

Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services.

Non-maleficence

Occupational therapy personnel shall intentionally refrain from actions that cause harm.

Autonomy

Occupational therapy personnel shall respect the right of the individual to self-determination, privacy, confidentiality, and consent.

Justice

Occupational therapy personnel shall promote fairness and objectivity in the provision of occupational therapy services.

Veracity

Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.

Fidelity

Occupational therapy personnel shall treat clients, colleagues, and other professionals with respect, fairness, discretion, and integrity.

ADDITIONAL POLICIES

Email

MSOT students are requested to use their Stanbridge email accounts for communication. Please follow professional etiquette when communicating with faculty, staff, peers, and fieldwork educators.

Use of Social Media

Potential employers might examine an individual's social media sites to assess their behavior related to ethical decision-making and/or respectful and courteous communication.

When posting on any social media site students must adhere to the Health Insurance Portability & Accountability Act (HIPAA) and copyright restrictions. Do not post material about patients or clients.

Students should have no expectation of privacy on social networking sites. People using social networking sites have no legal obligation to maintain confidentiality. In addition, information you have deleted can be stored and viewed by others.

For more guidance on social media, see Dr. Bill Wong's AOTA publication regarding social media use: https://www.aota.org/publications/student-articles/career-advice/social-media

MSOT Notice of Deficiency Policy

A Notice of Deficiency may be issued to an MSOT student who exhibits poor academic performance, academic dishonesty, a failure to meet clinical or skills lab objectives or negative behaviors on campus, off campus, in a classroom, or in a clinical setting. An accumulation of Notices of Deficiency may result in a negative student evaluation. All Notices of Deficiency forms will be part of the student's permanent academic file.

MSOT Student Evaluation Process (SEP) Policy

The MSOT program faculty are responsible for training students to become professionals in the health care field who are entrusted with the care of people whose mental or physical health may be compromised. As such, it is incumbent upon the faculty to assess students' fitness for the profession through an evaluation of the degree to which students meet professional behavior standards. Professional behavior includes demonstrating a commitment to learning, appropriate interpersonal verbal and non-verbal skills, graduate level written communication, problem solving skills, critical thinking skills, and acceptance of responsibility. In addition, academic honesty, emotional maturity, reliability, consistency, and motivation are aspects of professional behavior. A certain level of professional behavior is expected as a part of the admission requirements to the MSOT program and is continually refined during the didactic phase of the program. This ensures that a Stanbridge University student enters Fieldwork Level I and II with professional behavior commensurate with the expectations of professional clinicians in the field of Occupational Therapy. Each student will be assigned a Faculty Advisor, who will also assess students' academic progress and fieldwork performance and engagement.

Each student in the MSOT program will participate in the following SEP Process:

- Term 2, 3, 4 & 6: Completion of SEP form and 1:1 meeting either in-person or virtual meeting with faculty advisor (optional meetings in Terms 3, 4, and 6)
- Term 5 & 7: As needed; students are in Level II FW rotations

Note: Students are required to fill out the SEP form prior to any SEP 1:1 meetings

The purpose of the SEP is to provide the student with feedback on his or her professional development to enhance positive scores during fieldwork and ultimately to improve employability. To obtain a satisfactory student evaluation, students must receive a rating of “in progress,” “satisfactory,” or “exceeds standards” on all items in the SEP, as well as a passing grade on the Term Exit Exam for that term. Items rated as “unsatisfactory” are expected to improve to “in progress” by the following term’s SEP. Items rated as “in progress” are expected to improve to “satisfactory” within 2 terms; except in Term 4 where all items in the SEP should be rated as “satisfactory”. Instructors have the right to issue a Notice of Deficiency (NOD) to any student who is not demonstrating professional behaviors at any point in the program. NODs will be factored into SEPs. Two unsatisfactory SEPs will result in dismissal from the MSOT program. Unsatisfactory SEPs will not be expunged from a student’s record should that student be dismissed or withdraw from the program for other reasons, and later request reenrollment. Please note that other university policies may supersede this policy.

Dress Code

Student Professional Image Policy

The MSOT program is a professional program and wishes to maintain an atmosphere where learning, scholarship, and community service can occur. Students in the program are expected to be appropriately attired during lectures, labs, and all other school-related activities. This includes closed-toe shoes during labs. Business casual dress is recommended for classroom presentations.

When students have classes or experiences away from university premises, they are expected to conform to the standards of the setting. Students should follow site policies for appropriate dress and grooming standards during Level I and Level II fieldwork rotations.

Students may be advised to alter their dress for reasons of safety, health, or professionalism.

MSOT GRADUATION REQUIREMENTS

- The MSOT student must pass all courses within the program in order to graduate.
- The MSOT student must achieve a grade of C or better to pass individual courses in the MSOT program. In order to achieve a passing grade, the student must complete all required assignments and meet attendance requirements for the course.
- The MSOT student must achieve a cumulative GPA of 3.0 in order to graduate. Only those graduate level courses in which a student earns the equivalent of a 2.0 or better may be applied toward the total number of credits required for graduation.
- The MSOT student must achieve a passing grade in all fieldwork experiences.
- The MSOT student must complete all Level II fieldwork courses within fourteen (14) months following completion of the didactic (theory) portion of the program.
- The MSOT student must complete a minimum of ten (10) hours of community service by the end of the program.

MSOT LICENSURE REQUIREMENTS

Upon completion of the program, graduates will be eligible to apply to the National Board for Certification in Occupational Therapy (NBCOT) in order to take the national certification examination. After passing the national certification examination, graduates will be able to apply for a state license and then seek employment as a registered occupational therapist.

Graduates of the MSOT program must pass the certification exam administered by the National Board for the Certification of Occupational Therapy (NBCOT) in order to work as an occupational therapist. Applicants must be aware that felony convictions and other character issues could disqualify them from taking the NBCOT exam, as well as from receiving individual state licenses. The NBCOT describes the nature of the questions asked on exam candidate applications as follows:

Individuals applying for the NBCOT Certification Examination for OCCUPATIONAL THERAPIST REGISTERED OTR® (OTR) must answer each of the following questions on the examination application:

1. Have you ever been charged with or convicted of a felony? (NOTE: Applicants must answer affirmatively if records, charges, or convictions have been pardoned, expunged, released or sealed.)
2. Have you ever had any professional license, registration, or certification revoked, suspended or subject to probationary conditions by a regulatory authority or certification board?
3. Have you ever been found by any court, administrative, or disciplinary proceeding to have committed negligence, malpractice, recklessness, or willful or intentional misconduct which resulted in harm to another?
4. Have you ever been suspended and/or expelled from a college or university?

For more information regarding this and other certification questions or to obtain an Early Determination Review prior to starting the program, please contact the NBCOT Credentialing Services at:

NBCOT
12 S. Summit Avenue, Suite 100,
Gaithersburg, Maryland 20877.
Phone: (301) 990-7979.
Email: character.review@nbcot.org

Individual state regulatory boards that issue licenses for the practice of occupational therapy must be contacted individually to inquire about certification questions or restrictions.

ALL COURSE DESCRIPTIONS

Course ID and Title	Description	Type
AVN 1001 Medical Terminology	This course is designed to provide the student with a basic understanding of the language needed to communicate effectively as a health care professional. Students develop a foundation of root-word meanings and how they are combined for understanding and communicating in a general healthcare environment.	GenEd
AVN 1060 Fundamentals of Nursing with Lab	This course introduces basic skills for safe, quality patient care. Students will be introduced to the nursing profession, health care delivery system, safety and infection control, mobility, nutrition, and elimination. Students will also explore the common psychosocial issues in older adults. Students will have the opportunity to practice and perform select basic skills and simulations labs.	AOSVN
AVN 1160 Mental Health Nursing I with Lab	This course focuses on the care of patients across the lifespan facing psychological and emotional stressors. Emphasis is placed on common mental health disorders as well as promoting and maintaining the mental health of individuals and families. Alternative clinical and simulation experiences provide the student an opportunity to apply theoretical concepts and implement safe care to patients with mental health disorders. Emphasis is on the psychosocial health of the older adult.	AOSVN
AVN 1230 Advanced Nursing Fundamentals with Lab	This course continues the introduction to nursing and roles of the vocational nurse, as well as profession-related and patient care concepts. Emphasis is placed on the knowledge and skills needed to provide safe, quality care. The theoretical foundation for assessment and nursing skills is presented, and the student is given an opportunity to demonstrate these skills in the lab, and with use of simulation.	AOSVN
AVN 1230C Advanced Nursing Fundamentals Clinical	This course continues the introduction to nursing and roles of the vocational nurse, as well as profession-related and patient care concepts. Emphasis is placed on the knowledge and skills needed to provide safe, quality care. The theoretical foundation for assessment and nursing skills is presented, and the student is given an opportunity to demonstrate these skills in the lab, and with use of simulation.	AOSVN
AVN 1320 Medical Surgical I with Lab	This course introduces nursing and the roles of the vocational nurse, as well as profession-related and patient care concepts. Emphasis is placed on the knowledge and skills needed to provide safe, quality care. The theoretical foundation for assessment and nursing skills is presented, and the student is given an opportunity to demonstrate these skills in the lab, and with the use of simulation.	AOSVN
AVN 1320C Medical Surgical I Clinical	This course provides an introduction to nursing and the roles of the vocational nurse, as well as profession-related and patient care concepts. Emphasis is placed on the knowledge and skills needed to provide safe, quality care. The theoretical foundation for assessment and nursing skills is presented, and the student is given an opportunity to demonstrate these skills in the lab, and with the use of simulation.	AOSVN
AVN 1425 Medical Surgical II with Lab	This course introduces nursing and the roles of the vocational nurse, as well as profession-related and patient care concepts. Emphasis is placed on the knowledge and skills needed to provide safe, quality care. The theoretical foundation for assessment and nursing skills is presented, and the student is given an opportunity to demonstrate these skills in the lab, and with the use of simulation.	AOSVN
AVN 1425C Medical Surgical II Clinical	This course continues with medical-surgical concepts and roles of the vocational nurse, as well as profession-related and patient care concepts. Emphasis is placed on the knowledge and skills needed to provide safe, quality care. The theoretical foundation for assessment and nursing skills is presented, and the student is given an opportunity to demonstrate these skills in the lab, with the use of simulation and with direct patient care.	AOSVN
AVN 2035 Medical Surgical III with Lab	This course focuses on the care of adult and older adult patients with complex medical/surgical health alterations. Emphasis is placed on complex physiological disorders that require nursing care. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care in a variety of clinical settings.	AOSVN

Course ID and Title	Description	Type
AVN 2035C Medical Surgical III Clinical	This course focuses on the care of adult and older adult patients with complex medical/surgical health alterations. Emphasis is placed on complex physiological disorders that require nursing care. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care in a variety of clinical settings.	AOSVN
AVN 2075 Mental Health Nursing II with Lab	This course focuses on the principles and concepts of mental health, psychopathology, and treatment modalities related to the nursing care of patients and their families. It also addresses the continued development of the professional nurse as a provider of care, patient safety advocate, member of the health care team, and member of the profession in caring for individuals with mental health needs. Emphasis is placed on patients with common complex psychiatric conditions	AOSVN
AVN 2075C Mental Health Nursing II Clinical	This course integrates the principles and concepts of mental health, psychopathology, and treatment modalities as they relate to providing nursing care to patients and their families suffering from mental illnesses. The course is designed to provide the learner with the basic knowledge and skills necessary to apply the nursing process with emphasis on critical thinking, therapeutic nursing interventions, and effective communication and interpersonal skills as they relate to persons with psychiatric mental health conditions.	AOSVN
AVN 2140 Maternal/Newborn Nursing with Lab	This course provides an integrative, family-centered approach to the care of mothers and newborns. Emphasis is placed on normal pregnancies, normal growth and development, family dynamics, and the promotion of healthy behaviors in patients. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care for mothers and newborns.	AOSVN
AVN 2140C Maternal/Newborn Nursing Clinical	This course provides an integrative, family-centered approach to the care of mothers and newborns. Emphasis is placed on normal pregnancies, normal growth and development, family dynamics, and the promotion of healthy behaviors in patients. Clinical experiences provide the student with an opportunity to apply theoretical concepts and implement safe patient care for mothers and newborns in selected settings.	AOSVN
AVN 2145 Pediatric Nursing with Lab	Applying a family-centered approach, this course focuses on health promotion, acute and chronic health conditions, and the rehabilitative needs of children. Emphasis is placed on the developmental, physiological, psychosocial, cultural, and spiritual care of the child within the family unit. Using the nursing process, strategies are formulated for promoting and maintaining optimal functioning of the child-family unit and for enhancing the strengths of the family unit. Clinical activities emphasize the application of theory to practice in select care settings.	AOSVN
AVN 2145C Pediatric Nursing Clinical	This course provides an integrative, patient-centered approach to the care of pediatric patients. Emphasis is placed on concepts of critical thinking, therapeutic communication, and promotion of safety for selected pediatric patients experiencing medical-surgical system disorders. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care to pediatric patients in selected settings.	AOSVN
AVN 2150 Leadership and Community Nursing	This course facilitates the transition of the student to the LVN role as a leader and explores ways the LVN can serve the community. Emphasis is placed on issues related to nursing and health care as well as skills necessary to provide care to multiple patients and assign tasks to other LVNs and unlicensed personnel. Concepts related to leadership, management, and the community are presented as well as career development options that enhance career mobility. Standards of practice and the importance of practicing according to state regulations and statutes are examined. A culminating clinical competency lab, as well as community projects, provide the student the opportunity to apply theoretical concepts while functioning in a leadership role.	AOSVN

Course ID and Title	Description	Type
AVN 2150C Leadership and Community Nursing Clinical	This course facilitates the transition of the student to the LVN role as a leader and explores ways the LVN can serve the community. Emphasis is placed on issues related to nursing and health care as well as skills necessary to provide care to multiple patients and assign tasks to other LVNs and unlicensed personnel. Concepts related to leadership, management, and the community are presented as well as career development options that enhance career mobility. Standards of practice and the importance of practicing according to state regulations and statutes are examined. A culminating clinical competency lab, as well as community projects, provide the student the opportunity to apply theoretical concepts while functioning in a leadership role.	AOSVN
AVN 2150L Leadership and Clinical Competency Lab	The student is expected to demonstrate the ability to apply the concepts of critical thinking, communication, and promotion of safety with groups of patients in the clinical setting. The practicum provides the opportunity for students to apply concepts of leadership and management while under the supervision of an RN instructor. The concepts of critical thinking, communication, promotion of safety, and self-care are taught and will be applied in the clinical setting. Clinical experiences will be conducted in a variety of geriatric settings.	AOSVN
AVN 2160 Keystone	This course is a comprehensive review of essential concepts and skills related to the care of patients across the lifespan, incorporating online review modules aligned with the NCLEX-PN® detailed test blueprint. Students focus on those concepts necessary to prepare for the successful practice of professional nursing. Standardized testing is incorporated that includes a comprehensive examination and results-based remediation to support successful completion of the NCLEX-PN® exam and effective transition into nursing practice.	AOSVN
AVN1240 Pharmacology	This course introduces the principles of pharmacology including pharmacokinetics, pharmacodynamics, common adverse/side effects, and contraindications. Emphasis is placed on drug classifications and nursing care related to the safe administration of medications.	AOSVN
BIO 1010 Biology with Lab	This course is an introduction to biology. Topics covered include basic biochemistry, cell structure and function, cell physiology, cell reproduction and development, Mendelian genetics, natural selection, evolution, and characteristics of vertebrates.	GenEd
CHEM 1010 Chemistry with Lab	This course is an introduction to basic chemistry. Topics are both descriptive and mathematical and include acids and basis, atomic structure, chemical equations, chemical language, gases, molecular structure, solution chemistry, and chemical mathematics.	GenEd
CIS 1006 Computer Applications	This course provides students not enrolled in IT courses instruction and hands-on practice with word processing software, spreadsheets, presentation software and email clients. Microsoft Office applications are used in the labs, while course topics are applicable to the most common packages Office suite applications. Common professional communication formatting and email etiquette are included in the instruction. Use of accessibility software and assistive devices are explored.	GenEd
COM 1050 Fundamentals of Public Speaking	This course introduces students to the research, preparation, and presentation skills used in a variety of public speaking opportunities. Topics include researching information, assessment of audience and environments, use of visual aids, organizing for public speaking, outline, and developing speeches for a variety of purposes.	GenEd
ENG 1005 Introduction to Written Communication	This course provides students with an introduction to the demands of college-level academic writing including the foundations necessary for effective research writing. The course introduces and practices the strategies and processes that successful writers employ as they work to accomplish specific purposes. Students will learn to respond constructively to their peers and how to use peer responses to improve the quality of their own work.	GenEd
ENG 1030 Effective Professional English	This course provides students the tools and strategies they need to be clear, effective, and professional communicators. Students will learn to format and write numerous business documents, effectively research any given topic, and develop their public speaking skills.	GenEd

Course ID and Title	Description	Type
ENG 1210 Fundamentals of Healthcare Communication	This course focuses on respectful written and oral communication across a diversity of healthcare situations, placing an importance on the role and responsibility of self in providing care that is reflective of a patient's life factors and needs. Students will learn about how communication is inextricably intertwined with issues of health and medicine and the way that healthcare is provided impacts the way people feel about seeking and obtaining care as well as their satisfaction with providers.	GenEd
ENG 2020 Advanced Written Communication	This course exposes students to a number of different types of writing that they may encounter across academics with a focus on research writing. The course addresses advanced strategies and processes that successful writers employ as they work to accomplish specific purposes. Students will be asked to respond constructively to their peers and use peer review to improve the quality of their own work.	GenEd
HLTH 1800 Health and Nutrition	This course provides an integrated overview of the physiological requirements and functions of protein, energy, and the major vitamins and minerals that are determinants of health and diseases in human populations. Content incudes the physiological and psychological factors of food intake and utilization with emphasis on nutrition education for dietary improvements of groups and individuals.	GenEd
HUM 1030 The Socio-Cultural Experience	This course is an introduction to major cultures and societies of the world. The course will explore the principles and social institutions of Southern California's varied social, ethnic, cultural, religious populations. Practices and traditions in conflict with today's modern world and methods to deconflict will be explored.	GenEd
MATH 1010 College Algebra	This course is designed to provide you with fundamental algebraic concepts and with the necessary skills needed to solve and formulate algebraic problems. This course will also help you to develop your logical thinking and problem-solving skills. You will have the opportunity to apply your prior knowledge and to make connections of algebraic concepts to real life applications. Furthermore, you will be required to communicate mathematical ideas using symbolic and written forms.	GenEd
MATH 1030 Math for Nurses	This course focuses on mathematical applications related to healthcare using algebraic and arithmetic operations. Topics include basic arithmetic operations on real numbers, conversions, dimensional analysis, algebraic expressions, scientific notation, and graphs. Students will also learn common abbreviations used in the healthcare field and how to interpret basic physician's orders.	GenEd
MATH 1040 Elementary Statistics	This course examines the use of data collection and statistics as tools to reach reasonable conclusions. Students will recognize, examine, and interpret the basic principles of describing and presenting data.	GenEd
MATH 2020 Statistics	This course introduces the student to the basics of statistics – techniques which statisticians use to summarize numeric data obtained from censuses, surveys, and experiments. The topics include scope, nature, tools, language, and interpretation of elementary statistics; graphical and numerical representation of information; measures of location, dispersion, position, and dependence; exploratory data analysis, elementary probability theory, discrete and continuous probability models.	GenEd
NUR 1000 The Nature of Nursing Practice	This course provides students with a foundational understanding of the role of a nurse through the examination of historical, theoretical, ethical, and real-world concepts of the profession. The course emphasizes current issues in nursing and the responsibilities of a nurse as a patient-centered, care and safety advocate, and member of a professional team.	BSN
NUR 1060 Gerontology	This course will provide the student with the foundation for nursing practice with the older adult client. The physical and psychosocial changes associated with aging will be examined including adaptive behaviors in the normal aging person. Health and socialization, financial considerations, legal considerations of the aging client, cultural needs, and interaction with the healthcare system will be reviewed. The need for multidisciplinary interaction with the aging client will be discussed. Common concerns of an aging population will be covered within the course.	BSN
NUR 1250 Introduction to Pharmacology	This course focuses on the basic drug classification, concepts and principles of pharmacology with special consideration for the nursing role in developing a comprehensive approach to the clinical application of drug therapy through the use of the nursing process.	BSN

Course ID and Title	Description	Type
NUR 2100 Fundamentals of Nursing with Lab	This course provides students with the foundation for nursing practice for the novice student exercising the blended NLN/QSEN model. Principles of safety and quality, infection prevention and control, evidence-based practice, physiological and psychosocial assessment, oxygenation, perfusion, nutrition, mobility, tissue integrity, elimination, sleep/rest, geriatric nursing, pharmacology, therapeutic communication, informatics, collaboration, and holistic wellness are examined. Students are introduced to the nursing process and will begin to use health assessment skills to provide care to standardized clients in skills lab. Students will develop critical thinking, therapeutic communication, and basic nursing skills as the foundation of nursing practice.	BSN
NUR 2150 Advanced Fundamentals of Nursing	This course builds upon foundational knowledge and skills, focusing on ethical and legal responsibilities, adult developmental stages, and common health concerns. Students learn sensory perception, fluid and electrolyte balance, acid-base imbalances, blood transfusion safety, and perioperative care. Students also explore stress, coping, grief, and the principles of hospice, palliative, and end-of-life care. Emphasis is placed on critical thinking, compassionate care, and evidence-based practice across diverse adult populations.	BSN
NUR 2150C Advanced Fundamentals of Nursing Clinical	This clinical course provides students with hands-on experience in applying advanced nursing fundamentals in real-world settings. Building on skills learned in previous lab courses, students will observe medication administration and practice fundamental skills such as health assessment, safety, infection control, nutrition, activities of daily living, and hygiene care. Students will enhance their critical thinking and therapeutic communication skills while caring for adult and geriatric clients. The course also explores grief, spirituality, and loss in a clinical context. Multicultural considerations, including gender, ethnicity, sexuality, and age, are integrated to ensure effective, holistic nursing care. Students will collaborate with the interdisciplinary healthcare team to provide comprehensive care to clients.	BSN
NUR 2200 Behavioral Health with Lab	In this course, students will apply the theoretical evidence-based nursing skills using the nursing process, therapeutic communication, and critical thinking in the care of mental health clients experiencing mental, psychological, and psychiatric disorders and conditions. Students will develop improved skills in communication, client teaching, psychopharmacology and collaboration between the nurse, the client and their family members. Students will learn to work as a member of an interdisciplinary healthcare team to provide mental health/psychiatric client care. Experience is gained in the acute care and/or community health settings to enhance the development of clinical competency in meeting the health care needs of mental health clients with mental, psychological, and psychiatric disorders and conditions.	BSN
NUR 2200C Behavioral Health Clinical	In this course, students will apply the theoretical evidence-based nursing skills using the nursing process, therapeutic communication, and critical thinking in the care of mental health clients experiencing mental, psychological, and psychiatric disorders and conditions. Students will develop improved skills in communication, client teaching, psychopharmacology and collaboration between the nurse, the client and their family members. Students will learn to work as a member of an interdisciplinary healthcare team to provide mental health/psychiatric client care. Experience is gained in the acute care and/or community health settings to enhance the development of clinical competency in meeting the health care needs of mental health clients with mental, psychological, and psychiatric disorders and conditions.	BSN

Course ID and Title	Description	Type
NUR 2300 Medical Surgical I with Lab	This course has an emphasis on application of the nursing process, therapeutic communication, basic nursing skills, and critical thinking in meeting the healthcare needs of adult medical-surgical/geriatric clients across the lifespan experiencing acute and chronic problems requiring moderately complex nursing care. There is an increased emphasis on medical-surgical/geriatric client teaching and collaboration between the nurse, the medical-surgical/geriatric clients and their family. Students will use the nursing process to identify and prioritize the healthcare needs of adult medical-surgical/ geriatric clients with less predictable outcomes or who demonstrate a change in their health status while working as a member of an interdisciplinary healthcare team. Students will learn about perioperative nursing, management of blood products and intravenous devices, evidence-based practice, informatics, safety, nutritional disorders, metabolic and digestive dysfunction, hematologic dysfunction, endocrine dysfunction, immune and connective tissue disorders, musculoskeletal disorders, oncology, cardiac and respiratory dysfunction, and neurological dysfunctions. Clinical experience is gained in the acute care health setting to enhance the development of clinical competency in meeting the holistic healthcare needs of the adult and geriatric medical-surgical clients and their families.	BSN
NUR 2300C Medical Surgical I Clinical	This course has an emphasis on application of the nursing process, therapeutic communication, basic nursing skills, and critical thinking in meeting the healthcare needs of adult medical-surgical/geriatric clients across the lifespan experiencing acute and chronic problems requiring moderately complex nursing care. There is an increased emphasis on medical-surgical/geriatric client teaching and collaboration between the nurse, the medical-surgical/geriatric clients and their family. Students will use the nursing process to identify and prioritize the healthcare needs of adult medical-surgical/ geriatric clients with less predictable outcomes or who demonstrate a change in their health status while working as a member of an interdisciplinary healthcare team. Students will learn about perioperative nursing, management of blood products and intravenous devices, evidence-based practice, informatics, safety, nutritional disorders, metabolic and digestive dysfunction, hematologic dysfunction, endocrine dysfunction, immune and connective tissue disorders, musculoskeletal disorders, oncology, cardiac and respiratory dysfunction, and neurological dysfunctions. Clinical experience is gained in the acute care health setting to enhance the development of clinical competency in meeting the holistic healthcare needs of the adult and geriatric medical-surgical clients and their families.	BSN
NUR 3033 Advanced Health Assessment with Lab	This course introduces concepts and principles underpinning performing the health assessment as a basis for the nursing process. Emphasis is placed on communication and assessment skills to develop knowledge required for interviewing, identifying major physical and psychosocial elements, including sequence and methodology of nursing diagnosis formulation for an adult health assessment.	BSN
NUR 3043 Evidence-Based Nursing Practice	This course will provide a foundational overview of the research-practice gap in the field of healthcare. The seven steps of the Evidence-based practice (EBP) research process in nursing and health sciences will be established as a strategy supported and woven through the programmatic core nursing courses for implementation of EBP in real world settings.	BSN

Course ID and Title	Description	Type
NUR 3300 Medical Surgical II with Lab	This course emphasizes the synthesis of the application of the nursing process, with medication administration, nursing skills, client teaching, communication skills, legal and ethical responsibilities, and therapeutic communication incorporated to meet the health care needs of adult medical-surgical/geriatric clients across the lifespan experiencing acute and chronic problems requiring moderately complex nursing care. There is an increased emphasis on client teaching and collaboration between the nurse, the medical-surgical/geriatric clients, and their family. Students will use the nursing process to identify and prioritize the health care needs of adult medical-surgical/geriatric clients with less predictable outcomes or who demonstrate a change in their health status while working as a member of an interdisciplinary health care team. Students will learn about dysfunctions related to the neurological, respiratory, cardiovascular, gastrointestinal, genitourinary, integumentary, endocrinological, and hematological systems and gerontological considerations. Clinical experience is gained in the acute and/or subacute care health setting to enhance the development of clinical competency in meeting the holistic health care needs of the adult medical-surgical/geriatric clients and their families. Skills lab and simulation scenarios will reinforce concepts learned in theory.	BSN
NUR 3300C Medical Surgical II Clinical	This course emphasizes the synthesis of the application of the nursing process, with medication administration, nursing skills, client teaching, communication skills, legal and ethical responsibilities through application of the nursing process, therapeutic communication, basic nursing skills, and critical thinking in meeting the healthcare needs of adult medical-surgical/geriatric clients across the lifespan experiencing acute and chronic problems requiring moderately complex nursing care. There is an increased emphasis on medical-surgical/geriatric client teaching and collaboration between the nurse, the medical-surgical/geriatric clients and their family. Students will use the nursing process to identify and prioritize the healthcare needs of adult medical-surgical/geriatric clients with less predictable outcomes or who demonstrate a change in their health status while working as a member of an interdisciplinary healthcare team. Students will learn about neurological dysfunction, immunology & connective tissue dysfunction, hematological/oncological/blood dyscrasia & transfusion, respiratory dysfunction, genitourinary dysfunction, cardiological dysfunction, endocrinological dysfunction, and gerontological considerations. Clinical experience is gained in the acute and/or sub-acute care health setting to enhance the development of clinical competency in meeting the holistic healthcare needs of the adult medical-surgical/geriatric clients and their families. Skills lab and simulation scenarios will reinforce concepts learned in theory.	BSN
NUR 3500 Maternal and Newborn Nursing with Lab	The emphasis in this course is placed on the application of the nursing process, therapeutic communication, basic nursing skills, and critical thinking in the care of the childbearing client experiencing pregnancy, delivery, and her family. Client teaching and collaboration will occur between the nurse, the client, and family members. Students are expected to utilize the nursing process to identify and prioritize the health care needs of clients undergoing labor and delivery, the neonate, and patients with reproductive health issues. Students will be working as a member of an interdisciplinary healthcare team and emphasis is placed on the acquisition of knowledge, skills, and attitudes needed to function within the scope of nursing practice with the childbearing client and her family. Clinical experience is gained in the acute care and/or community health setting to enhance the development of clinical competency in meeting holistic health care needs of the childbearing client experiencing pregnancy, delivery, and her family. Simulation scenarios will allow students to assimilate concepts that were introduced during theory presentations.	BSN

Course ID and Title	Description	Type
NUR 3500C Maternal and Newborn Nursing Clinical	The emphasis in this course is placed on the application of the nursing process, therapeutic communication, basic nursing skills, and critical thinking in the care of the childbearing client experiencing pregnancy, delivery, and her family. Client teaching and collaboration will occur between the nurse, the client, and family members. Students are expected to utilize the nursing process to identify and prioritize the health care needs of clients undergoing labor and delivery, the neonate, and patients with reproductive health issues. Students will be working as a member of an interdisciplinary healthcare team and emphasis is placed on the acquisition of knowledge, skills, and attitudes needed to function within the scope of nursing practice with the childbearing client and her family. Clinical experience is gained in the acute care and/or community health setting to enhance the development of clinical competency in meeting holistic health care needs of the childbearing client experiencing pregnancy, delivery, and her family. Simulation scenarios will allow students to assimilate concepts that were introduced during theory presentations.	BSN
NUR 3600 Family and Child Nursing with Lab	This course has an emphasis on the application of the nursing process, therapeutic communication, advanced nursing skills and critical thinking in the care of infants, children, adolescents and their families while performing client teaching and collaboration between the nurse, the client and their family members. Students will use the nursing process to identify and prioritize the health care needs of pediatric/adolescent clients who have typical growth & development or atypical dysfunctions that may have increasingly less predictable outcomes and who may demonstrate a rapid change in their health status. Students will work as a member of an interdisciplinary health care team caring for children and their families. Experience is gained in the acute and/or sub-acute care and/or community health settings to enhance the development of clinical competency in meeting health care needs of infants, children, adolescents, and their families. Increased emphasis is placed on the acquisition of the knowledge, skills and attitudes needed to function within the role of the nurse within the scope of entry level nursing practice. Simulation scenarios will allow students to assimilate concepts that were introduced during theory presentations.	BSN
NUR 3600C Family and Child Nursing Clinical	This course has an emphasis on the application of the nursing process, therapeutic communication, advanced nursing skills and critical thinking in the care of infants, children, adolescents and their families while performing client teaching and collaboration between the nurse, the client and their family members. Students will use the nursing process to identify and prioritize the health care needs of pediatric/adolescent clients who have typical growth & development or atypical dysfunctions that may have increasingly less predictable outcomes and who may demonstrate a rapid change in their health status. Students will work as a member of an interdisciplinary health care team caring for children and their families. Experience is gained in the acute and/or sub-acute care and/or community health settings to enhance the development of clinical competency in meeting health care needs of infants, children, adolescents, and their families. Increased emphasis is placed on the acquisition of the knowledge, skills and attitudes needed to function within the role of the nurse within the scope of entry level nursing practice. Simulation scenarios will allow students to assimilate concepts that were introduced during theory presentations.	BSN
NUR 4200 Population Health and Informatics	This course merges concepts of population health management and care delivery technologies to advance understandings of the equitable distribution of public health, disease prevention, risk stratification, enhancing clinical decision-making, and reducing unnecessary hospitalizations and costs in local, regional, national, and global communities.	BSN
NUR 4250 Health Systems Leadership	This course will examine healthcare delivery as a multidisciplinary system of dynamic interactions concerned with healthcare delivery, quality, and costs. The management of health systems addresses structure, process and outcomes of health services including costs, financing, organization, outcomes, and accessibility of care. Emphasis is placed on the importance of measuring outcomes that matter to patients and defining different cost terms and payment models.	BSN

Course ID and Title	Description	Type
NUR 4300 Medical Surgical III with Lab	This course integrates and synthesizes acquired concepts, theories, knowledge, and clinical skills to manage the care of the acutely ill adult medical surgical/geriatric clients with rapidly changing and complex health care needs and their families. Medication administration, nursing skills, client teaching, communication skills, legal and ethical responsibilities, accountability, organization, and time management skills are applied to meet the holistic health care needs of acutely ill adult and geriatric clients. Emphasis is on pathophysiology and psychosocial needs of acutely ill adults with acute cardiovascular, respiratory, and neurological dysfunctions; shock, trauma, and burn injuries; emergencies and mass casual incidents. Collaboration with members of the multidisciplinary health care team to modify the client's plan of care is incorporated. Experience is gained in the acute care setting managing acutely ill adult clients with rapidly changing and complex health care needs and their families. Simulation scenarios will allow students to assimilate concepts that were introduced during theory presentations.	BSN
NUR 4300C Medical Surgical III Clinical	This course has an expanded emphasis of the application of the nursing process, with medication administration, nursing skills, client teaching, communication skills, legal and ethical responsibilities through application of all acquired concepts, theories, knowledge, and clinical skills when caring for acutely ill medical-surgical/geriatric clients with rapidly changing and complex healthcare needs and their families. Emphasis is placed on the integration and synthesis of the nursing process, therapeutic communication and critical thinking for the acutely ill client. Medication administration, nursing skills, client teaching, communication skills, legal and ethical responsibilities, accountability, organization, and time management skills in meeting the holistic healthcare needs of adult and geriatric clients with rapidly changing and complex healthcare needs are also stressed. Emphasis is on pathophysiology and psychosocial needs for acutely ill adults with acute cardiovascular, respiratory, and neurological dysfunctions, and transplants, shock & trauma/burns/emergency & disaster. Collaboration with members of the multidisciplinary healthcare team to modify the client's plan of care is incorporated. Experience is gained in the acute care setting managing acutely ill clients with rapidly changing and complex healthcare needs and their families. Simulation scenarios will allow students to assimilate concepts that were introduced during theory presentations.	BSN
NUR 4400 Community Based Nursing with Practicum	This course integrates evidence, theory, standards, and knowledge from nursing, public health, and other disciplines to guide population-focused nursing practice. Importance is placed on the application of the core functions of public health: assessment, policy development, and the assurance of available and necessary health services for diverse populations. Emphasis is placed on identifying determinants of health, advocating for vulnerable populations, prioritizing primary prevention, and utilizing available resources to improve the health of populations. Population focused nursing involves assessing the health care needs of a specific population and making health care decisions for the population as a whole rather than for individuals. The overall purpose of the practicum experience is to provide students with supervised clinical experience in public health settings with individuals, families, and communities. Students synthesize and integrate population-focused public health nursing knowledge with competencies in program design, implementation, management, and evaluation; research data collection, analysis, and reporting; and policy analysis and advocacy. Emphasis is placed on the application of public health principles, community collaboration, health promotion, disease prevention, and systems-level interventions to address the health needs of diverse populations.	BSN
NUR 4600 Transformational Nursing Leadership	This course emphasizes the synthesis of the application of the nursing process, with medication administration, nursing skills, client teaching, communication skills, legal and ethical responsibilities, professional trends and issues, accountability, organization and time management skills, leadership and management skills, collaboration with members of the interdisciplinary healthcare team and theories. Concepts are expanded to include professional issues in nursing, critical thinking, legal-ethical issues, quality improvement, managing a group of clients and role transition. Emphasis is placed on the application of knowledge, skills and attitudes needed for the entry level registered nurse within the scope of nursing practice. Experience is gained in the acute care settings managing multiple clients with rapidly changing and complex health care needs and their families. This course will facilitate the student's transition into an entry-level position as a graduate nurse.	BSN

Course ID and Title	Description	Type
NUR 4600C Transformational Nursing Leadership Clinical	This course emphasizes the synthesis of the application of the nursing process, with medication administration, nursing skills, client teaching, communication skills, legal and ethical responsibilities, professional trends and issues, accountability, organization and time management skills, leadership and management skills, collaboration with members of the interdisciplinary healthcare team and theories. Concepts are expanded to include professional issues in nursing, critical thinking, legal-ethical issues, quality improvement, managing a group of clients and role transition. Emphasis is placed on the application of knowledge, skills and attitudes needed for the entry level registered nurse within the scope of nursing practice. Experience is gained in the acute care settings managing multiple clients with rapidly changing and complex health care needs and their families. This course will facilitate the student's transition into an entry-level position as a graduate nurse.	BSN
NUR 5000 Theoretical Foundations of Advanced Nursing	This course examines selected theories in nursing and health. Approaches to the analysis, critique and utilization of theories in nursing practice and scholarship are emphasized. Students develop and apply theories and analysis to an area of interest.	MSN
NUR 5005 Trends in Contemporary Nursing	The course explores issues and trends in the nursing profession including such topics as: current nursing shortage, transcultural nursing, workplace issues, policy, healthcare reform, ethical behavior, and practice competencies in professional practice. Students will develop advanced knowledge about the complex issues of nursing within multidisciplinary practice in a variety of environments.	MSN
NUR 5015 Health Care Policy, Ethics, and Finance	This course provides a comprehensive exploration of advanced nursing concepts, focusing on the intersection of ethics, policy, leadership, and evidence-based practice. Throughout the five-week program, students engage with critical topics essential for master's-level nursing practice. In Week 1, the course begins with an introduction to healthcare policy, emphasizing the role of nurses in policy development and advocacy. Week 2 delves into the social determinants of health, examining how these factors influence patient outcomes and healthcare disparities. Week 3 covers ethical dilemmas in healthcare, encouraging students to analyze and propose solutions to complex issues through a structured policy brief outline. In Week 4, students synthesize their learning by developing a comprehensive healthcare policy brief, integrating research findings, and proposing actionable recommendations. The final week, Week 5, focuses on the presentation of these policy briefs, highlighting the importance of effective communication, quality improvement, and interprofessional collaboration. This course aligns with several AACN Essentials, including Organizational and Systems Leadership, Quality Improvement and Safety, Health Policy and Advocacy, and Interprofessional Collaboration, preparing students to lead and innovate in diverse healthcare settings.	MSN

Course ID and Title	Description	Type
NUR 5020 Nursing Research and Scholarship	This rigorous and dynamic course offers an in-depth exploration of qualitative and quantitative research methodologies within the domains of rhetoric, composition, and technical communication in nursing. Tailored for Master of Science students, the course is meticulously designed to enhance critical thinking and analytical skills, fostering a profound understanding of research processes that align with the American Association of Colleges of Nursing (AACN) Essentials. Students will engage with comprehensive content that spans the evaluation of existing research data, the formulation of pertinent research questions, and the strategic selection of appropriate research methods. The curriculum emphasizes the integration of evidence-based practice in nursing, with a keen focus on both qualitative and quantitative research designs, including descriptive, correlational, and inferential statistics, as well as qualitative data analysis techniques. Through a blend of scholarly readings, interactive lectures, hands-on projects, and robust discussions, students will gain proficiency in critically appraising the validity, reliability, and strength of research studies. Ethical considerations are woven throughout the course, ensuring students can design and conduct research with integrity and respect for ethical standards. By the conclusion of this course, students will have developed a comprehensive research proposal that serves as a foundational component of their Capstone project. Additionally, students will participate in scholarly activities that reflect current research priorities, advancing knowledge translation in nursing practice.	MSN
NUR 5140 Advanced Physiology and Health Assessment	This course focuses on the assessment of the health status of individuals. The emphasis is on the systematic approach to health history and physical examination for differentiating normal from abnormal states. A holistic approach will be used which includes the assessment of the physical, developmental, psychosocial, cultural and spiritual dimensions. There will be a review of relevant anatomy and physiology along with examples of examination techniques and corresponding written documentation of the assessment. Health promotion and special populations will be included.	MSN
NUR 5145 Advanced Pathopharmacology	This course offers a comprehensive exploration of advanced pharmacology and pathophysiology, designed to enhance students' expertise in the clinical management of complex health conditions. Integrating essential principles of medication administration with critical analysis of pathophysiological processes, the course equips students to effectively apply pharmacological knowledge across various patient populations, including pediatric, geriatric, and those undergoing pregnancy or breastfeeding. Students will engage in a detailed study of pharmacokinetics and pharmacodynamics, endocrine disorders, and miscellaneous drug therapies, while also examining therapeutic approaches for neurological, psychiatric, immune-mediated, respiratory, and gastrointestinal conditions. Emphasizing a holistic approach, the course prepares students for advanced nursing practice by fostering interprofessional collaboration, clinical prevention, and population health strategies. By aligning with AACN Essentials and CCNE Accreditation Standards, the course ensures that graduates are proficient in evidence-based practice, integrative therapies, and collaborative care to improve patient and population health outcomes.	MSN

Course ID and Title	Description	Type
NUR 5150 Nurse Educator – Roles, Responsibilities, and Relationships	This course prepares Master of Science in Nursing students to excel as nurse educators by integrating leadership principles, educational theory, and evidence-based practices into teaching and curriculum design. Students will explore the evolution of patient education and contemporary trends in nursing practice, developing the ability to create, implement, and evaluate effective learning experiences across diverse healthcare settings. Emphasis is placed on applying educational frameworks, developing measurable objectives, and addressing barriers to learning to improve health literacy and engagement. Through case studies, collaborative projects, and technology-enhanced teaching strategies, students will strengthen their leadership, advocacy, and interprofessional collaboration skills. Aligned with the AACN Essentials, the course cultivates the knowledge and competencies necessary for master's-level nursing practice, preparing graduates to lead educational initiatives that improve patient and population health outcomes while fostering a commitment to lifelong learning. This course includes FERPA training and twenty (20) practicum hours.	MSN
NUR 5160 Curriculum Design and Teaching Strategies	This course equips Master of Science in Nursing students with the knowledge, skills, and leadership capacity to design, implement, and evaluate nursing curricula that reflect current trends, health policy, ethical practice, and evidence-based research. Students will explore educational theory, instructional design, and curriculum development strategies to meet diverse learner needs and improve health outcomes. Emphasis is placed on integrating scientific and humanistic principles, organizational leadership, and interprofessional collaboration into curriculum planning. Learners will apply research methodologies, statistical analysis, and informatics to evaluate educational effectiveness, identify disparities, and implement curriculum-based improvements. Through interactive projects, technology-enhanced learning activities, and reflective practice, students will develop curricula that are responsive to emerging healthcare challenges, grounded in ethical standards, and adaptable for lifelong learning and professional growth. This course includes twenty (20) practicum hours.	MSN
NUR 5165 Nursing Education Innovations and Technology	This course provides a comprehensive exploration of the integration of technology into nursing education, preparing students to effectively design, implement, and evaluate technology-enhanced teaching strategies. Emphasizing the intersection of educational theory, evidence-based practice, and emerging trends, the course equips learners with the tools to promote safety, quality, and inclusivity in diverse educational and clinical settings. Students will engage with simulation, informatics, and interactive technologies to foster active learning, address diverse learner needs, and improve healthcare outcomes. The course also highlights leadership and communication strategies essential for nurse educators to champion innovation and cultivate lifelong learning in evolving healthcare environments. This course includes twenty (20) practicum hours.	MSN
NUR 5200 Education Teaching Practicum	This course is a graduate-level course designed to provide students with hands-on experience in nursing education. Through 80 hours of practicum in real-world settings, students will apply professional competencies, integrate theoretical frameworks, and develop practical skills as nurse educators. The course emphasizes leadership, curriculum development, evaluation strategies, and evidence-based practices. Aligned with AACN Essentials and program learning outcomes, this course fosters critical thinking, reflective practice, and professional growth. Students will engage in reflective journaling, guided discussions, and collaboration with preceptors to ensure progressive growth and achievement of practicum objectives. This course is taken concurrently with NUR 5210 Capstone, enabling students to connect practicum experiences with a Capstone research project focused on quality improvement in nursing education. healthcare education.	MSN

Course ID and Title	Description	Type
NUR 5210 Capstone	This course is the culminating course in the Master of Science in Nursing Education program, designed to integrate knowledge and skills acquired throughout the curriculum. Over ten weeks, students will develop a scholarly capstone paper addressing a current issue in nursing or nursing education. This course emphasizes evidence-based practice, quality improvement, leadership, and healthcare innovation. Students will engage in critical analysis, scholarly writing, and professional presentation of their findings. By the end of the course, students will synthesize research, apply theoretical frameworks, and develop solutions that contribute to nursing education and practice.	MSN
OT 5000 Fieldwork Level IA	This course provides students with the opportunity to observe a real or simulated occupational therapist or other professional working with children, adolescents, adults, and older adults in a hospital, community-based setting, or other social support service. The focus of this Level I fieldwork is on psychological support and/or mental illness. Students will observe evaluations, treatment sessions, community-focused activities, and groups, as well as the role of other professionals in these settings.	MSOT
OT 5001 Fieldwork Level IB	This course provides students with the opportunity to observe a real or simulated occupational therapist or other professional working with adolescents or adults in a hospital, rehabilitation, or community-based setting. The focus of this Level I fieldwork is on physical disabilities. Students will observe evaluations, treatment sessions, community focused activities and groups, as well as the role of other professionals in these settings.	MSOT
OT 5002 Fieldwork Level IC	This Level I experience provides students with the opportunity to observe a real or simulated occupational therapist or other professional working with children or adolescents in a hospital, rehabilitation, or community-based setting. Students will observe evaluations, treatment sessions, community-focused activities, and groups, as well as the role of other professionals in these settings.	MSOT
OT 5003 Applied Neuroscience and Occupations	This lecture course focuses on the systems and structures of the brain and central nervous system and clarifies the relationship between nervous system functioning and occupation. Nervous system development will be viewed across the lifespan, and specific topics will include gross anatomy of the brain, brainstem and spinal cord, the autonomic nervous system, ascending sensory pathways, descending motor pathways, cranial nerves, and vasculature of the brain and spinal cord. Students will learn about the visual system, vestibular system, auditory system, limbic system, cerebellum, and basal ganglia. Students will also learn how these brain structures and functions affect occupational performance.	MSOT
OT 5004 & OT 5004L Psychosocial Foundations of Practice (Theory and Lab)	This course provides a foundational exploration of the psychosocial dimensions of occupational therapy practice, emphasizing the role of mental health across the lifespan and all areas of care. Students critically examine psychological theories, occupational therapy models, and frames of reference to analyze sociocultural, socioeconomic, diversity, lifestyle, and disease-related factors shaping psychosocial well-being, occupational participation, and population health. Through integrated lecture and laboratory experiences, students develop clinical reasoning to evaluate occupational performance, select and interpret standardized and non-standardized assessments, and design evidence-based, occupation-centered interventions responsive to psychosocial and contextual needs. Emphasis is placed on therapeutic use of self, effective communication, group dynamics, and collaborative care to support clients' mental health. By bridging theory, evidence, and practice, students gain essential competencies to address mental health needs in diverse clinical and community settings.	MSOT

Course ID and Title	Description	Type
OT 5007 Gerontology	The emphasis in this course is on rehabilitation and aging well with and without disabilities. Students will learn about the aging process as it relates to occupational therapy. Topics include but are not limited to theories of aging, biological aspects of aging, aging in the workplace, aging in place, caregiver training and leisure counseling. The evaluation of occupational performance in ADLs and IADLs, education, leisure, rest, sleep, and social participation will be emphasized and practiced. Students will use both standardized and non-standardized screening, assessment, and evaluation tools, to determine the need for occupational therapy intervention. Students will use state-of-the-art technology to learn evaluation, intervention, and community tools for various diagnosis. Students will also design and evaluate evidence-based and occupation-centered health promotion and wellness interventions for adults and older adults. Course content will be delivered though lecture, hands-on activities, guest speakers, assignments, student presentations and group discussions with an integrated focus on cognitive, psychological, sensory-perceptual, and motor support needed for occupational performance. Assistive technology interventions, arts & crafts, and other emerging interventions will also be explored to address the needs of this population.	MSOT
OT 5008 & OT 5008L Human Anatomy (Theory and Lab)	This course reviews foundational anatomical concepts to allow students to understand the structure and function of body systems that support participation in daily occupations. Students will learn how to classify movements that occur during daily activities and will learn to identify structures related to movement at each joint during those activities. Students will begin to understand how body systems work together to create and support movement. The class will also facilitate critical thinking skills needed to understand how an acute injury affects various body systems and functional movement/participation in functional activities. The laboratory portion of this course gives students the opportunity to synthesize and apply information from lecture through hands on exploration of the body. Use of the cadaver, syn-daver and VR simulation lab reinforce understanding of the body systems and movement through visual and tactile mediums. Students will use the Visible Bodies online platform to reinforce understanding of the body systems and movement through a visual medium.	MSOT
OT 5010 Foundations of Occupational Therapy	This lecture and laboratory course provides an overview of occupational therapy. The course introduces students to the American Occupational Therapy Association (AOTA), the Official Documents of AOTA, OT frames of references and models, and the Occupational Therapy Practice Framework: Domain and Process. Students learn about the safe use of occupations to support client participation in meaningful activities. Students will begin to practice the skills of occupational analysis, grading, adaptation, and documentation. Models of practice will also be introduced in this course. Finally, certain policies, procedures and practices standard in occupational therapy and health care, including HIPAA/client confidentiality and infection control in healthcare settings and the home will be discussed.	MSOT
OT 5011 Analysis and Assessment of Functional Human Movement	This course examines how individuals move their bodies and how movement affects occupational performance. Students learn the scientific principles of movement, including anatomical and biomechanical factors that create external and internal forces affecting movement. Students will learn how to analyze and assess human movement in theoretical lectures and practical laboratory classes. Principles learned in the lecture part of the course will be applied in the laboratory part of the course. The laboratory provides students with an opportunity to use clinical reasoning and physical skills while assessing human movement via various techniques including manual muscle testing, joint range of motion, and palpation of musculoskeletal structures. Stability, posture, and mobility required for work and leisure activities will be addressed.	MSOT
OT 5012 Clinical Conditions in Occupational Therapy	This course introduces students to the medical and psychiatric conditions typically seen in occupational therapy. Psychiatric, neurological, general medical, surgical, and orthopedic diagnoses found across the lifespan will be emphasized. Etiology, course of illness, and impact on occupational performance will be discussed.	MSOT

Course ID and Title	Description	Type
OT 5013 Occupations of Adults	Theories, models, and frames of references used to intervene with physical conditions that affect occupational performance in adulthood will be discussed. This course will use an integrated focus on cognitive, psychological, sensory-perceptual, and motor support needed for occupational performance. Students will learn concepts of treatment planning for adult physical disabilities, including evaluation methods and emerging and commonly used interventions.	MSOT
OT 5013 Occupations of Adults Lab	The application of clinical reasoning in adult physical disabilities is emphasized in the laboratory. Students will use state of the art technology to learn how to evaluate and treat orthopedic, cardiovascular, pulmonary, and neuromuscular conditions. Students will use standardized and nonstandardized screening and assessment tools to determine the need for OT intervention. Students will practice clinical reasoning while using assistive devices such as wheelchairs, crutches, canes, walkers, transfer benches, reachers, and more to enhance occupational performance. Documentation Practice will include writing evaluation reports, problem statements, long and short term goals, SOAP notes, reports, and discharge planning.	MSOT
OT 5014 Research Methods in Occupational Therapy	This course is an introduction to concepts of research, including history, methodology, review of literature, research design, scientific writing, and statistical concepts. Emphasis is placed on evaluating research methodology, interpreting, and utilizing research results, composing a literature review, and understanding the impact of research to theory and clinical practice in occupational therapy. Students will also understand the process of locating and securing grants and how grants can serve as a fiscal resource for scholarly activities Students will apply research methods to assigned thesis topics in order to set the foundation for coursework in Master Thesis 1.	MSOT
OT 5016 Master Thesis I	This course builds upon Research Foundations and allows students to refine and integrate their professional interests with prior course content. With guidance from their thesis advisors, students will design, write, and present an original thesis proposal for either a community-based program or research project. Students will also submit an IRB application in preparation for implementation of their thesis project during Master Thesis 2.	MSOT
OT 5017 Master Thesis II	This course represents the culmination of the thesis sequence. Upon IRB approval, students will work closely with their thesis advisors to implement their project, collect, and analyze data, and disseminate the results. A final written thesis will also be fully developed and completed in this course. Students will prepare a poster for formal presentation through the Academic Showcase as well as prepare a sample application appropriate for a local, national, or international conference.	MSOT
OT 5020 Advanced OT Skills Lab	This is a theory and laboratory course where students will learn assessment and interventions for hand therapy and feeding and swallowing disorders in pediatrics and in various diagnoses. Students will also learn safe and effective application of physical agent modalities as it applies to occupational therapy interventions. Experts in these areas will use an experiential format with opportunities for hands-on practice.	MSOT
OT 5030 Fieldwork Skills Review	This culminating fieldwork skills review course will prepare students for their first Level II Fieldwork. Under the instruction of content experts, students will have the opportunity to review basic knowledge and skills needed to transition successfully to the Level II Fieldwork experience. Foundational course content will be reviewed through a combination of interactive learning experiences. Students will focus on the use of practical skills related to OT evaluation, basic assessments, goal setting, interventions, and documentation. Basic skills such as therapeutic listening, transfers, manual muscle testing, sensory testing, group leadership, equipment use and patient management related to safety will be discussed.	MSOT

Course ID and Title	Description	Type
OT 5040 Fieldwork Level IIA	The Level IIA Fieldwork experience involves a minimum of 12 weeks full-time or 24 weeks part-time clinical experience under the direct supervision of a registered occupational therapist. The Level II Fieldwork experience is intended for students to integrate didactic knowledge with actual clinical practice. Through guided practice students will implement the fundamentals of clinical practice, including screening/evaluation, goal setting, implementation of interventions, re-assessment, management of OT services, clinical reasoning, and development of professional behaviors during the fieldwork rotation. This course will focus on the physical, cognitive, and psychological needs of the clients. The fieldwork rotation may either be in a pediatric, adult, or older adult practice setting. The goal is to develop competent, entry-level, generalist occupational therapists.	MSOT
OT 5041 Fieldwork Level IIB	The Level IIB Fieldwork experience involves a second rotation of a minimum of 12 weeks full-time or 24 weeks part-time clinical experience under the direct supervision of a licensed occupational therapist. The Level II Fieldwork experience is intended for students to integrate didactic knowledge with actual clinical practice. Through guided practice students will implement the fundamentals of clinical practice, including screening/evaluation, goal setting, implementation of interventions, re-assessment, management of OT services, clinical reasoning, and development of professional behaviors during the fieldwork rotation. This course will focus on the physical, cognitive, and psychological needs of the clients. The fieldwork rotation may be in a pediatric, adult, older adult, community, or academic practice setting. The goal is to develop competent, entry-level, generalist occupational therapists.	MSOT
OT 5050 Clinical Reasoning & Documentation in OT	This is a course that reinforces the student's development of the process of clinical reasoning and how it guides the formation and application of occupational therapy services. Course topics will include the occupational therapy frame of references and models, 5 stages of the clinical reasoning process, clinical reasoning development, problem solving strategies, and application to clinical practice across various settings and populations. Documentation practice will include writing evaluation reports, problem statements, long and short-term goals, SOAP notes, reports, and discharge planning. Students will integrate the experiences learned from their Level 2A fieldwork rotation and continue to further develop their clinical reasoning skills as demonstrated through documentation of assessment and appropriate interventions leading to meaningful outcomes measures and discharge planning.	MSOT
OT 5100 Cultural Competence in Occupational Therapy	This course emphasizes the role culture plays in perceptions of wellness, health, and disease. It also teaches students about health care disparities that exist in physical and behavioral health and current trends in health status for a variety of demographic groups. Aspects of occupational injustice and deprivation will also be discussed in relation to specific cultural groups in the U.S. Terms and concepts associated with diversity and cultural competence will be discussed and used in case studies. Students will learn how to assess occupational performance and deliver interventions in a culturally sensitive manner.	MSOT
OT 5100 Cultural Humility in Occupational Therapy	This course emphasizes the role culture plays in perceptions of wellness, health, and disease. It also teaches students about health care disparities that exist in physical and behavioral health and current trends in health status for a variety of demographic groups. Aspects of occupational injustice and deprivation will also be discussed in relation to specific cultural groups in the U.S. Terms and concepts associated with diversity and cultural competence will be discussed and used in case studies. Students will learn how to assess occupational performance and deliver interventions in a culturally sensitive manner.	MSOT
OT 5101 Community Program Development	Innovative program development and experiential service learning are the overarching goals of this course. The course will teach students how to locate a community need, perform a needs assessment, and develop a community-based program/become an extension of a community program that is relevant to the knowledge and skills base of occupational therapy through a hands-on, service-oriented learning environment. The course will emphasize occupational justice and engagement guided by clinical reasoning and problem-solving in order to enhance occupational performance, health, and wellness of individuals, groups, or populations in a community setting or in an emerging niche.	MSOT

Course ID and Title	Description	Type
OT 5103 Leadership, Health Policy, and Management	This course introduces leadership theory and management concepts, health policy and sociopolitical systems that impact health care delivery in the U.S. The course familiarizes the student with a variety of leadership and management theories and the role of occupational therapy practitioners in different practice settings. Collaborative and empowerment models of local and global best-care practices will be explored. Issues of occupational justice, occupational deprivation, and occupational engagement will be discussed, and cases studied. Students will take sociopolitical action by addressing a social/healthcare need and visit or write to leaders, policy makers, or the media. Students develop and explore their own leadership style through facilitated discussions, guest lectures, course readings, peer discussion boards, case scenarios, Ted-Talks and by review of best practices and current trends in the course topics. A service-learning component is included in this course.	MSOT
OT 5104 Ethics in Healthcare	In this course, students will examine the essentials of ethical health care service delivery. Students will become familiar with the AOTA Code of Ethics and the ethical principles guiding practice. Case studies will give students the opportunity to demonstrate strategies for analyzing ethical issues and making decisions to resolve personal and organizational ethical conflicts. Students will also articulate the variety of informal and formal systems for resolving ethics disputes that have jurisdiction over occupational therapy practice.	MSOT
OT 5105 & OT 5105L Occupations of Children and Adolescents (Theory and Lab)	This course covers the epidemiology, etiology, and course of conditions seen in childhood and adolescence. Theories and frames of reference used in pediatric OT, principles of learning, and developmental processes will be reviewed. Students will learn how to work with families, schools, and community organizations to meet the needs of this population. Governmental regulations affecting children will be discussed. Cognitive, psychological, sensory-perceptual, and motor support needed for occupational performance will be reviewed. The lab portion of this course will focus on evaluation, treatment planning, and interventions to use with children and adolescents. The evaluation of occupational performance in ADL's, IADL's, education, play, rest, sleep, and social participation will be emphasized and practiced. Use of high and low technology will be introduced. Documentation covering Individual Education Plans, reports, progress notes and discharge planning will be practiced.	MSOT
OT 5200 Professional Development & Education in OT	This course provides an integrative opportunity for students to reflect on their professional development as they transition from student to clinician. Students will examine their own effective and skillful behaviors, habits, and reactions within the clinical setting and how this impacts their effectiveness as professionals. Students will also learn educational principles, learning theory, health literacy and the impact of education on maximizing occupational therapy service delivery. The importance of cognitive concepts and psychological support will be integrated into discussions and course activities. Educational principals related to specific populations will be used to create and deliver a lesson plan and Prezi/PowerPoint presentation about a health issue. In addition, goals for success in Level II Fieldwork, preparing for the NBCOT examination, as well as building a career in occupational therapy, will be explored. Students will review the process for licensure, identify professional strengths and weaknesses, and develop a professional portfolio to prepare for future employment as an occupational therapist.	MSOT
OT 5500 Review and Exit Exam	This curriculum review and exam will prepare students for the national Board for Certification in Occupational Therapy (NBCOT) exam. Students will review each of the domains of the NBCOT exam and take a practice test of questions involving each of the four domains. Students will have an opportunity to work with peers and faculty on analysis of questions. Students will also review test taking strategies.	MSOT
OTA 1000 OTA Foundations	This course introduces the student to the field of Occupational Therapy, its history, and theories/models of practice. The contribution of the COTA to client wellness as part of the healthcare team is stressed, as well as the organizations regulating and guiding the practice of Occupational Therapy. AOTA's Code of Ethics and Standards of Practice are presented. The student also will become acquainted with procedures and practices standard in the healthcare field, including HIPAA/client confidentiality and infection control in healthcare settings and the home.	OTA

Course ID and Title	Description	Type
OTA 1001 Terminology	This course covers healthcare-related terminology and occupational therapy-specific terminology. Student develop a foundation of root-word meanings and how they are combined together for understanding and communicating in occupational therapy environments and general healthcare environments.	OTA
OTA 1002 Occupational Life-Span Development	This course covers human development, and occupational development from infancy through end-of-life. This course builds a foundation of normal developmental sequences for the acquisition of physical, cognitive, and emotional skills that inform the occupational therapy process.	OTA
OTA 1003 Disease Conditions	This course covers the causes, mechanisms, signs & symptoms, and current management of human disease conditions that may be encountered by occupational therapy personnel in various practice settings.	OTA
OTA 1004 Mental Health Basics	This course explores psychopathology throughout the life span. The evolution of the Diagnostic and Statistical Manual of Mental Disorders is examined, and models of practice in mental health and, more specifically occupational therapy, are examined. Psychiatric disorders, their signs and symptoms, impact on function, and current management are reviewed.	OTA
OTA 1005 Movement Anatomy	This kinesiology course covers the anatomy of movement. Each major joint of the body will be analyzed in relation the muscles that produce specific movements will be covered in detail. Student will learn the to analyze human movement in both function and dysfunction.	OTA
OTA 1005 Movement Anatomy Lab	This kinesiology lab accompanies OTA 1005-Kinesiolgy , and provides practice identifying the structures and movement principles associated with the anatomy of human movement. Structures of each major joint of the body will be analyzed in relation the muscles that produce specific movements. Students will also practice analyzing human movement in both function and dysfunction. Paper models, synthetic models, and cadavers, may all be utilized in this course.	OTA
OTA 1006 Fundamentals of OTA Practice	Building on the concepts introduced in Term 1, this course explores the professional responsibilities, legalities, ethics, and Standards of Practice demanded of a Certified Occupational Therapy Assistant. The use of research of professional literature, continuing education, and the need to mentor OTA students is presented.	OTA
OTA 1007 Physical Dysfunction I	In this course, the normal occupational performance in development of adult roles is developed. Physical, socioeconomic, environmental factors, lifestyle choices, and physical factors that influence adult occupational performance in the roles of adulthood including homemaker and worker roles are examined. Exploration of the recovery process, from acute care to rehabilitation for physical and psychosocial conditions, is reviewed. Involvement in assessment, intervention, and therapeutic activities that facilitate age-appropriate occupational behaviors is practiced. The discharge process and collaboration with other professionals and community agencies is included as part of the treatment continuum.	OTA
OTA 1008 Physical Dysfunction II	In this course, the normal occupational performance in development of adult roles is continued, to include knowledge and application of assistive devices that are fundamental in the practice of occupational therapy across diagnostic categories and age groups, an introduction to a broad range of equipment from "low technology" to complex "high-technology" devices involving micro-electronics. Topics include: adapted equipment for activities of daily living, home modifications, personal mobility and adapted driving, computer accessibility, communication aides. The environments in which assistive technologies are used will be explored including home, school, work, play and recreation.	OTA
OTA 1009 Pediatric OT	This course covers the causes, course and prognosis of disorders that occur from birth through adolescence. The principles and theories underlying learning and the developmental process will be reviewed. The OTA's use of play in the development of self-discovery, decision-making, work-role skills will be discussed. The role of the OTA in prevention and rehabilitation programs within different types of service facilities will be explored. The role of families, care givers, teachers and significant others in the treatment process will be discussed. Assessment, program planning and treatment will be defined and performance skills necessary for successful occupational behaviors will be presented.	OTA

Course ID and Title	Description	Type
OTA 1010 Psychosocial Dysfunction	This course provides students with a comprehensive view of OT practice in psychosocial dysfunction. The course covers intervention techniques, interacting with clients, safety, the OTA's role in assessment, documentation, and theoretical issues that guide mental health practice.	OTA
OTA 1011 Documentation	This course introduces students to the role of documentation in client care, the contents of documentation, including the subjective, objective, and assessment data and plan, and their importance within the health record. Application of these documentation techniques, primarily using the SOAP format, including the use of medical terminology and abbreviations, will be practiced. The relationship of documentation to the client and billing/reimbursement as well as to legal and ethical issues is also discussed.	OTA
OTA 2001 OTA Lab I	This OT Skills Lab course builds a foundation of basic abilities and practical knowledge that are fundamental to the practice of occupational therapy assistants. Students will focus on acquiring usable skills related to client mobility, self-care, standard equipment use, and safety issues. Students will practice a variety of skills and begin learning how to instruct others as well as document interventions. Students will begin to analyze aspects of the whole person and begin to exercise judgment and clinical reasoning skills. Students will also complete CPR/BLS certification. Students also begin to learn how to view themselves as therapeutic instruments.	OTA
OTA 2002 OTA Lab II	This OT Skills Lab course focuses on furthering the acquisition of practical skills and knowledge. Students are exposed to more intervention ideas and perspectives. Working with the biomechanical frame of reference is a major topic. Students are introduced to the proper use of physical agent modalities in occupational therapy, vital signs, safety, managing medically complicated clients, wheelchair management, and therapeutic media. Information gathering, and documentation are further integrated with practical skills.	OTA
OTA 2003 OTA Lab III	This course continues to afford students the ability to learn new practice skills as well as promote higher levels of clinical reasoning. Students practice applying group dynamics, teaching-learning, sensory integration techniques, and troubleshoot selection of interventions for various life stages and mental health symptoms. Community-based interventions and lifestyle redesign are introduced. More assessments are explored and students will continue to practice documentation.	OTA
OTA 2010 First Level I fieldwork	Level 1 fieldwork experiences provide exposure to OT practice environments with the intent of clarifying the link between the needs of real clients, and coursework. Level 1 fieldwork introduces students to the fieldwork experience and sets a foundation for later fieldwork. Level 1 fieldwork consists of directed observation and participation in various aspects of the occupational therapy process.	OTA
OTA 2020 Second Level I fieldwork	Level 1 fieldwork experiences provide exposure to OT practice environments with the intent of clarifying the link between the needs of real clients, and coursework. Level 1 fieldwork introduces students to the fieldwork experience and sets a foundation for later fieldwork. Level 1 fieldwork consist of directed observation and participation in various aspects of the occupational therapy process	OTA
OTA 2030 First Level II fieldwork	The First Level II fieldwork experience involves an eight-week assignment of full-time clinical experience under the direct supervision of a registered occupational therapist or a certified occupational therapy assistant. The student will assist in all phases of practice including observation, evaluation, treatment, and documentation. Through guided practice students will develop appropriate clinical reasoning for preparation as entry-level, generalist occupational therapy assistants.	OTA
OTA 2040 Second Level II fieldwork	The Second Level II fieldwork experience involves an eight-week assignment of full time clinical experience under the direct supervision of a registered occupational therapist or a certified occupational therapy assistant. The student will assist in all phases of practice including observation, evaluation, treatment, and documentation. Through guided practice students will develop appropriate clinical reasoning for preparation as entry-level, generalist occupational therapy assistants.	OTA
OTA 2050 Competencies	This course reviews the core competencies related to knowledge, skills, and attitudes, required for effective learning and performance in level 2 fieldwork settings.	OTA

Course ID and Title	Description	Type
OTA 2060 End of Program Review	The End of Program Review teaches students about the process of preparing for, setting up, and taking the NBCOT certification exam for occupational therapy assistants. Actions to take upon successful completion of the exam are also addressed. The course is designed to assist students to plan and prepare for the NBCOT exam as well as test their knowledge in selected areas. Additionally, the course covers program specific topics in preparation for the Program Exit Exam required for graduation. This course uses a blended on-ground and online format.	OTA
PHIL 2010 Critical Reasoning and Ethics	This course dissects the components and skills involved with critical thinking including the process by which we develop and support our beliefs and evaluate the strength of an argument. Students are introduced to recognizing and avoiding common barriers to critical thinking such as bias, groupthink, and ideology. Real-world applications are emphasized throughout the course.	GenEd
PSY 1010 Introduction to Psychology	This introductory course will provide students with an overview of the current body of knowledge and methods of the science of psychology. Topics will include the historical foundations of psychology, cognition, emotions, learning, human development, biological bases of behavior, personality, psychological disorders, psychotherapy and behavior change, and social behavior. Emphasis also will be placed on the application of psychology to diverse human endeavors.	GenEd
PSY 2070 Developmental Psychology	This course will provide an in-depth review of human development from conception to death as it pertains to the physical, cognitive, emotional, social, and moral aspects of understanding human behavior, transitions, and relationships.	GenEd
PSY 3300 Diversity and Inclusion	This course will provide students with the opportunity to examine how their own experiences shape their ability to interact across multiple dimensions of human differences. Through the exploration of cognition, emotions, learning, human development, biological bases of behavior, personality, psychological disorders, behavior change, and social behavior, students will become aware of how to be successful in varied environments with a mindset of valuing diversity, differences, and inclusive human endeavors.	GenEd
PTA 1001 Introduction to PTA	This course introduces students to the development of physical therapy practice and the role of the physical therapist assistant in providing patient care. Interpersonal skills, learning styles and communication are discussed. The multidisciplinary approach to rehabilitation is introduced. The course also familiarizes the student with health care facilities and government agencies as well as their professional organization. The role of ethics in healthcare is also introduced. Skills related to infection control, patient preparation, vital signs, patient safety, patient positioning, body mechanics, bed mobility, transfers, wheelchairs, assistive devices and gait in clinical settings are practiced at the introductory level in the lab setting.	PTA
PTA 1002 Pathology	This course examines the mechanism of disease, including immunity, inflammation, inheritance, cancer, and infectious diseases. Selected diseases of the body's systems, such as cardiovascular, respiratory, gastrointestinal, urinary, reproductive, integumentary, endocrine, and special senses are presented as well as information regarding the effects of aging, signs and symptoms, basic medical management, implications for the PTA, and prognosis. Emphasis is placed on medical terminology and abbreviations.	PTA
PTA 1003 Documentation	This course introduces students to the role of documentation in patient care, the contents of documentation, including the subjective, objective, and assessment data and plan, and their importance within the medical record. Application of these documentation techniques, primarily using the SOAP format, including the use of medical terminology and abbreviations, will be practiced. The relationship of documentation to the patient and billing/reimbursement as well as to legal and ethical issues is also discussed.	PTA
PTA 1004 Kinesiology	This course covers functional anatomy of the musculoskeletal system, including muscle origins, insertions, actions, and nerve supply, while applying biomechanics of normal and abnormal movement in the human body. The concepts of goniometry, manual muscle testing, dermatomes, and myotomes are introduced, while identification and palpation of superficial landmarks are practiced. The biomechanics of the gait cycle is also introduced. Students are introduced to using the Levels of Evidence rating scale as it applies to clinical research and the respective course assignment.	PTA

Course ID and Title	Description	Type
PTA 1005 Therapeutic Exercise I	This course introduces therapeutic exercise theories and practical applications including those for range of motion, aerobic conditioning and reconditioning, posture awareness, stretching, strengthening, and joint mobilization. Tissue response to range of motion, stretch, and resistive exercise is also examined and lab practice of the techniques learned is integrated. The course also presents therapeutic exercise interventions that are appropriate for use during specific phases of recovery from a soft tissue, bone, or peripheral nerve disorder or injury as well as topics on prevention, health, and wellness topics. Characterizing the levels of evidence-based research (as defined by the Journal of Orthopaedic & Sports Physical Therapy Clinical Practice Guidelines) will also be emphasized.	PTA
PTA 1006 Procedures	This lecture/laboratory course is designed to develop skills commonly utilized by PTAs including positioning and draping, bed mobility, soft tissue techniques, transfers, wheelchair mobility, and gait training. Use and adjustment of assistive/adaptive devices to improve function will also be incorporated in addition to the application of cervical and lumbar spine mechanical traction and the fundamental concepts of proper body mechanics and ergonomics. This course further provides the student with the background to determine applicability of the stated procedures, including the patient assessment skills needed to determine safety and indications for the procedures as well as the skills to determine the success of the intervention administered. Students develop their skills through supervised practice with each other in the laboratory while having an opportunity to both administer and receive treatment. Proper documentation and communication of the intervention and patient outcome is also presented. Categorization of the levels and grades of evidence as defined by the Journal of Orthopaedic and Sports Physical Therapy Clinical Practice Guidelines is also emphasized	PTA
PTA 1007 PTA Practice I	This course addresses infection control techniques, assessment of vital signs, special equipment and patient care environments, incidents and emergencies in the patient care environment, accessibility assessments and adaptations, and basic wound care. These topics are applied and practiced in the lab setting. Students are provided with and demonstrate teaching techniques for use with patients, caregivers, and other health care providers.	PTA
PTA 1008 Therapeutic Measurement and Testing	In this course students will perform the skills associated with data collection techniques as performed by Physical Therapist Assistants (PTAs). This laboratory/lecture course is designed to develop measurement skills for joint range of motion (ROM) and muscle strength for all the peripheral joints and the spine. This course material will also develop student skills for performing neurological testing such as sensation, proprioception, kinesthesia and reflex assessment. Students will practice with each other in the laboratory providing them with the opportunity to both administer and receive care. Proper documentation and communication of the treatment application and patient outcome is included.	PTA
PTA 1009 Modalities	This course introduces physical agents and therapeutic modalities in physical therapy practice which are commonly utilized by PTAs. Lecture and laboratory activities develop problem solving skills and critical thinking in the use of cryotherapy, therapeutic heat, ultrasound, hydrotherapy/aquatic therapy, electromagnetic therapy (LASER, diathermy, ultraviolet light, pulsed electromagnetic fields), spinal traction and compression therapies. The course provides the student with the background to determine the applicability of the stated procedures, including the patient assessment skills needed to determine safety and indications for the procedures, as well as the skills to determine the success of the technique/treatment administered. Students develop their skills through supervised practice with each other in the laboratory while having the opportunity to both administer and receive treatment. Proper documentation and communication of the technique/ treatment application and patient outcome are included.	PTA

Course ID and Title	Description	Type
PTA 1010 Therapeutic Exercise II	This course expands upon the principles presented in PTA 1005 Therapeutic Exercise I and reviews the most common pathologies for each region of the body, including expected impairments and functional outcomes. Students focus on more specific application of range of motion, aerobic conditioning and reconditioning, posture awareness, stretching, strengthening, and joint mobilization for various pathologies as well as when/how to apply these therapeutic interventions. Practice of these skills is integrated during lab with further investigation into complicated patient case scenarios. Characterizing the levels of evidence-based research (as defined by the Journal of Orthopaedic & Sports Physical Therapy Clinical Practice Guidelines) will also be emphasized.	PTA
PTA 1011 PT Through the Lifecycle	This course examines normal and abnormal development from conception to adolescence. Emphasis is placed on the developmental sequence, testing, and treatment of neurological and orthopedic disorders in the pediatric population. Age-related changes that affect function in the geriatric population and related physical therapy interventions are presented. The course also introduces various aspects of geriatric care, including, but not limited to, wellness care and adaptation to exercise modalities. Performance in the lab setting of assessments and interventions appropriate to the pediatric and geriatric populations are practiced.	PTA
PTA 1012 Neurologic Interventions I	This course examines the fundamentals of neuroanatomy, motor control, and motor learning, as well as an introduction to neurologic interventions used in the clinical setting. The course introduces neurodevelopmental treatment proprioceptive neuromuscular facilitation for the treatment of clients with cerebrovascular accidents. The course introduces common neurologic diagnoses such as amyotrophic lateral sclerosis, myasthenia gravis, Post-Polio Syndrome, Guillain-Barre Syndrome, Parkinson disease, multiple sclerosis, Alzheimer's disease, encephalopathy/it is, concussion, and Huntington's Disease. The course introduces common neurologic outcome measures used in clinical practice.	PTA
PTA 1013 Electrotherapy	This course is designed to introduce the student/learner to electrotherapeutic modalities in physical therapy practice which are commonly utilized by PTA's. Lecture and laboratory activities develop problem solving skills and critical thinking in the use of electrotherapy. Basic concepts in physical properties of electricity (waveforms, types of currents, nature of electricity), electrical safety and instrumentation will be provided. Students will be introduced to the principles of therapeutic application of electrical stimulation including strengthening (NMES and Russian ES), re-education (FES), nerve regeneration with direct current, pain reduction (TENS and IFC), tissue repair (HVPC), trans-dermal application of anti-inflammatory agents (iontophoresis) and biofeedback. It provides the student with the background to determine the applicability of the stated procedures, including the assessment skills needed to determine safety, indications for the procedures, as well as the skills to determine the success of the technique/treatment administered. Students develop their skills through supervised practice with each other in the laboratory providing them with the opportunity to both administer and receive treatment. Proper documentation and communication of the technique/ treatment application and patient outcome is included.	PTA
PTA 1014 Orthopedic Interventions I	This course presents the introduction to orthopedic management by the PTA, orthopedic pharmacology, and imaging studies. The APTA 11 Treatment guidelines are presented, and a review of manual modalities is covered. Manual modality techniques specific to the peripheral joints are also practiced. The course also covers exercise physiology, therapeutic activities, interventions to address decreased ROM, flexibility and joint mobility, and an assessment of posture and gait.	PTA
PTA 1015 Neurologic Interventions II	This course examines neurological conditions, including pathology and management of medical problems of stroke, head injury, Parkinson's disease, spinal cord and nerve injuries, and other conditions. The course also introduces techniques to facilitate neurodevelopmental treatment, proprioceptive neuromuscular facilitation, the Brunnstrom Approach, and other techniques.	PTA

Course ID and Title	Description	Type
PTA 1016 Orthopedic Interventions II	This course presents common orthopedic conditions, pathologies, and surgical procedures involving the peripheral joints and spine. The provision and progression of treatments, including procedures and modalities for each specific joint and the spine, are presented, and practiced as these activities relate to tissue repair and healing response. Manual modality techniques of joint mobilization to the peripheral joints and spine as well as specific soft tissue mobilization techniques are also practiced.	PTA
PTA 1017 PTA Practice II	This course provides opportunities to learn and practice theoretical principles and practical applications of cardiopulmonary techniques, exercises, and postural drainage. Lecture and lab also include wound identification, measurement, dressing, treatments, and debridement. This course introduces basic principles and indications/ contraindications in the use of selected prosthetic and orthotic devices with discussion and practice in making adjustments to the various devices. Principles and applications in balance and interventions for the individual with an amputation, the physiology and control of edema, and residual limb wrapping. Seating and positioning are also provided in lecture and lab settings for pediatric through adulthood. The research of evidence-based practice and prioritizing the grades of evidence is included.	PTA
PTA 1018 Professional Issues	This course engages the student in the discussion of professional issues and behaviors related to clinical practice in order to prepare the student for transition into the workforce. The topics help the student prepare for licensure, employment, and professional development; identify behaviors in response to legal, ethical, and professional issues; develop job placement skills; and debate socioeconomic influences related to the field of physical therapy. Students are also expected to complete a service-learning component by volunteering at a non-profit, community-based program or facility related to their course work and then reflecting on their experience. Service learning is a program that helps the students to connect what they have learned in the classroom and/or lab setting to the community.	PTA
PTA 1102 Term 2 Review	This course applies theory and critical thinking to licensing exam-style questions. Topics presented in the term are reviewed. Test taking techniques and stress-reduction practices are also presented. Students will receive feedback on weak areas of knowledge and areas of strength.	PTA
PTA 1103 Term 3 Review	This course applies theory and critical thinking to licensing exam-style questions. Topics presented in the term are reviewed. Test taking techniques and stress-reduction practices are also presented. Students will receive feedback on weak areas of knowledge and areas of strength.	PTA
PTA 1104 Term 4 Review	This course applies theory and critical thinking to licensing exam-style questions. Topics presented in the term are reviewed. Test taking techniques and stress-reduction practices are also presented. Students will receive feedback on weak areas of knowledge and areas of strength.	PTA
PTA 1105 Term 5 Review	This course applies theory and critical thinking to licensing exam-style questions. Topics presented in the term are reviewed. Test taking techniques and stress-reduction practices are also presented. Students will receive feedback on weak areas of knowledge and areas of strength.	PTA
PTA 1106 Term 6 Review	This course applies theory and critical thinking to licensing exam-style questions. Topics presented in the term are reviewed. Test taking techniques and stress-reduction practices are also presented. Students will receive feedback on weak areas of knowledge and areas of strength.	PTA
PTA 1107 Program Review I	This course is the first in a two-part program review, applying theory and critical thinking to licensing exam-style questions. Topics presented throughout the program are reviewed through a series of online exams administered in the National Physical Therapy Examination (NPTE) Review Module. Test-taking techniques and stress-reduction practices are also presented. Students will receive feedback on weak areas of knowledge and areas of strength. Students will discuss the student experience, reinforce concepts and techniques introduced in the program and identify deficiencies in knowledge and skills. This course prepares the student for the NPTE licensure examination.	PTA

Course ID and Title	Description	Type
PTA 1108 Program Review II	This course is the second of a two-part program review, applying theory and critical thinking to licensing exam-style questions. Topics presented throughout the program are reviewed through a series of online exams administered in the National Physical Therapy Examination (NPTE) Review Module. Test-taking techniques and stress-reduction practices are also presented. Students will receive feedback on weak areas of knowledge and areas of strength. Students will discuss the student experience, reinforce concepts and techniques introduced in the program and identify deficiencies in knowledge and skills. This course also prepares the student for the certification examination.	PTA
PTA 2001 PTA Lab I	This course provides opportunities for application of techniques introduced in Kinesiology, Therapeutic Exercise, Procedures, and PTA Practice I as well as documentation of the treatments and techniques learned. Covers palpation of landmarks, practical applications of various types of exercise techniques and machines used in the clinics, and a systematic approach to therapeutic exercise progression. Also stressed are practical application and demonstration of therapeutic massage, assessment of vital signs, and infection control techniques. This course also includes integration of special equipment and patient care environments, accessibility and adaptations, basic wound care and response to incidents and emergencies in the clinical setting. Interventions skills related to procedures, including gait training, wheelchair management, assistive device selection and adjustment, are also performed in a laboratory setting.	PTA
PTA 2002 PTA Lab II	This course provides opportunities for application of techniques introduced in PT through the Lifecycle, Modalities, Therapeutic Measurement and Testing, Therapeutic Exercise II as well as documentation of the treatments and techniques learned. It covers practical applications of various types of modalities and therapeutic agents used in the clinics. Also stressed are developmental sequence, testing, and treatment of neurological and orthopedic disorders in the pediatric population. Performance in the lab setting of assessments and interventions appropriate to the pediatric and geriatric populations are practiced. The course incorporates practical applications of various types of exercise techniques and machines used in the clinics, and a systematic approach to therapeutic exercise progression. Also stressed are practical application and demonstration of data collections skills including range of motion, manual muscle testing, therapeutic massage and neurological testing.	PTA
PTA 2003 PTA Lab III	This practical laboratory course includes integration of orthopedic and neurological treatment plans and progressions as well as documentation of the treatments and techniques learned. Practical application techniques discussed and learned in Electrotherapy will also be included. Interventions skills include the provision and progression of treatments, including procedures and modalities for each specific joint and the spine, manual modality techniques, neurodevelopmental treatment. Other skills include therapeutic application of electrical stimulation including strengthening (NMES and Russian ES), re-education (FES), nerve regeneration with direct current, pain reduction (TENS and IFC), tissue repair (HVPC), trans-dermal application of anti-inflammatory agents (iontophoresis) and biofeedback.	PTA
PTA 2004 PTA Lab IV	This practical laboratory course includes integration of orthopedic and neurological treatment plans and progressions as well as documentation of the treatments and techniques learned. Practical application techniques discussed and learned in PTA Practice II will also be included. Interventions skills include the provision and progression of treatments, including procedures and modalities for each specific joint and the spine, manual modality techniques, neurodevelopmental treatment, proprioceptive neuromuscular facilitation, and the Brunnstrom Approach. Other skills include cardiopulmonary techniques, postural drainage, wound identification, measurement and dressing, debridement, selection and management of orthotic and prosthetic devices, interventions for amputations, edema management, women's health and alternative therapies.	PTA
PTA 2010 Practicum	This first clinical experience presents the students with an opportunity to experience the role of the Physical Therapy Assistant in a practical setting. The course emphasizes patient and staff working relationships, awareness of patient disorders and application of physical therapy techniques.	PTA

Course ID and Title	Description	Type
PTA 2030 Affiliation I	One of two separate six-week assignments are to be completed with students being exposed to a variety of clinical settings. The student completes forty clock hours per week of supervised clinical experience. The combined total of sixteen weeks of clinical experience, including PTA 2010, 2030 and 2040, prepares the student for entry-level performance.	PTA
PTA 2040 Affiliation II	Second of two separate six-week assignments are to be completed with students being exposed to a variety of clinical settings. The student completes forty clock hours per week of supervised clinical experience. The combined total of sixteen weeks of clinical experience, including PTA 2010, 2030 and 2040, prepares the student for entry-level performance.	PTA
SCI 1010 Human Anatomy I	This course covers the basic concepts of human anatomy including anatomical terminology, skeletal, muscular and nervous systems, focusing on the upper extremities and trunk. This course integrates medical terminology, word roots, combining forms, and abbreviations. Positional and locational terminology is also introduced. Due to the academic rigorous nature of the PTA Program, a heavy emphasis is placed on learning the gross anatomy of the human body. The course is intended to provide the fundamental knowledge needed to be successful in the PTA Program. Specific courses that rely heavily on a sound understanding of gross human anatomy are, but not limited to, Kinesiology, Therapeutic Exercise, Modalities, Electrotherapy, Orthopedic and Neurologic Interventions. Students will experience hands on learning in labs and will be able to identify and examine neuromusculoskeletal and vascular structures using human cadavers, synthetic human cadavers (Syndavers) and medical grade, 1/4-scale anatomical models. PTA students will also have access to various other anatomical models, including virtual reality anatomy programs, for instructional purposes. Clinical palpation skills are heavily incorporated into the curriculum for SCI 1020 and are taught to competency. Upon successful completion of the course, the student will develop vital clinical skills such as understanding the length tension relationships of both contractile and non-contractile soft tissue structures when those structures are placed in specific anatomical positions.	GenEd
SCI 10 15 Human Anatomy II	This course covers the basic concepts of human anatomy including anatomical terminology, skeletal, muscular and nervous systems, focusing on the lower extremities and spine. This course integrates medical terminology, word roots, combining forms, and abbreviations. Due to the academic rigorous nature of the PTA Program, a heavy emphasis is placed on learning the gross anatomy of the human body. The course is intended to provide the fundamental knowledge needed to be successful in the PTA Program. Specific courses that rely heavily on a sound understanding of gross human anatomy are, but not limited to, Kinesiology, Therapeutic Exercise, Modalities, Electrotherapy, Orthopedic and Neurologic Interventions. Students will experience hands on learning in labs and will be able to identify and examine neuromusculoskeletal and vascular structures using human cadavers, synthetic human cadavers (Syndavers) and medical grade, 1/4-scale anatomical models. PTA students will also have access to various other anatomical models, including virtual reality anatomy programs, for instructional purposes. Clinical palpation skills are heavily incorporated into the curriculum for SCI 1015 and are taught to competency. Upon successful completion of the course, the student will develop vital clinical skills such as understanding the length tension relationships of both contractile and non-contractile soft tissue structures when those structures are placed in specific anatomical positions.	GenEd
SCI 1020 Physiology	This course covers the basic concepts of human physiology including basic biochemistry, cellular respiration, homeostasis, organization of the human body, cells, tissues and organs, and the integumentary, skeletal, muscular, nervous, cardiovascular, lymphatic/immune, respiratory, reproductive, endocrine, excretory and digestive systems. This course integrates medical terminology, word roots, combining forms, and abbreviations.	GenEd
SCI 1021 Anatomy and Physiology	This course covers human anatomy and physiology using a body systems approach. The structure and function of the skeletal system, muscular system, nervous system, special senses, cardiovascular system, lymphatic system, immune system, respiratory system, digestive system, urinary system, reproductive systems, and endocrine system are covered.	GenEd

Course ID and Title	Description	Type
SCI 1021L Anatomy and Physiology Lab	This lab course accompanies SCI 1021- Anatomy and Physiology through the exploration and practical understanding of the structure and function of the skeletal system, muscular system, nervous system, special senses, cardiovascular system, lymphatic system, immune system, respiratory system, digestive system, urinary system, reproductive systems, and endocrine system.	GenEd
SCI 1030 Human Anatomy	This course focuses on acquiring a basic understanding of, and appreciation for, the structures of the human body and their relationships using a systems-based approach. Students will be introduced to anatomic terminology in order to facilitate this understanding. Anatomy Lab is a component of the course.	GenEd
SCI 1030 Human Anatomy with Lab	This course focuses on acquiring a basic understanding of, and appreciation for, the structures of the human body and their relationships using a systems-based approach. Students will be introduced to anatomic terminology in order to facilitate this understanding. Anatomy lab is component of the course.	GenEd
SCI 1040 Physiology with Lab	This course is designed to provide students with an understanding of the function and regulation of the human body and physiological integration of the organ systems to maintain homeostasis. Physiology lab is a component of the course.	GenEd
SCI 1050 General Microbiology with Lab	An introduction to the basic concepts and principles of microbiology as it affects human health. Topics include the process of disease transmission, immunology, physical and chemical methods of disease prevention and control as well as major infectious diseases of the body systems. Microbiology lab is a component of the course.	GenEd
SCI 1070 Anatomy for Healthcare Clinicians with Lab	This course is designed to prepare students for discipline-specific healthcare-related core instruction. Students will acquire a basic understanding of, and appreciation for, the structures of the human body and their relationships using a systems-based approach. This course integrates medical terminology appropriate for use in the medical profession.	GenEd
SCI 3050 Pathophysiology	This course is an introduction to disease as an exploration of the illness component of pathophysiological and psychosocial health . It is intended to provide an understanding of clinical manifestation presentations to various conditions and syndromes including risk factors.	GenEd
SEM 1200 NursingPrep RN	This course provides a general overview of essential concepts required for success in a core discipline. Course topics include anatomy, psychology, communication, professionalism, and leadership.	BSN
SEM 4500 Keystone I	This course offers a self-paced NCLEX review with guidance from an NCLEX expert within the ATI Capstone Content Review. Comprehensive assessment of mastery of nursing concepts in the different content areas and online learning activities aligned with the Next Generation NCLEX test plan will facilitate NCLEX readiness. Students will use critical thinking and clinical judgment to promote client-centered nursing care responsive to an increasingly complex and rapidly changing health care environment.	BSN
SEM 4700 Keystone II	This course is the culmination of program progression and NCLEX readiness through the personalized coaching from an NCLEX expert within Virtual ATI.	BSN
SOC 1010 Introduction to Sociology	This course is an introduction to sociology as a way of understanding the world. Sociology is a field of study that explains social, political, and economic phenomena in terms of social structures, social forces, and group relations. It will introduce the learner to the field by focusing on several important sociological topics including socialization, culture, the social construction of knowledge, inequality, race, ethnicity, and poverty.	GenEd
SOC 1030 Social Trends and Issues	This course is an examination of contemporary social problems through sociological perspectives. It is designed to provide an understanding of how major systems of power such as racism, sexism, classism, and heterosexism, among others, are interrelated, and result in numerous social problems.	GenEd

ACCSC
Accrediting Commission of Career Schools and Colleges

2101 Wilson Boulevard, Suite 302
Arlington, Virginia 22201
703.247.4212
703.247.4533 fax
www.accsc.org

December 23, 2024

ELECTRONIC DELIVERY
yasithw@stanbridge.edu

Yasith Weerasuriya
CEO/President
Stanbridge University
2041 Business Center Drive
Irvine, California 92612

School #M070572

Dear Mr. Weerasuriya:

The purpose of this letter is to confirm that Stanbridge University located in Irvine, California is accredited and in good standing with the Accrediting Commission of Career Schools and Colleges (ACCSC). As required under *Section VII (B)(6), Rules of Process and Procedure, Standards of Accreditation*, to date, Stanbridge University has faithfully engaged in the renewal of accreditation process with ACCSC prior to the April 2029 renewal date and is meeting all of the requirements of that process.

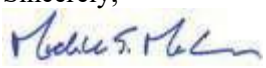
A school that is faithfully engaged in the renewal of accreditation process and is meeting all of the requirements of that process continues to be accredited if the school's term of accreditation has exceeded the period of time last granted by the Commission.

Institutional Overview	
School Name	Stanbridge University
ACCSC School Number	#M070572
School Director	Mr. Yasith Weerasuriya
First Accreditation	March 2004
Last Accreditation	April 2024
Next Accreditation	April 2029
Institutional Ownership	Yasith Weerasuriya – 50% Nazi Masoum – 50%
Branch Locations	#B072619 | Stanbridge University – Los Angeles 2215 West Mission Road | Alhambra, California 91803 Mr. Yasith Weerasuriya – CEO/President First Date: March 2018 | Last Date: March 2020 | Next Date: March 2025 #B076020 | Stanbridge University – Riverside 1325 Spruce Street | Riverside, California 92507 Mr. Yasith Weerasuriya – CEO/President First Date: November 2023 | Last Date: November 2023| Next Date: November 2025 #B076025 | Stanbridge University 277 Rancheros Drive, Suite 200 | San Macros, California 92069 Mr. Yasith Weerasuriya – CEO/President First Date: November 2024 | Last Date: November 2024| Next Date: November 2026

Included with this letter is the list of approved programs for each campus.

For further assistance, additional information, or if there are any errors recorded in this notice, please contact Glenda Ward, Senior Operations Coordinator at gward@accsc.org.

Sincerely,



Michale S. McComis, Ed.D.
Executive Director

Encl: ACCSC Approved Program Enclosures

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ACCREDITING COMMISSION OF CAREER SCHOOLS AND COLLEGES

APPROVED PROGRAM ENCLOSURE

STANBRIDGE UNIVERSITY (SCHOOL #M070572)
IRVINE, CALIFORNIA

DECEMBER 23, 2024

The Accrediting Commission of Career Schools and Colleges (ACCSC) has approved the following programs to be included within the school's scope of ACCSC Accreditation:

Degree

Program	Quarter Credit Hours	Award	Modality
Nursing	180	BSN	Hybrid | Residential
Occupational Therapy	117	MS	Hybrid | Residential
Occupational Therapy Assistant	112.5	AOS	Hybrid | Residential
Physical Therapist Assistant	119	AS	Hybrid | Residential
Vocational Nursing	106.5	AOS	Hybrid | Residential

Distance Education

Program	Quarter Credit Hours	Award	Modality
Nursing – DE	45	MS	100% Online
Nursing – DE (Degree Completion)	180	BS	100% Online

This information is current as of the date of this letter. Please refer to *Section IV, Rules of Process and Procedure, Standards of Accreditation* for the processes and procedures required for the addition or modification of programs.

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ACCREDITING COMMISSION OF CAREER SCHOOLS AND COLLEGES

APPROVED PROGRAM ENCLOSURE

STANBRIDGE UNIVERSITY (SCHOOL #B072619)
ALHAMBRA, CALIFORNIA

DECEMBER 23, 2024

The Accrediting Commission of Career Schools and Colleges (ACCSC) has approved the following programs to be included within the school's scope of ACCSC Accreditation:

Degree

Program	Quarter Credit Hours	Award	Modality
Nursing	180	BSN	Hybrid | Residential
Occupational Therapy	117	MS	Hybrid | Residential
Occupational Therapy Assistant	112.5	AOS	Hybrid | Residential
Physical Therapist Assistant	119	AS	Hybrid | Residential
Vocational Nursing	106.5	AOS	Hybrid | Residential

This information is current as of the date of this letter. Please refer to *Section IV, Rules of Process and Procedure, Standards of Accreditation* for the processes and procedures required for the addition or modification of programs.

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ACCREDITING COMMISSION OF CAREER SCHOOLS AND COLLEGES

APPROVED PROGRAM ENCLOSURE

STANBRIDGE UNIVERSITY (SCHOOL #B076020)
RIVERSIDE, CALIFORNIA

DECEMBER 23, 2024

The Accrediting Commission of Career Schools and Colleges (ACCSC) has approved the following programs to be included within the school's scope of ACCSC Accreditation:

Degree

Program	Quarter Credit Hours	Award	Modality
Nursing	180	BSN	Hybrid | Residential
Occupational Therapy	117	MS	Hybrid | Residential
Physical Therapist Assistant	119	AS	Hybrid | Residential
Vocational Nursing	106.5	AOS	Hybrid | Residential

This information is current as of the date of this letter. Please refer to *Section IV, Rules of Process and Procedure, Standards of Accreditation* for the processes and procedures required for the addition or modification of programs.

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ACCREDITING COMMISSION OF CAREER SCHOOLS AND COLLEGES

APPROVED PROGRAM ENCLOSURE

STANBRIDGE UNIVERSITY (SCHOOL #M076025)
SAN MACROS, CALIFORNIA

DECEMBER 23, 2024

The Accrediting Commission of Career Schools and Colleges (ACCSC) has approved the following programs to be included within the school's scope of ACCSC Accreditation:

Degree

Program	Quarter Credit Hours	Award	Modality
Nursing	180	BSN	Hybrid | Residential
Occupational Therapy	117	MS	Hybrid | Residential
Physical Therapist Assistant	119	AS	Hybrid | Residential
Vocational Nursing	106.5	AOS	Hybrid | Residential

This information is current as of the date of this letter. Please refer to *Section IV, Rules of Process and Procedure, Standards of Accreditation* for the processes and procedures required for the addition or modification of programs.

Institutional Strategic Plan 2023-2028

MISSION

Stanbridge University asserts that a high quality, accessible, and relevant education is the right of every individual. The central purpose of all programs and services offered by Stanbridge University is to prepare people for occupations and professions. As such, we are dedicated to meeting the learning needs of our students. To these ends, we offer and commit to the allocation of resources in support of a variety of programs. These programs are offered in ways that recognize the needs of a diverse, changing population. Stanbridge University's programs provide an educational environment that allows students to meet their long-term learning needs. In a time of dynamic technological change, students are encouraged to address the impact of information systems on their academic and occupational planning.

CORE VALUES

The university strongly believes in the strength and potential of one academic community built around a student-centered framework. All employees of the university place value in the student experience and pride themselves in investing their time and energies towards student success and our students' seamless entry into their chosen professions.

STRATEGIC PLANNING PROCESS

It is the practice of the university to undertake a comprehensive, inclusive, and evidence-based strategic planning process on a regular cycle to guide institutional priorities, allocate resources, and advance mission fulfillment. This process ensures alignment with accreditation expectations, public accountability standards, and evolving educational, economic, and societal contexts.

LOOKING AHEAD

Stanbridge University has a history of strong traditions and student success. Through the Strategic Plan, the institution has committed the next five years to cultivating a culture of organizational integrity, educational excellence, and transparency of service to current and future generations of students. The academic community, and its task forces, committees, and various subgroups, will diligently and responsibly work to ensure the economic viability of the institution as it pursues the limitless opportunities and growth available.

GOAL 1: STRATEGIC ENROLLMENT MANAGEMENT

The university will plan for strategic enrollment management (SEM) as a systems approach focusing on what is best for students and how to ensure their access, inclusion, and success while enriching its mission of being an institution of higher education producing graduates with a high level of capabilities for productive professional and personal lives.

OBJECTIVE	KEY PERFORMANCE INDICATOR	RESOURCES	TIMELINE	RESPONSIBLE PARTY
1. Recruit a diverse high-quality student population.	1a. Increased recruitment efforts will result in annual growth in initial prospective contacts 1b. Improvements to design of university website for greater accessibility 1c. Improve social media tools to improve outreach to underserved groups	2018 SEM Marketing surveys 2022 DEI Report Web Technology Marketing budgetary planning Fiscal allocations to infrastructures	Progress through 2028	Strategic Planning Committee, Executive Vice President, Vice President of Information and Web Technology, university relations and marketing
2. Determine, achieve, and maintain optimum enrollment and graduation.	2a. Increase program cohort size to meet operational performance rate (OPR) benchmarks 2b. Increase first-year retention and persistence to meet retention and graduation benchmarks 2d. Increase graduation rates	Office of the President's Student Success Initiative First Year Programs Web Technology Early-warning dashboard 2018 SEM	Progress through 2028	Admissions and programmatic enrollment committees, program evaluation committees, Director of Student Services
3. Cultivate alumni community and graduate employer relationships across multi- disciplines.	3a. Increase number of community connections and graduate recruiting opportunities 3b. Increase Career Services outreach through innovative events and the facilitation of new partnerships with businesses and organizations 3c. Growth opportunities for alumni to create enduring connections that promote knowledge and resource sharing	Career Services budgetary planning and fiscal allocations	Progress through 2028	Director of Career Services, university relations and marketing, outReach and alumni department

GOAL 2: FACULTY AND STAFF COMMUNITY

The university will recruit, hire, train, and provide continuous professional development opportunities to a diversified, high- quality faculty and staff population capable of providing educational excellence and service to the institution's student body.

OBJECTIVE	KEY PERFORMANCE INDICATOR	RESOURCES	TIMELINE	RESPONSIBLE PARTY
1. Recruit a diverse high-quality faculty population who have demonstrated commitment to excellence.	1a. Develop best practices to recruitment and retention of faculty with a focus on competitiveness and DEI initiatives 1b. Program faculty rosters meet credentials, experience, and diversity benchmarks 1c. Grow the culture of care initiative to foster a workplace culture that supports personal and community wellbeing	Program Director Handbook Faculty Handbook Office of Human Resources Culture of Care initiative Professional development and training courses Center for Innovation in Teaching and Learning	Progress through 2028	Recruitment and hire committees; program evaluation committees, Vice President of Instruction
2. Optimize support services for onboarding faculty and staff recognizing people from all backgrounds and diverse needs	2a. Create and invest in early retention programs that values and capitalizes on diversity 2b. Increase community awareness of diversity and inclusivity achievements and initiatives promoting retention	Program Director Handbook Faculty Handbook Professional development and training courses Office of Human Resources 2022 DEI Report Mentorship program	Progress through 2028	Center for Innovation in Teaching and Learning; curricular and co-curricular leadership; Vice President of Instruction
3. Maximize faculty and staff growth through learning and professional development opportunities.	3a. Align strategic plan with annual professional development plans and in- service workshops offered 3b. Increase interprofessional activities and collaborations to enhance curricular and co-	Program Director Handbook Faculty Handbook Professional development and training courses ARP policies and processes	Progress through 2028	Center for Innovation in Teaching and Learning; curricular and co-curricular leadership; Vice President of Instruction

	curricular programs support of student learning and success 3c. Review co-curricular integrations with shared governance and governance-related professional development opportunities	Shared governance committees PDP budget requests		
4. Increase faculty and staff productivity, satisfaction, and success through transparent communication of policies, procedures, and expectations with meaningful feedback loops.	4a. Increase presence of policy in Faculty Handbook and improve access to communications regarding updates and changes 4b. Redevelop Program Director's Handbook to provide consistency with, and differentiation between, undergraduate and graduate education 4c. Utilize technological solutions that enhance objective data in faculty and staff performance evaluations to advance productivity and creativity 4d. Increase opportunities for performance self-reflection 4e. Provide resources for professional leadership development	Program Director Handbook Faculty Handbook Professional development and training courses ARP policies and processes PDP Budget Requests Shared governance committees Web Technology Mentorship program	Progress through 2028	Center for Innovation in Teaching and Learning; curricular and co-curricular leadership; Vice President of Instruction; Vice President of Information and Web Technology

GOAL 3: INFORMATION, PHYSICAL, AND FINANCIAL SUSTAINABILITY

The university, well-known for its technology-rich instructional methods and approaches to learning, will elevate its utilization of innovative technology to enhance administrative functions to deepen its understanding of revenue streams and management tools integral to budget planning and decision-making.

OBJECTIVE	KEY PERFORMANCE INDICATOR	RESOURCES	TIMELINE	RESPONSIBLE PARTY
1. Support enrollment growth through the utilization of actionable	1a. Improve efficiency and effectiveness of IT systems to support teaching, planning, and assessment of academics and operations	Fiscal allocations to information technology	Progress through 2028	Executive Vice President, Vice President of Information and Web Technology, Executive Committee

data and predictive analytics.	1b. Enhance business intelligence to better understand opportunities for student recruitment, retention, and success improvements			
2. Strengthen institutional research capacity.	2a. Increase analyses of data pertaining to internal and external reviews 2b. Develop dashboard for initiatives and data generated 2c. Develop IR 3-year strategic plan 2d. Advance IR indicators of educational effectiveness and its collection, dissemination, and accessibility to appropriate internal and external stakeholders	IT Department Web Technology Office of Instruction Accreditation and Compliance	Progress through 2028	Institutional Research Analysist, Executive Vice President, Vice President of Information and Web Technology, Vice President of Instruction
3. Increase the university's financial position and revenue diversity by opening a San Diego branch campus.	Open and successfully support through adequate planning and resources the launch of the San Diego branch campus	Program Feasibility Committee Talent and Recruitment New Academic Program Proposal Procedures Campus Use Planning University fiscal planning and accounting IT management and support Campus safety and maintenance	Q4 2023 Complete site lease Q1-Q3 2024 Site renovation and personnel recruitment Q4 2024 Program launch	Campus Planning and Development Committee, Executive Committee, Accreditation and Compliance
4. Utilize valid and reliable data to align investments of resources with institutional priorities.	4a. Engage key stakeholders in decision making, governance, and strategic planning 4b. Report annually to stakeholders on progress toward goals of strategic plan 4c. Redevelop and adopt Campus Budget Model integrating innovations with campus use planning	University fiscal planning and accounting Executive Committee Campus Planning and Development	Progress through 2028	Chief Financial Officer, Office of the President

5. Increase revenue resources through high quality program review and campus operations.	5a. Annual audits demonstrate compliance with best practices and accountability 5b. Risk management is evidenced by identifying and planning for business continuity 5c. Promote transparent operating budget processes that engage shared governance in financial resources and university goals	Institutional Research University fiscal planning and accounting Accreditation and Compliance Vice President of Instruction Executive Committee Campus planning and development University relations and marketing	Progress through 2028	Chief Financial Officer, Office of the President
6. Increase graduate program revenue through new program development	Open a Center for Graduate Studies that will successfully meet the physical and educational resource needs of all university graduate programs	Program feasibility committee New Academic Program Proposal Procedures External accreditation representatives Campus planning and development University relations and marketing	To be determined by Faculty Practice Committee and space needs in relation to Center for Graduate Studies	Vice President of Instruction, Executive Committee

GOAL 4: CAMPUS UTILIZATION AND EFFICIENCY

The university will continue to improve its campus space utilization and energy efficiency to reduce costs and provide an increase in campus sustainability.

OBJECTIVE	KEY PERFORMANCE INDICATOR	RESOURCES	TIMELINE	RESPONSIBLE PARTY
1. Meet the diverse needs of students by developing a flexible academic calendar.	Develop academic programs with flexible schedules to meet changing student population needs	Campus use planning report Master schedule (university and program) Program feasibility committee Campus planning and development	Progress through 2028	Office of Instruction; shared governance committee

		University relations and marketing University events and communications Institutional Research		
2. Optimize space utilization and development to advance the university's mission.	2a. Maintain space quality and efficiency through master scheduling practices 2b. Leverage campus use data analytics to inform campus utilization decision-making	Campus use planning report Master schedule (university and program) Program feasibility committee Campus planning and development Web Technology	Progress through 2028	Office of Instruction
3. Promote effective internal controls and risk management practices.	3a. Grow processes pertaining to safeguard of campus assets 3b. Build sustainable campuses that are economically viable and environmentally and socially responsible	Campus use planning report Master schedule (university and program) Program feasibility committee Institutional Research University fiscal planning and accounting Executive Committee	Progress through 2028	Campus planning and development; campus safety and maintenance

GOAL 5: EDUCATIONAL EFFECTIVENESS

The university will improve its signature academic programs through increased student engagement, innovative curricular designs, rigorous academic standards and excellence of outcomes in order to prepare students for employment or advancement in current and future job markets.

OBJECTIVE	KEY PERFORMANCE INDICATOR	RESOURCES	TIMELINE	RESPONSIBLE PARTY
1. Student learning is advanced through program	1a. All curricular programs have established missions, learning outcomes clearly communicated in syllabi	Program Review and Assessment Guide	Progress through 2028	Vice President of Instruction; shared governance committees

administration and shared governance.	1b. All curricular programs migrate to master syllabi template 1c. All curricular programs follow course approval processes and shared governance policies regarding curriculum improvements	Program Review Policy Program Directors Handbook Faculty Handbook Co-Curricular Review and Assessment Guide Shared Governance Course Approval Process Guide Online education Office of Instruction		
2. Meet the diverse needs of students by expanding access to graduate program online programs with accelerated pathways.	2a. Develop Associate-Level Speech-Language Pathology Assistant Program 2b. Develop Graduate-Level Speech-Language Pathology Program 2c. Develop Bachelor-Level Dental Hygiene Program 2d. Develop Graduate-Level Dental Hygiene Program	Program Feasibility Committee Curriculum Committees Institutional Research External Education and Program Consultants New Academic Program Proposal Procedures Research and Grant Writing Committee	2a. Meet new program development timelines planned (Fall 2025) 2b. Meet new program development timelines planned (Spring 2026) 2c. Meet new program development timelines planned (Spring 2025) 2d. Meeting new program development timelines planned (Summer 2025)	Vice President of Instruction, Graduate Studies Committee New Program Feasibility Committee
3. Increase research, scholarship, and creative activities and engagement	3a. Increase grant-writing activities and administrative support for scholarship 3b. Enhance cross-disciplinary research and creative activities 3c. Develop marketing of mission-consistent intellectual property where promising	Program Feasibility Committee Curriculum Committees Institutional Research External Education and Program Consultants New Academic Program Proposal Procedures	3a. Meet new program development timelines planned (2024) 3b. Meet new program development timelines planned (2026) 3c. and 3d. Progress through 2027	Vice President of Instruction, Graduate Studies Committee, Research and Grant Writing Committee

	3f. Create awareness of opportunities for faculty and staff to engage in research 3g. Increase the number of opportunities for students to engage in research with faculty 3h. Expand support of graduate programs through additional personnel and dedicated titling	University relations and marketing		
4. Continue to enhance the culture of assessment and responsiveness.	4a. All programs and departments to grow annual reports, budgetary reviews, and quality of assessment data 4b. All curricular and co-curricular programs to have assessment plans with the systematic review in place 4c. Develop the expansion of co-curricular assessment and interdepartmental collaborations 4d. Build collaborations with university and programmatic governance bodies	Program Review and Assessment Guide Program Review Policy Program Directors Handbook Faculty Handbook Co-Curricular Review and Assessment Guide Shared Governance University fiscal planning and accounting Institutional Research	Progress through 2028	Vice President of Instruction, Chief Financial Officer, Program Evaluation Committees, Assessment Committees
5. Provide educational effectiveness through transformational educational approaches and innovative pedagogical methodologies.	5a. Advance instructional initiatives to retain and graduate students 5b. Increase engagement in university and community activities through energetic and culturally diverse opportunities 5c. Grow innovative curriculum emphasizing applied learning and evidence-based new approaches to teaching and learning and increased student engagement 5d. Provide ongoing professional development opportunities to promote teaching, learning, research, and service in order to better prepare	Program Review and Assessment Guide Program Review Policy Program Directors Handbook Faculty Handbook Co-Curricular Review and Assessment Guide Shared Governance ARP and ARC processes Institutional Research	Progress through 2028	Executive Committee, Office of the President, Vice President of Instruction

	students for professional pursuits and issues in disciplinary fields 5e. Increase resources pertaining to inclusive curricular and co-curricular environments	University events and communications University relations and marketing Center for Innovation in Teaching and Learning University fiscal planning and accounting 2022 DEI Report outReach		

GOAL 6: ACCREDITATION

The university will have a positive relationship with all its accreditation and approval agencies and strengthen its compliance with standards, resources, and continuous improvement.

OBJECTIVE	KEY PERFORMANCE INDICATOR	RESOURCES	TIMELINE	RESPONSIBLE PARTY	PROGRESS
2. Maintain positive and successful accreditation status with programmatic accreditation and approval agencies.	Determine and meet the needs of accreditation and compliance with standards; develop effective responses and resources	Institutional Research Program Feasibility Shared Governance	Progress through 2028	Vice President of Instruction; Accreditation and Compliance; Shared Governance	

Friday, July 17, 2026

Dental Hygiene Board of California

Education Committee Agenda Item 4.

Discussion and Possible Action Regarding the Diablo Valley College Dental Hygiene Educational Program's Violations and Request for Support to Offer a Bachelor of Science degree in Dental Hygiene.

MEMORANDUM

DATE	July 17, 2026
TO	Education Committee Dental Hygiene Board of California
FROM	Adina A. Pineschi-Petty DDS Education, Legislative, and Regulatory Specialist
SUBJECT	**EDU 4: Discussion and Possible Action Regarding the Diablo Valley College Dental Hygiene Educational Program's Violations and Request for Support to Offer a Bachelor of Science degree in Dental Hygiene.**

BACKGROUND:

The Dental Hygiene Board of California (Board) conducted a site visit at the Diablo Valley College Dental Hygiene Educational Program (DVC) on October 14, 2025. This site visit was generated due to the submission of DVC's Commission on Dental Accreditation (CODA) Self Study as well as to the Board's oversite goals to review all Dental Hygiene Educational Programs (DHEPs) in California. Evidence of program compliance with the minimum DHEP standards set by the Business and Professions Code (BPC), the California Code of Regulations (CCR), and CODA was deficient. On October 31, 2025, December 5, 2025, December 19, 2025, January 23, 2026, February 25, 2026, and April 2, 2026, DVC provided responses to the violations discovered by the Board.

There have been two violations DVC has been unwilling to remedy into compliance since October 14, 2025: "Violation 1: Student Clinical Direct Patient Care Hours" and "Violation 2: Program Director Assignment Compliance." On April 2, 2026, DVC requested reconsideration and dismissal of Violations 1 and 2 (please refer to the Board's May 29, 2026, "Site Visit Determination 6," DVC's April 2, 2026, Letter, and DVC's June 30, 2026, Response to "Site Visit Determination 6.")

Regarding "Violation 1," staff acknowledges the importance of a "clinical assistant" rotation and does not advocate for eliminating this rotation. However, if DVC does not increase weekly direct patient care hours to accommodate for the "clinical assistant" rotation, students will still be significantly short on weekly "recommended" direct patient care hours, which is crucial to developing student competency in patient care (see "DVC Preclinical and Clinical Courses Deficiency Comparison" per the DVC 2025-2026 College Catalog (retrieved on April 6, 2026).

Regarding “Violation 2,” staff maintains when the DVC DHEP has program-specific courses that are provided during the summer session which require direct program director oversite and supervision, DVC’s program director should be present and available during the summer session.

Additionally, DVC requested from the Board a “Letter of Support” for DVC’s proposal to offer a Bachelor of Science degree in Dental Hygiene (BSDH)(please refer to DVC’s April 17, 2026, Request for Letter of Support of BSDH Degree.)

STAFF RECOMMENDATION 1:

Staff recommends for the Education Committee to review the attached documentation and consider DVC’s request for dismissal of “Violation 1: Student Clinical Direct Patient Care Hours” and “Violation 2: Program Director Assignment Compliance.”)

PROPOSED MOTION LANGUAGE 1:

I move for the Education Committee to review DVC’s request for dismissal of “Violation 1: Student Clinical Direct Patient Care Hours” and “Violation 2: Program Director Assignment Compliance” and move to (dismiss/uphold) Violation 1 and (dismiss/uphold) Violation 2 against the DVC DHEP. Additionally, I move for the Educational Committee to recommend to the full Board to (dismiss/uphold) Violation 1 and (dismiss/uphold) Violation 2 against the DVC DHEP.

STAFF RECOMMENDATION 2:

Staff recommends for the Education Committee to review the attached documentation and consider DVC’s request for a “Letter of Support” for DVC’s proposal to offer a Bachelor of Science degree in Dental Hygiene. If the Education Committee approves DVC’s request for a “Letter of Support” for DVC’s proposal to offer a Bachelor of Science degree in Dental Hygiene, Board staff requests for the Educational Committee to recommend to the full Board to approve DVC’s request for a “Letter of Support” for DVC’s proposal to offer a Bachelor of Science degree in Dental Hygiene direct staff to compose and provide the “Letter of Support” to DVC.

PROPOSED MOTION LANGUAGE 2:

I move for the Education Committee to (approve/reject) DVC’s request for a “Letter of Support” for DVC’s proposal to offer a Bachelor of Science degree in Dental Hygiene. Additionally, I move for the Educational Committee to recommend to the full Board to (approve/reject) DVC’s request for a “Letter of Support” for DVC’s proposal to offer a Bachelor of Science degree in Dental Hygiene. If the full Board approves the request, direct staff to draft and provide the “Letter of Support” to DVC.

Attachments:

1. Board's May 29, 2026, "Site Visit Determination 6."
2. Board's "DVC Preclinical and Clinical Courses Deficiency Comparison" per the DVC 2025-2026 College Catalog (retrieved on April 6, 2026).
3. DVC's April 2, 2026, Letter.
4. DVC's June 30, 2026, Response to "Site Visit Determination 6."
5. DVC's April 17, 2026, Request for Letter of Support of BSDH Degree.

CALIFORNIA DEPARTMENT OF CONSUMER AFFAIRS
BUSINESS, CONSUMER SERVICES, AND HOUSING AGENCY • GAVIN NEWSOM, GOVERNOR
DENTAL HYGIENE BOARD OF CALIFORNIA
2005 Evergreen Street, Suite 1350 Sacramento, CA 95815
P (916) 263-1978 | F (916) 623-4093 | www.dhbc.ca.gov

May 29, 2026

Dr. Monica Chahal
President
Diablo Valley College
321 Golf Club Road
Pleasant Hill, CA 94523

Dear Dr. Chahal,

The Dental Hygiene Board of California (Board) conducted a site visit at the Diablo Valley College Dental Hygiene Educational Program (DVC) on October 14, 2025. This site visit was generated due to the submission of DVC's Commission on Dental Accreditation (CODA) Self Study as well as to the Board's oversite goals to review all Dental Hygiene Educational Programs (DHEPs) in California. Evidence of program compliance with the ***minimum*** DHEP standards set by the Business and Professions Code (BPC), the California Code of Regulations (CCR), and CODA was deficient. On October 31, 2025, December 5, 2025, December 19, 2025, January 23, 2026, February 25, 2026, and April 2, 2026, DVC provided responses to the violations discovered by the Board.

Regarding **"Violation 1: Student Clinical Direct Patient Care Hours,"** pursuant to BPC Section 1941(a), 16 CCR Section 1105.2(d), and CODA Standards 2-10 and 3-11, the Board maintains that while CODA Standard 2-10's "Intent" uses "should" as "highly desirable but not mandatory" in their language, the Board and CODA have historically held all programs to the ***minimum required*** hours for "direct patient care" and is a standard by which all California DHEPs accept and adhere to for continued CODA accreditation and Board approval. As such, DVC shall be required to increase their minimum required "direct patient care" hours to the CODA-intent minimum of CODA Standard 2-10 which states:

"As the first-year students begin providing dental hygiene services for patients, each student should be scheduled for at least eight to twelve hours of direct patient care per week. In the final prelicensure year of the curriculum, each student should be scheduled for at least twelve to sixteen hours of direct patient care per week in the dental hygiene clinic."

If DVC has specific documentation from CODA approving that ***the detailed, current hours in practice (including subtraction of "clinical assistant" hours)*** are acceptable, please provide that documentation to the Board ***by July 1, 2026.*** Because the clinical hour revision DVC has implemented is different than the expected norm of compliance to CODA Standards 2-10 and 3-11 of progressively increasing students' clinical treatment time as they progress through DHEP, any structural changes to a

DHEP program require a report to CODA and approval from the Board pursuant to CCR section 1105.3(b)(3) which states:

"Any changes that require a report to the Commission on Dental Accreditation or equivalent accrediting body shall require approval from the Dental Hygiene Board."

Because this change does not align with the CODA Standards, a report to CODA would be expected to notify them of the change in clinical hour structure.

Regarding "**Violation 2: Program Director Assignment Compliance"** pursuant to BPC Section 1941(a), 16 CCR Section 1105(j), 16 CCR Section 1105.1(a), and CODA Standards 3-2 and 3-4, while DVC defines Ms. Steeb as a "department chair," the Board does not recognize the designation of "department chair" in the Board's statutes or regulations (laws), only the designation of a "program director." Also, it's our understanding that the title of "department chair" could include other responsibilities not related to the operation of the dental hygiene educational program, thereby reducing the amount of time the program director has to oversee the program. Additionally, there is nothing in the Board's laws or CODA standards which allows for delegation of program director authority while the DHEP is in session, regardless of which term is in session. Furthermore, if the DHEP is in session, then the Board does not consider that term as a "break." Therefore, DVC shall provide program director oversite during all terms the DHEP is in session including any summer session.

DVC shall provide evidence of compliance to the above violations **by July 1, 2026.**

The Board will review DVC's status at the July 17 – 18, 2026, Full Board meeting warranting Board action depending upon DVC's responses received by the July 1, 2026, deadline above. A DVC representative is welcome to provide any further information or be available to provide responses to Board questions.

Pursuant to 16 CCR section 1104(b)(5), continuation of approval of all educational programs shall be contingent upon compliance with the requirements described in Title 16, Division 11, Article 3 of the CCR. As DVC is operating outside the structured parameters of California law and CODA Standards with these violations, DVC is therefore putting students, faculty, and the public at risk. ***Please note:*** 16 CCR section 1104(e) states: "A material misrepresentation of fact by a new educational program or an approved educational program in any information required to be submitted to the Dental Hygiene Board is grounds for denial of approval or revocation of the program's approval."

The priority of the DHBC is consumer protection. To ensure consumer protection and the public's right to receive quality dental hygiene care, the DHBC has a responsibility to ensure that all dental hygiene educational programs within the state meet the same educational standards in preparing their graduates for the profession. Please remember that California law and the CODA Standards are the required ***minimum*** levels California DHEPs shall operate at to continue approval and

may exceed those levels, as several programs do at their discretion. If you have any questions regarding this report, please feel free to contact me at adina.petty@dca.ca.gov.

Sincerely,

Adina A. Pineschi-Petty DDS

Education, Legislative and Regulatory Specialist
Dental Hygiene Board of California

Cc: Anthony Lum, Executive Officer, Dental Hygiene Board of California
Joseph Gorga, Vice President, Equity and Instruction, Diablo Valley College
Charles Ramos, Dean Biological and Physical Sciences, Diablo Valley College
Tonette Steeb, CDA, RDH, MSEd

DVC Preclinical and Clinical Courses per DVC 2025-2026 College Catalog (retrieved on April 6, 2026).

Course (16 weeks)	Units	Method	Weekly Contact Hours per Catalog	Weekly Contact Hours in Practice	Total Course In-Class (Contact) Hours per Catalog	Total Course In-Class (Contact) Hours in Practice	Total Course Deficit of In-Class (Contact) Hours	Sessions assigned as Clinic Assistant per Student	Weekly Hours directed Away from Direct & Indirect Patient Care Hours in Practice due to Clinical Assistant Assignment	Total Semester Hours Directed Away from Direct & Indirect Patient Care Hours in Practice due to Clinical Assistant Assignment	Total Semester Hours Directed Away from Direct & Indirect Patient Care Hours in Practice due to Deficit of In-Class (Contact) Hours AND due to Clinical Assistant Assignment
DENHY 121A Principles of Dental Hygiene I	3	Lecture	3.375		54						
DENHY 121B Clinical Dental Hygiene I	2.5	Preclinical (Listed as "Lab")	9	8.52	144	136.26	7.74 hours	NA	NA	NA	**7.74 hours**
DENHY 122A Principles of Dental Hygiene II	3	Lecture	3.375		54						
DENHY 122B Clinical Dental Hygiene II	3	Clinical (Listed as "Lab")	10.5	9.16 (3.08 x 2 3.0 x 1)	168	146.56	21.44 hours	4	3.0/student X 2 students per session X 2 sessions per week = 12 hours	12 hours x 15 weeks = 180 hours	**201.44 hours**
DENHY 230A Principles of Dental Hygiene III	3	Lecture	3.375		54						

Course (16 weeks)	Units	Method	Weekly Contact Hours per Catalog	Weekly Contact Hours in Practice	Total Course In-Class (Contact) Hours per Catalog	Total Course In-Class (Contact) Hours in Practice	Total Course Deficit of In-Class (Contact) Hours	Sessions assigned as Clinic Assistant per Student	Weekly Hours directed Away from Direct & Indirect Patient Care Hours in Practice due to Clinical Assistant Assignment	Total Semester Hours Directed Away from Direct & Indirect Patient Care Hours in Practice due to Clinical Assistant Assignment	Total Semester Hours Directed Away from Direct & Indirect Patient Care Hours in Practice due to Deficit of In-Class (Contact) Hours AND due to Clinical Assistant Assignment
DENHY 230B Clinical Dental Hygiene III	4	Clinical (Listed as "Lab")	14 (3.5 x 4)	13 (3.25 x 4)	224	208	16 hours	3	3.25/student X 1 student per session X 4 sessions per week =13 hours	13 hours x 15 weeks = 195 hours	**211 hours**
DENHY 231A Principles of Dental Hygiene IV	2	Lecture	2.25		36						
DENHY 231B Clinical Dental Hygiene IV	4.5	Clinical (Listed as "Lab")	16	15.36 (3.84 x 4)	256	245.76	10.24 hours	4	3.0/student X 1 student per session X 4 sessions per week =12 hours	12 hours X 15 weeks = 180 hours	**190.24 hours**

2025A Self Study Exhibit 2-16 (pages 218 through 223):

Dental Hygiene Fall 2024 Junior Class Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
DENHY 121A-2274 **Principles of Dental Hygiene I** 8:30 – 9:35 AM (Lecture)LHS107 **Instructor:** Marlene Storz, RDH, MS **Students Enrolled: 20**	**DENHY 125-4899** **Head/Neck Anatomy** 8:30 AM – 11:40 PM (Lab) LHS110 **Instructors:** Gwen Lang, RDH, MS **Students Enrolled: 20**	**DENHY 124-3017** **Dental Radiography** 9:00 AM – 12:10 PM (Lab) LHS104 **Instructor:** Evangeline Ward RDH, MS Angeline Yambao, RDH, MPH **Students Enrolled: 10**		**DENHY 121A-2274** **Principles of Dental Hygiene I** 8:30 – 9:35 AM (Lecture)LHS107 **Instructor:** Marlene Storz, RDH, MS **Students Enrolled: 20**
DENHY 121B-2333/2343 **Clinical Dental Hygiene I** 9:45 AM – 12:35 PM(Clinic) LHS102 **Instructor:** Marlene Storz, RDH, MS Gwen Lang, RDH, MS Kathryn Racel, RDH, MS Angeline Yambao, RDH MPH **Students Enrolled: 20**		**DENHY 121B-2343** **Clinical Dental Hygiene I** 09:00 – 11:50 AM (Clinic) LHS102 **Instructor:** Marlene Storz, RDH, MS Gwen Lang, RDH MS **Students Enrolled: 10**		**DENHY 121B-2333/2343** **Clinical Dental Hygiene I** 9:45 AM-12:35 PM (Clinic) LHS102 **Instructor:** Marlene Storz, RDH, MS Angela Chen, DDS Kathryn Racel RDH MS Ivette Maruri, RDH **Students Enrolled: 20**
DENHY 126-2797 **Dental Morphology** 1:30 – 3:35 PM (Lecture)LHS107 **Instructors:** Evangeline Ward, RDH, MS **Students Enrolled: 20**	**DENHY120-1613** **Soft Skills for Dental Hygiene** 12:45-1:50PM (Lecture)LHS116 **Instructor:** Kristel Caganap, RDH, MS **Students Enrolled: 20**	**DENHY 121B-2333** **Clinical Dental Hygiene I** 01:30 –4:20 PM (Clinic) LHS102 Room: LHS-102 **Instructor:** Gwen Lang, RDH MS Marlene Storz, RDH, MS **Students Enrolled: 10**		**Asynchronous Online** **DENHY 124-3016/3017/3018/3019** **Dental Radiography** Online 28 lecture hours **Instructor:** Angeline Yambao, RDH, MPH **DA Students Enrolled: 24** **DH Students Enrolled: 20**
DENHY 124-3016/3017/3018/3019 **Dental Radiography** 4:00 – 5:20 PM (Exams) L149 Sept 23, Oct 28, Nov 25, and Dec 2 **Instructor:** Angeline Yambao, RDH, MPH **DA Students Enrolled: 24** **DH Students Enrolled: 20**		**DENHY 124-3016** **Dental Radiography** 1:10 – 04:20 PM (Lab) LHS104 **Instructor:** Angeline Yambao, RDH, MPH Evangeline Ward, RDH, MS **Students Enrolled: 10**		**DENHY121A-2274-4899** **Principles of Dental Hygiene I** Online 18 lecture hours **Instructor:** Marlene Storz, RDH, MS **Students Enrolled: 20** **DENHY 125-4889** **Head/Neck Anatomy** Online 54 lecture hours **Instructors:** Gwen Lang, RDH, MS **Students Enrolled: 20**

I. Junior 1st Semester Preclinical (DENHY 121B)

A. CODA Self Study: Junior 2024 Fall Class Schedule:

1. Juniors scheduled for 8.52 hours of preclinical practice per week [Exhibit 2-16 (page 221)] for Fall 2024.

a. Morning Clinic is scheduled from 9:45 am – 12:35 am (2.84 hours) on Mondays and Fridays.

b. Morning Clinic is scheduled from 9:00 am – 11:50 am (2.84 hours) on Wednesdays (accommodates ½ of students).
c. Afternoon Clinic is scheduled from 1:30 pm – 4:20 pm (2.84 hours) on Wednesdays (accommodates ½ of students).

B. Junior 2025 Fall and 2026 Fall Class Schedules (retrieved on April 7, 2026, from "Insite"):

1. Fall 2025 and 2026:

a. Morning Clinic is scheduled from 9:45 am – 12:35 pm (2.84 hours) on Mondays and Fridays.
b. Morning Clinic is scheduled from 9:00 pm – 11:50 pm (2.84 hours) on Wednesdays (accommodates ½ of students).
c. Afternoon Clinic is scheduled from 1:30 pm – 4:20 pm (2.84 hours) on Wednesdays (accommodates ½ of students).

Dental Hygiene Spring 2025 Junior Class Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
DENHY 131-1185 **Pain Management** 8:00-9:05 Room (Lecture) LHS107 Gwen Lang, RDH MS **Students Enrolled: 20**	**DENHY134-1350** **Evidence Based Dentistry** 8:30-9:35 AM (Lecture)LHS107 Ivette Maruri, RDH MS **Students Enrolled: 20**	**DENHY 122B-1437** **Clinical Dental Hygiene II** 8::30-11:45 AM (Clinic) LHS102 Marlene Storz, RDH MS Angela Chen, DDS Evangeline Ward, RDH MS Angeline Yambao, RDH MPH **Students Enrolled: 20**	**DENHY 135-1743** **Pharmacology for the DH** 8:30 - 11:40 AM (Lecture)LHS107 Denielle Medynski, DMD **Students Enrolled: 20**	**DENHY 122B-1437** **Clinical Dental Hygiene** 08:30 – 11:45 AM (Clinic) LHS102 Angela Chen, DDS Kathryn Racel, RDH MS Gwen Lang, RDH MS Marlene Storz, RDH MS **Students Enrolled: 20**
DENHY 131-1185 **Pain Management (Lab)** 9:15 – 12:25 AM Room LHS102 Angela Chen, DDS Marlene Storz, RDH MS Gwen Lang, RDH MS Susan Soderstrom, DDS **Students Enrolled: 20**	**DENHY 122A1436** **Clinical Dental Hygiene (Lecture)** 9:45-11:50 PM (Lecture)LHS107 Plus 18 hours asynchronous Marlene Storz, RDH MS **Students Enrolled: 20**	**DENHY 122B-1437** **Clinical Dental Hygiene II** 1:00-4:15 PM (Clinic) LHS102 Marlene Storz, RDH MS Angela Chen, DDS Evangeline Ward, RDH BS Angeline Yambao, RDH MPH **Students Enrolled: 20**		**Class of 2027** **DENHY 101-8182** **Dental Hygiene Orientation** 5/2, 5/9 3:00-5:50PM (Lecture) LHS115 5/3, 5/10 9:00AM-11:50AM (Lab) LHS102 1:00-3:50PM Room: LHS102 Marlene Storz, RDH MS Tonette Steeb, RDH MSEd **Students Enrolled: 24**
DENHY 123-1164 **Oral Health Care Ed** 1:30 – 3:35 PM (Lecture) LHS107 Pam Powers, RDH MS **Students Enrolled: 20**	**DENHY 128-1768** **Periodontics for the DH** 12.45 -2:50 PM (Lecture) LHS107 Tonette Steeb, RDH MSEd **Students Enrolled: 20**			

II. Junior 2nd Semester Clinical (DENHY 122B)

A. CODA Self Study: Junior Spring Class Schedule (DENHY 122B)

1. Juniors scheduled for 9.75 hours per week [Exhibit 2-16 (page 223)]

    a. Morning Clinic is scheduled from 8:30 am – 11:45 am on Wednesdays and Fridays.

    b. Afternoon Clinic is scheduled from 1:00 pm – 4:15 pm on Wednesdays.

    c. Rotation Schedule [Exhibit 2-27 (pages 256 – 261)]

        i. Requires two **(2) students** to be assigned a "Clinical Assistant" rotation **in each session**. Each student is assigned to four (4) "Clinical Assistant" rotations for the course.

2. Schedule in practice (provided during site visit on October 14, 2025):

    a. Morning Clinic is scheduled from 8:30 am – 11:35 am (3.08 hours) on Wednesdays and Fridays.

        i. Direct patient care time: 8:30 am – 11:00 am (2.50 hours)
        ii. Indirect patient care time: 11:00 am – 11:35 am (0.58 hours)

    b. Afternoon Clinic is scheduled from 1:00 pm – 4:00 pm (3.00 hours) on Wednesdays.

        i. Direct patient care time: 1:00 pm – 3:30 pm (2.50 hours)
        ii. Indirect patient care time: 3:30 pm – 4:00 pm (0.50 hours)

3. Results:

    a. Total of **9.16 hours** of scheduled direct and indirect patient care hours per week (only **7.50 hours** of direct patient care time). **However,** according to DVC's 2025-2026 College Catalog, DENHY 230B Clinical Dental Hygiene III is listed at:

        i. 10.5 "Weekly Contact Hours."
        ii. 168 "Course In-Class (Contact) Hours."

The current schedule results in a deficit of 1.34 "weekly contact hours" and 21.44 "course in-class (contact) hours."

b. Additionally, the "Clinical Assistant" rotation in each session results in reduced direct and indirect patient care hours to **6.16 hours per week** (only **5.0 hours** of direct patient care) for four (4) students on the "Clinical Assistant" rotation. Again, each student is assigned four (4) "Clinical Assistant" rotations (see Rotation Schedule Rotation Schedule [Exhibit 2-27 (pages 256 – 261)].

Dental Hygiene Fall 2024 Senior Class Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
DENHY136-1216 **Special Needs** 8:00-10:05 AM (Lecture) LHS116 Aug 26-Oct 25 **Instructors:** Ruth Kearn, RDHAP **Students Enrolled: 20**	**DENHY 230B-2425** **Clinical Dental Hygiene III** 08:00– 11:30 AM (Clinic) LHS-102 **Instructors:** Donna Brogan, DDS Pam Powers, RDH, MS Evangeline Ward, RDH, MS Marlene Storz, RDH, MS **Students Enrolled: 20**	**DENHY 230A-2420** **Principles of Dental Hygiene III** 8:30-11:40 PM (Lecture) LHS116 **Instructor:** Pam Powers, RDH, MS **Students Enrolled: 20**	**DENHY 230B-2425** **Clinical Dental Hygiene III** 08:00 – 11:30 AM (Clinic) LHS102 **Instructors:** Susan Soderstrom, DDS, MS Pam Powers, RDH, MS Ruth Kearn, RDHAP, MS Ivette Maruri RDH, MS (OLE) **Students Enrolled: 20**	
DENHY133-1213 **Dental Hygiene Leadership** 10:15-11:20AM (Lecture)LHS116 **Instructors:** Tonette Steeb, RDH, MSEd **Students Enrolled: 20**	**DENHY 230B-2425** **Clinical Dental Hygiene III** 01:00 – 4:30 PM (Clinic) LHS102 **Instructors:** Donna Brogan DDS, DDS Pam Powers, RDH, MS Evangeline Ward, RDH MS Kristel Caganap, RDH MS **Students Enrolled: 20**	**DENHY 219-2798** **General and Maxillofacial Pathology** 12:00 – 2:05 PM (Lecture) LHS116 **Instructor:** Denielle Medynski, DMD **Students Enrolled: 20**	**DENHY 230B-2425** **Clinical Dental Hygiene III** 01:00 – 4:30 PM (Clinic) LHS102 **Instructors:** Susan Soderstrom, DDS, MS Pam Powers, RDH, MS Ruth Kearn, RDHAP, MS Ivette Maruri RDH, MS (OLE) **Students Enrolled: 20**	
DENHY 225-2804 **Community Oral Health** 11:30AM-12:35PM (Lecture)LHS116 **Instructor:** Evangeline Ward RDH, MS **Students Enrolled: 20**				

III. Senior 1st Semester Clinical (DENHY 230B)

A. CODA Self Study: Senior 2024 Fall Class Schedule

1. Seniors scheduled for 14 hours per week [Exhibit 2-16 (page 220)]

a. Morning Clinic is scheduled from **8:00 am – 11:30 am** (3.50 hours) on Tuesdays and Thursdays.

b. Afternoon Clinic is scheduled from **1:00 pm – 4:30 pm** (3.50 hours) on Tuesdays and Thursdays.

c. Rotation Schedule [Exhibit 2-27 (pages 264 – 265)]
   i. Requires one (1) student to be assigned a "Clinical Assistant" rotation in each session. Each student is assigned three (3) "Clinical Assistant" rotations.

B. Senior 2025 Fall and 2026 Fall Class Schedules (retrieved on April 7, 2026, from "Insite"):

1. Fall 2025 and 2026

   a. Morning Clinic is scheduled from **8:00 am – 11:15 am** (3.25 hours) on Tuesdays and Thursdays.

      i. Direct patient care time: 8:00 am – 10:45 am (2.75 hours)
      ii. Indirect patient care time: 10:45 am – 11:15 am (0.50 hours)

   b. Afternoon Clinic is scheduled from **1:00 pm – 4:15 pm** (3.25 hours) on Tuesdays and Thursdays.

      i. Direct patient care time: 1:00 pm – 3:45 pm (2.75 hours)
      ii. Indirect patient care time: 3:45 pm – 4:15 pm (0.50 hours)

2. Results:

   a. Total of **13 hours** of scheduled **direct and indirect** patient care hours per week (only **11 hours** of **direct patient care**). **However,** according to DVC's 2025-2026 College Catalog, DENHY 230B Clinical Dental Hygiene III is listed at:

      i. 14 "Weekly Contact Hours."
      ii. 224 "Course In-Class (Contact) Hours."

   The current schedule results in a deficit for each student of one (1) "weekly contact hour" and 24 "course in-class (contact) hours."

b. Additionally, the "Clinical Assistant" rotation in each session results in reduced direct and indirect patient care hours to **9.75 hours per week** (only **8.25 hours** of direct patient care) for four (4) students on the "Clinical Assistant" rotation. Again, each student is assigned three (3) "Clinical Assistant" rotations (see Rotation Schedule [Exhibit 2-27 (pages 264 – 265)].

Dental Hygiene Spring 2025 Senior Class Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
DENHY 231A-1565 **Principles of Dental Hygiene IV** 8:00AM-10:05 AM (Lecture) LHS 116 Pam Powers, RDH MS **Students Enrolled: 20** **DENHY 290-3365** **Transitioning to Dental Hygiene Professional** 10:15-11:20 AM (Lecture) LHS 116 Tonette Steeb, RDH, MSEd **Students Enrolled: 20**	**DENHY 231B-1566** **Clinical Dental Hygiene IV** 08:00 AM – 12:00 PM (Clinic) LHS-102 Pam Powers, RDH, MS Donna Brogan, DDS Evangeline Ward, RDH MS Gwen Lang, RDH MS **Students Enrolled: 20**		**DENHY 231B-1566** **Clinical Dental Hygiene** 8:00 AM – 12:00 PM (Clinic) LHS-102 Pam Powers, RDH MS Susan Soderstrom, DDS Ruth Kearn, RDH MS Ivette Maruri, RDH MS (OLE) **Students Enrolled: 20**	
DENHY 226-1752 **Community Oral Health** 11:30 -12:55 PM (Lecture)LHS 116 Plus 30 hours of outreach Evangeline Ward, RDH MS **Students Enrolled: 20** **DENHY 223-1751** **Ethics/Jurisprudence/Practice Management** 2:00-4:40 PM (Lecture) LHS-116 Kathryn Racel, RDH MS **Students Enrolled: 20**	**DENHY 231B-1566** **Clinical Dental Hygiene IV(Clinic)** 1:00 – 5:00 PM (Clinic) LHS-102 Pam Powers, RDH Donna Brogan, DDS Evangeline Ward, RDH MS Angeline Yambao, RDH MPH **Students Enrolled: 20**		**DENHY 231B-1566** **Clinical Dental Hygiene IV(Clinic)** 1:00 – 5:00 PM. (Clinic) LHS-102 Pam Powers, DRH MS Susan Soderstrom, DDS Ivette Maruri, RDH MS (OLE) Ruth Kearn, RDHAP MS **Students Enrolled: 20**	

IV. Senior 2nd Semester Clinical (DENHY 230B)

A. CODA Self Study: Senior Spring 2025 Class Schedule (DENHY 231B)

1. Seniors scheduled for 16 hours per week [Exhibit 2-16 (page 222)]

   a. Morning Clinic is scheduled from **8:00 am – 12:00 am** on Tuesdays and Thursdays.

   b. Afternoon Clinic is scheduled from **1:00 pm – 5:00 pm** on Tuesdays and Thursdays.

   c. Rotation Schedule [Exhibit 2-27 (pages 262 – 263)]

i. Requires one student to be assigned a "Clinical Assistant" rotation in each session. Each student is assigned to four (4) "Clinical Assistant" rotations for the course.

B. Senior Spring 2026 Class Schedules (retrieved on April 7, 2026, from "Insite").

1. Morning Clinic is scheduled from **8:00 am – 11:50 am** on Tuesdays and Thursdays.

   a. Direct patient care time: 8:00 am – 11:25 am (3.42 hours)
   b. Indirect patient care time: 11:25 am – 11:50 am (0.42 hours)

2. Afternoon Clinic is scheduled from **1:00 pm – 4:50 pm** on Tuesdays and Thursdays.

   a. Direct patient care time: 1:00 pm – 4:25 pm (3.42 hours)
   b. Indirect patient care time: 4:25 pm – 4:50 pm (0.42 hours)

3. Results:

   a. Total of **15.36 hours** of scheduled indirect and direct patient care hours per week (only **13.68 hours** of direct patient care). **However,** according to DVC's 2025-2026 College Catalog, DENHY 231B Clinical Dental Hygiene IV is listed at:

      i. 16 "Weekly Contact Hours."
      ii. 256 "Course In-Class (Contact) Hours."

      The current schedule results in a deficit of 0.64 "weekly contact hours" and 10.24 "course in-class (contact) hours."

   b. Additionally, the "Clinical Assistant" rotation in each session results in **reduced** direct and indirect patient care hours to **11.52 hours** per week (**10.26 hours** of direct patient care time) for four (4) students on "Clinical Assistant" rotation. Again, each student is assigned four (4) "Clinical Assistant" rotations (see Rotation Schedule Rotation Schedule [Exhibit 2-27 (pages 262 – 263)].

Dental Hygiene Summer Senior Class Schedule (DENHY 129: June 3-June 27)

Monday	Tuesday	Wednesday	Thursday	Online Asynchronous
	DENHY129 -1165 **Dental Materials** 8:00-9:05 AM (Lecture) LHS 110 **Instructor:** Angela Chen, DDS **Students Enrolled: 20** 9:10AM-1:30PM (Lab) LHS110 **Instructor:** Angela Chen, DDS Angeline Yambao, RH, MPH **Students Enrolled: 20**		**DENHY129-1165** **Dental Materials** 8:00-9:05 AM (Lecture) LHS 110 **Instructor:** Angela Chen, DDS **Students Enrolled: 20** 9:10AM-1:30PM (Lab) LHS110 **Instructor:** Angela Chen, DDS Angeline Yambao, RH, MPH **Students Enrolled: 20**	**DENHY129-1165** **Dental Materials** Online 9 lecture hours **Instructor:** Angela Chen, DDS **Students Enrolled: 20**

Dental Hygiene Summer 2024 Junior Class Schedule (June 24-July 19)

Monday	Tuesday	Wednesday	Thursday	
	DENHY127-1750 **Infection Control** 8:00AM-10:15AM (Lecture) LHS107 **Instructor:** Marlene Storz, RDH MS **Students Enrolled: 20** 10:30AM-1:50PM (Lab) LHS102 **Instructors:** Marlene Storz, RDH MS Gwen Lang, RDH MS **Students Enrolled: 20**	**DENHY127-1750** **Infection Control** 8:00AM-10:15AM (Lecture) LHS107 **Instructor:** Marlene Storz, RDH MS **Students Enrolled: 20** 10:30AM-1:50PM (Lab) LHS102 **Instructors:** Marlene Storz, RDH MS Gwen Lang, RDH MS **Students Enrolled: 20**		**DENHY1271750** **Infection Control** Online 18 lecture hours **Instructor:** Marlene Storz, RDH, MS **Students Enrolled: 20**

V. Program Director Assignment
Summer sessions above show courses in Dental Hygiene run from the beginning of June until mid July.

DVC
DIABLO VALLEY COLLEGE

June 30, 2026

Adina A. Pineschi-Petty, DDS
Education, Legislative and Regulatory Specialist
Dental Hygiene Board of California
2005 Evergreen Street, Suite 1350
Sacramento, CA 95815

Re: Diablo Valley College Dental Hygiene Educational Program — Response to the Board's May 29, 2026 Site Visit Violation Determination

Dear Dr. Pineschi-Petty,

Thank you for sending the Board's May 29, 2026 letter following the October 14, 2025 site visit at the Diablo Valley College Dental Hygiene Educational Program ("DVC" or the "Program"). Diablo Valley College shares the Board's commitment to consumer protection and to ensuring that our graduates are fully prepared to provide safe, competent dental hygiene care. We appreciate the opportunity to respond and to provide the documentation requested by the July 1, 2026 deadline.

This letter addresses the two violations identified in the Board's correspondence. We respond to each below and identify the supporting documentation enclosed with this response. A representative of the College will also be available at the July 17th, 2026 Board meeting to answer any questions the Board may have.

Violation 1: Student Clinical Direct Patient Care Hours

DVC is committed to meeting every mandatory requirement of the Business and Professions Code, the California Code of Regulations, and the CODA Accreditation Standards for Dental Hygiene Education Programs, and the Program does so.

As the Board's letter acknowledges, the figures of eight-to-twelve and twelve-to-sixteen hours of direct patient care per week appear in the Intent statement to CODA Standard 2-10 and are expressed using the word "should." CODA's own Definition of Terms defines "should" as a method to achieve the standard that is "highly desirable, but not mandatory," and provides that Intent statements are furnished to clarify the rationale and purpose of a Standard rather than to impose binding obligations — those obligations being set by each Standard's "must" statements. DVC respectfully submits that the Program satisfies the mandatory requirements that govern clinical instruction, including the minimum of two academic years of full-time instruction and 1,600 clock hours required by 16 CCR section 1105, the required curriculum of 16 CCR section 1105.2, and the competency-based outcomes contemplated by CODA Standards 2-10 and 3-11. Because CODA accreditation is competency-based, the Program's central obligation is to graduate students who have demonstrated clinical competence. DVC graduates consistently achieve that competence.

Additionally, DVC has provided the board with documentation from CODA that we remain approved without reporting requirements after our October 2025 site visit. The site visitors reviewed our schedules, including the clinic assistant rotation and were satisfied that we were compliant with Standard 2-10 and 3-11. They recognized our clinic assistant rotation as minimal and part of our curriculum. not used to compensate for limitations of the clinical capacity or to replace clerical or clinical staff.

The change to our current schedule was reported to CODA and Dr. Petty in February 2020. CODA approved the schedule change at their August 2020 meeting. Dr. Petty responded that the DHBC would review the document and contact us if there were any questions or concerns. No contact with questions or concerns was made.

If needed, we can adjust our clinic assistant rotation so that there are two clinic assistants each session; one at the beginning of the session for 45 minutes gaining experience in beginning day sterilization procedures, and another clinic assistant at the end of the session gaining experience in end of day procedures. Each clinic assistant would also engage in direct patient care with staggered screening or radiology appointments.

	DENHY122	DENHY230	DENHY231
Weekly clinic hours	10.5	14	16
Direct patient care hours (deduct 15 minutes each session for clean up)	9.75	13	15
Clinic Assistant	.75	.75	.75
Clinic Assistant direct patient care hours	9	12.25	14.25

DVC values its relationship with the Board and is fully prepared to work cooperatively to resolve any remaining questions regarding clinical hours.

Violation 2: Program Director Assignment Compliance

DVC confirms that the Program has a qualified Program Director within the meaning of 16 CCR sections 1105.1(a) and 1105(j) and CODA Standards 3-2 and 3-4, and has had such a Program Director during all relevant periods.

Under 16 CCR section 1105.1(a), a “Program Director” is a registered dental hygienist or dentist who has the authority and responsibility to administer the educational program, holds a full-time

appointment as defined by the institution, and whose primary responsibility is the operation, supervision, evaluation, and revision of the program. Section 1105(j) similarly assigns the Program Director the primary responsibility for developing policies and procedures and for planning, organizing, implementing, and evaluating all aspects of the program. The regulatory definition turns on the individual's qualifications and functional responsibilities, not on the particular job title an institution uses on its internal organizational chart.

Tonette Steeb serves as both the Program Director and the Department Chair for Dental Hygiene. In that role, Tonette receives 50% Reassignment time for Program Chair Duties, and 15.5% Reassignment time as Department Chair. This equals 65.5% reassignment time, or 23 hours per week. Attached as evidence is the Reassignment Form for last year. For both Program Director and Department Chair, the duties are year-long.

To the extent the Board's concern is that duties associated with the "department chair" designation could divert time from program oversight, the enclosed document demonstrates that the Program Director's primary responsibility remains the administration of the Dental Hygiene Educational Program.

With respect to Program Director oversight during all terms in which the Program is in session, including any summer session, DVC confirms that the Program Director provides oversight during every term the Program is in session and that DVC does not delegate Program Director authority while the Program is in session.

Conclusion

DVC respectfully submits that the enclosed documentation demonstrates the Program's compliance with the applicable requirements of the Business and Professions Code, the California Code of Regulations, and the CODA Accreditation Standards. The College remains fully committed to consumer protection and to maintaining its standing as a Board-approved and CODA-accredited program.

We appreciate the Board's continued engagement and welcome the opportunity to provide any additional information the Board may require. **DVC** will have representation at the July 17th, 2026 Board meeting, and the College is happy to respond to any questions in advance of that meeting.

Sincerely,

Joseph Gorga
Vice President of Equity and Instruction
Diablo Valley College

DVC
DIABLO VALLEY COLLEGE

April 2, 2026

Re: Response to DHBC Site Visit Violation Letter dated February 26, 2026

Violation 1-Student Clinical Direct Patient Care Hours

I appreciate the opportunity to attend and participate in the recent Dental Hygiene Board of California meeting, and the Board's willingness to consider our concerns and engage in discussion regarding Violation 1 related to student clinical direct patient care hours.

During the meeting, I expressed concern that the violation is based on recommended weekly direct patient care hours outlined in the Commission on Dental Accreditation (CODA) Standard 2-10 Intent, rather than a legally mandated requirement. As acknowledged in prior correspondence, the referenced CODA language uses "should" statements, which are defined by CODA as highly desirable but not mandatory.

At the meeting, both Dr. Petty and Ms. Galiano indicated that site visitors hold all programs to the weekly direct patient care hours recommended by CODA, even though these hours are not explicitly required by statute, regulation, or accreditation standards. While we appreciate the desire to maintain consistency among programs, applying recommended guidance as an enforceable requirement raises concern regarding the legal basis for the violation.

Additionally, the Board voted during the meeting to establish a task force to address minimum student requirements. This action suggests that the Board recognizes the need for further clarification and possible development of formal standards regarding minimum direct patient care hours. The creation of this task force supports the conclusion that a clearly defined and enforceable standard does not currently exist.

Violation 1 references Business and Professions Code §1941(a), and 16 CCR §1105.2(d). However:

- Business and Professions Code §1941(a) requires that programs maintain a high-quality standard of instruction but does not establish minimum weekly direct patient care hours.
- 16 CCR §1105.2(d) requires that curriculum provide the depth and breadth necessary for safe and effective dental hygiene practice but does not define minimum weekly direct patient care hours.

The Diablo Valley College Dental Hygiene Program remains committed to providing high-quality clinical education and ensuring student competency. As previously documented, our program provides extensive direct patient care experiences, distributed practice opportunities, and additional educational rotations designed to enhance student competency and protect the public.

Given that:

- The cited CODA language is recommended rather than required
- No specific minimum student clinical direct patient care hours are defined in statute or regulation
- The Board has voted to create a task force to address minimum student requirements

We respectfully request reconsideration and dismissal of Violation 1 related to direct patient care hours. Until formal standards are established, enforcement of recommended guidelines as regulatory requirements creates inconsistency and uncertainty for dental hygiene educational programs.

We remain committed to working collaboratively with the Board and participating in future discussions or task force efforts to help establish clear, evidence-based standards that support student competency and public protection.

Violation 2-Program Director Assignment Compliance

Following the Board's concerns with this violation, the Program Director and Dean of Biological and Physical Sciences met with the United Faculty Vice President to obtain clarification regarding contractual obligations and compliance. The United Faculty Vice President confirmed that summer is defined as a break under the United Faculty collective bargaining agreement and that department chairs are expected to either be available or designate a colleague to respond to urgent matters during breaks.

Section 6.2.3.2.3 of the 2024–2027 Collective Bargaining Agreement between Contra Costa Community College District and United Faculty states that department chairs shall, "Be regularly available to colleagues and answer departmental inquiries… Be available or designate a colleague to respond to urgent communications during breaks."

Interpretation of collective bargaining agreement terms falls within the authority of the United Faculty and the District, not the DHBC. Section 20.5 of the Collective Bargaining Agreement between Contra Costa Community College District and United Faculty defines summer break as: "time between graduation and the first day of August flex". This contractual language clearly establishes that the period between graduation and August flex is considered a break.

Furthermore, the United Faculty Vice President confirmed that the Dental Hygiene Program's current approach, ensuring availability during summer, is consistent with contractual expectations and departmental responsibilities.

Additionally, Violation 2 references the need for "direct" supervision or availability of the program director; however, neither the Business and Professions Code nor the California Code of Regulations governing dental hygiene programs specifies a requirement for "direct" supervision or continuous availability of the program director. The applicable regulations require program oversight and administration but do not define this oversight as requiring direct, continuous, or in-person supervision.

Based on:

- Section 6.2.3.2.3 allowing designation of coverage during breaks
- Section 20.5 defining summer as a break
- Confirmation from the United Faculty Vice President that the program director acting as department chair is contractually required to be available during summer
- No statutory or regulatory requirement for "direct" supervision
- Established departmental procedures ensuring program oversight

The Diablo Valley College Dental Hygiene Program respectfully maintains that it remains in compliance with applicable requirements and respectfully requests reconsideration and dismissal of Violation 2.

We appreciate the Board's consideration and remain committed to maintaining compliance and ensuring appropriate program oversight.

Respectfully,

Tonette Steeb, RDH, CDA, MSEd, FADHA
Director of Dental Hygiene

From: Steeb, Tonette
To: Lum, Anthony@DCA
Cc: Petty, Adina@DCA
Subject: Request for Letter of Support – Dental Hygiene Baccalaureate Degree Program
Date: Friday, April 17, 2026 10:03:15 AM
Attachments: Outlook-djgav5t3.png

This Message Is From an External Sender
WARNING:This email originated from outside of the organization! Do not click links, open attachments, or reply, unless you recognize the sender's email.

Report Suspicious

Hello Mr. Lum and Dr. Petty,

On behalf of the Diabo Valley College Dental Hygiene Program, I am writing to respectfully request a letter of support for our proposal to offer a Bachelor of Science degree in Dental Hygiene.

Our Dental Hygiene Program has a long-standing reputation for excellence in education, consistently demonstrating strong student outcomes, high licensure pass rates, and successful workforce placement. As the dental hygiene profession continues to evolve, the development of a baccalaureate degree will allow us to better prepare graduates for expanded roles in patient care, public health, education, leadership, and research.

I am happy to provide additional requested information. We will be sending the application for your approval once complete.

Your support would be invaluable in demonstrating the importance of advancing dental hygiene education and ensuring that graduates are well-prepared to meet the oral health needs of our communities. Thank you for your consideration and for your continued support of dental hygiene education.

Respectfully,

Tonette Steeb, RDH, CDA, MSEd, FADHA
Director of Dental Hygiene
DVC DIABLO VALLEY COLLEGE
321 Golf Club Road, LHS 108
tsteeb@dvc.edu
925.969.2658

DHBC
Dental Hygiene
Board of California

Friday, July 17, 2026

Dental Hygiene Board of California

Education Committee Agenda Item 5.

Discussion and Possible Action Regarding the Dental Hygiene Educational Program Site Visit Report.

(a) Pasadena City College
(b) Taft College
(c) Concorde Career College-San Diego
(d) Cerritos College
(e) Diablo Valley College
(f) Cabrillo College
(g) Dental Hygiene Educational Program Site Visit Schedule

MEMORANDUM

DATE	July 17, 2026
TO	Education Committee Dental Hygiene Board of California
FROM	Adina A. Pineschi-Petty DDS Education, Legislative, and Regulatory Specialist
SUBJECT	**EDU 5: Discussion and Possible Action Regarding the Dental Hygiene Educational Program Site Visit Report.**

1. Pasadena City College (PCC)

a. Site visit generated due to a change in administration for PCC, as well as a part of the Dental Hygiene Board of California's (DHBC, Board) oversite goals to monitor all dental hygiene educational programs (DHEPs) in California.

b. On October 12, 2022, a site visit was conducted at the PCC campus.

c. At the July 20, 2024, Full Board meeting, the Board voted to issue a citation and placed PCC on two (2) years' probation with quarterly reporting requirements.

d. PCC requested an Informal Conference with the DHBC's Executive Officer (EO) pursuant to California Code of Regulations (CCR), Title 16, section 1104.3(b)(5)(B) regarding their citation and probationary status.

e. On September 17, 2024, EO Lum held PCC's Informal Conference where he dismissed the citation but maintained the Board's action of placing PCC on probation for two (2) years with reporting requirements from the date of notification (August 16, 2024).

f. On August 25, 2025, PCC provided a quarterly report stating:

"PCC received the Division of the State Architect (DSA) approval of the proposed Dental Hygiene clinic renovations on July 24, 2025. As the approval came too late to start the remodeling, this made the completion of the planned remodeling impossible.

The current plan is to complete the renovations of the Pasadena City College Dental Hygiene Clinic during the conclusion of the Spring 2026 term (June 5, 2026) with the renovated clinic being available for occupancy in Fall 2026 (August 24, 2026). Until that time the program will continue to use the existing clinic space, with the temporary modifications approved by the Dental Hygiene Board of California. The Program also will utilize the previously submitted Temporary Change of Course Sequence (December 10, 2024) for the 2025-26 Academic Year."

i. See current quarterly report.

g. A site visit was completed on January 28, 2026.

h. Current Status:

i. In temporary compliance.

i. See current site visit determination report.

2. Taft College (Taft)

a. Site Visit was generated due to a CODA Self Study review, as well as a part of the DHBC oversite goals to monitor all DHEPs in California.

b. On February 20-21, 2024, a site visit was conducted at the Taft campus.

c. At the July 20, 2024, Full Board meeting, the Board voted to issue a citation and fine of $2,000 ($1,000 each for 2022 & 2023 students who graduated without fulfilling Taft's established requirements to graduate from the Taft dental hygiene program) and placed Taft on probation for three (3) years with quarterly reporting requirements.

d. Taft requested an Informal Conference with the DHBC's Executive Officer pursuant to 16 CCR section 1104.3(b)(5)(B) regarding their citation, fine, and probationary status.

e. On September 19, 2024, EO Lum held Taft's Informal Conference where he affirmed the Board's decision (as detailed above) where the Board issued Taft a citation and fine ($2,000) and placed Taft on probation for three (3) years from the date of notification (August 15, 2024). Taft College paid the fine and is currently on probation for three (3) years from the August 2024 date.

f. Current Status:

i. In compliance.

ii. See current quarterly report.

3. Cerritos College (Cerritos)

a. Site visit generated due to a CODA Self Study review, a change in administration for Cerritos, as well as part of the DHBC oversite goals to monitor all DHEPs in California.

b. On December 2, 2024, a site visit was conducted at the Cerritos campus.

c. Current Status:

   i. In full compliance as of May 29, 2026.

   ii. See current compliance report.

4. Diablo Valley College (DVC)

a. Site visit generated due to a CODA Self Study review as well as a part of the DHBC oversite goals to monitor all DHEPs in California.

b. On October 14, 2025, a site visit was conducted at the DVC campus.

c. On October 31, 2025, December 5, 2025, and December 19, 2025, DVC provided responses to the violations discovered by the Board.

d. Current Status:

   i. Not in compliance.

   ii. See DVC reports in “Education Committee Agenda Item 4.”

5. Cabrillo College (Cabrillo)

a. On February 12, 2026, an unannounced site visit was conducted due to complaints received by the Board, as well as due to appointment of a new program director.

b. On March 28, 2026, the Full Board voted to require the Cabrillo College Dental Hygiene Educational Program’s Class of 2026 to complete all deficient clinical hours, requirements, and competencies prior to graduation of the class, issued a citation and the fine of $5,000, and placed Cabrillo on a 3-year probation period with quarterly reporting requirements identifying corrective measures where the program will be reassessed.

c. Current Status:

   i. Not in/working towards compliance.

   ii. See Cabrillo reports.

   iii. See Monterey Bay Dental Hygienists’ Association’s communications.

DHBC DHEP SITE VISIT SCHEDULE

RDH Educational Program	CODA Visit Previous/Next Scheduled	DHBC Visit(s) Previous/Next Scheduled
Cabrillo College	2019 / 2027	November 7, 2019 April 9, 2024 August 8, 2024 October 8, 2024 (Complaint) February 12, 2026 [Complaint and new Program Director (PD)] May 7, 2026 (Unannounced)
Carrington College (formerly San Joaquin Valley College) - Ontario	2022 / 2029	June 24, 2021
Carrington College - Sacramento	2021 / 2028	February 10, 2021 March 8, 2023 (Limited) February 12, 2024 (Complaint) May 29, 2024 (Complaint) September 30, 2024 (New PD) TBD (New PD)
Carrington College - San Jose	2021 / 2028	October 25, 2017 November 16, 2020 March 1, 2023 (Limited) February 12, 2025
Carrington College (formerly San Joaquin Valley College) - Visalia	2019 / August 31, 2027-September 1, 2027	November 14, 2019 TBD (Self Study)
Cerritos College	2016 / 2031	February 15, 2017 December 2, 2024
Chabot College	2023 / 2030	September 8, 2021 May 2, 2023
Concorde Career College-Garden Grove	2019 / May 18-19, 2027	June 28, 2016 August 10, 2016 December 7, 2016 January 18, 2018 June 29, 2022 (Limited) December 3, 2024 June 3, 2027 (Self Study and new PD)
Concorde Career College-San Bernardino	2018 / February 17-18, 2026	December 20, 2016 January 19, 2018 June 28, 2022 (Limited) February 24, 2025 (Complaint)
Concorde Career College-San Diego	2021/ 2028	December 19, 2016 May 27, 2021 October 15, 2024
Cypress College	2015 / 2030	March 3, 2020 October 12, 2023

RDH Educational Program	CODA Visit Previous/Next Scheduled	DHBC Visit(s) Previous/Next Scheduled
Diablo Valley College	2017 / 2032	February 26, 2019 October 14, 2025 (Self Study)
Foothill College	2018 / June 9-11, 2026	October 18, 2018 November 5, 2026 (Self Study and new PD)
Fresno City College	2021 / 2028	October 27, 2021 TBD 2028 (Self Study)
Loma Linda University	2016 / 2031	October 13, 2022 October 10, 2023
Moreno Valley College	2019 / February 24-25, 2027	May 30, 2017 October 11, 2023 March 3, 2027 (Self Study)
Oxnard College	2021 / 2028	November 4, 2021
Pasadena City College	2016 / 2031	October 12, 2022 January 28, 2026
Sacramento City College	2018 / December 1-3, 2026	December 7, 2018 January 25, 2027(Self Study)
Santa Rosa Junior College	2023 / 2030	September 16, 2021
Shasta College	2023 / 2030	March 12, 2018 March 23, 2021
Southwestern College	2023 / 2030	September 22, 2021
Taft College	2016 / 2031	May 8, 2017(Complaint) May 15, 2017 June 9, 2017 July 24, 2017 February 20-21, 2024 May 13-14, 2024
University of the Pacific	2022 / 2029	February 13, 2020
West Coast University	2017 / 2032	September 15, 2022 September 29, 2025 (Self Study)
West Los Angeles College	2017 / 2032	October 30, 2018 February 25, 2025 (Self Study)

PASADENA CITY COLLEGE

Health Sciences Division

May 5, 2026

Daniel Sloyan
Coordinator, Allied Program Reviews
Commission of Dental Accreditation
211 East Chicago Avenue Suite 1900
Chicago, Illinois, 60611

Dear Mr. Sloyan.

This communication is to provide CODA with the information as requested on March 5, 2026, regarding the dental hygiene clinic renovation plans.

The renovation of the clinic is scheduled to start at the conclusion of the Spring 2026 Semester (June 5th) and to be completed by August 24, 2026. At this time, the Program is unable to provide any additional evidence of construction or photographs as the project is to commence after the report is due on May 15th.

However, as soon as the renovation starts, the Program will provide photographs of the process to be submitted as Addendum to the Report, before Commission's July 6th meeting, and at the conclusion of the project.

Sincerely,

Adrine Reganian

A. Reganian, RDHAP, BSDH, MSHS
PCC Dental Hygiene Program Director

eCC: Dr. Jose A. Gomez, Superintendent-President, Pasadena City College
Dr. Micah Young, Dean, Health Sciences Division, Pasadena City College
Ms. Kathleen Navickas, Manager, Allied Dental Education, CODA

CALIFORNIA DEPARTMENT OF CONSUMER AFFAIRS
BUSINESS, CONSUMER SERVICES, AND HOUSING AGENCY • GAVIN NEWSOM, GOVERNOR
DENTAL HYGIENE BOARD OF CALIFORNIA
2005 Evergreen Street, Suite 1350 Sacramento, CA 95815
P (916) 263-1978 | F (916) 623-4093 | www.dhbc.ca.gov

February 25, 2026

José A. Gómez, Ph.D.
President
Pasadena City College
1570 E. Colorado Blvd., W204
Pasadena, CA 91106

Dear Dr. Gómez,

The Dental Hygiene Board of California (DHBC, Board) conducted a site visit at the Pasadena City College Dental Hygiene Educational Program (PCC) on January 28, 2026. This site visit was generated due to the submission of PCC's Commission on Dental Accreditation (CODA) Self Study as well as to the Board's oversite goals to review all Dental Hygiene Educational Programs (DHEPs) in California. Evidence of program compliance with the ***minimum*** DHEP standards set by the Business and Professions Code (BPC), the California Code of Regulations (CCR), and CODA was deficient. On February 13, 2026, and February 23, 2026, PCC provided responses to the violations discovered by the Board.

The results of the reviews are as follows:

I. Violation 1: Facilities.
[BPC Section 1941(a), 16 CCR Section 1105(i), and CODA Standards 2-5, 4-1, and 4-2.]

A. ***Issue:*** **Clinical and Radiology Facilities.**

1. CODA Self Study:

a. Page 157:
"However, a considerable area of concern for program director and DH faculty is the current state of the clinical facilities. The clinic has been in the same location for over 50 years, and only minor renovations have been done. The clinic needs a major upgrade, and it is the faculty's concern that this decreases the competitive nature of the program when applicants are considering which school to apply to. PCC's Educational Master Plan has planned a renovation of the R(Robinson) Building starting in 2028, however, even the planned renovations that were to start in 2023 have not been initiated.

b. Page 162:
"The clinical, laboratory, and radiology facilities on campus have been used for over 50 years mostly unchanged and have been adequate for the class size of 16 students per class. New equipment and technology have been added throughout the years, with minor remodeling and painting of the walls using the existing space."

c. Page 162:
"The original clinic location was a retrofit of a classroom in the early 1970's with little thought given to space and ergonomics, workflow, etc. The clinic successfully, albeit in cramped space, operated for about 50 years until the COVID Pandemic happened. Some modifications were made to separate the dental units for aerosol transmission management; however, all the measures are temporary solutions."

d. Page 162:
"In October of 2022, Dental Hygiene Board of California (DHBC) conducted a site visit and deemed the DH clinic non-compliant. The DHBC has granted temporary permission to the clinic to operate at 50 % capacity with the agreement that the school will provide a new, compliant space to the DH clinic. The DHBC found PCC Administration's response to correct the deficiency unacceptable due to the extended period of time that the clinic had to continue operating in its current condition. The renovation of the R (Robinson) building where the DH Clinic is located, was planned in 2028 according to the PCC's Facilities and Construction Master Plan. This has threatened the future prospects of the program, especially as the DHBC has put the Program on probation with reporting duty on the progress from school on a quarterly basis."

2. DHBC Site Visit:

a. Student and faculty reports of many clinical and radiology resources in disrepair (broken chairs including none or reduced water supply, none or reduced suction supply, none or reduced air supply, no lights, reduced radiology facility usage during evening clinics), thereby limiting use of already reduced clinical facility resources.

b. Current program facilities are scheduled for renovation of the existing clinic in the summer of 2026.

3. ***Effect:*** PCC continues to fail to provide adequate clinical and radiology facilities to support student progression and preparation, thereby hindering effective student learning and student success to become a dental hygienist.

B. **PCC response on February 23, 2026:**

1. Regarding the immediate address of facilities, PCC states:

   "We had a technician visit on February 2, 2026, and he has repaired all units. All the highspeed evacuations are functional on all chairs. Both x-ray operatories are functional as well. The arm being "loose" (operatory #1, the picture on R) was not a matter of the malfunctioning, but some of the students not positioning the patient's chair height and the long arm correctly. Regardless, the technician tightened the arm as well."

2. PCC's intermediate plans to address facilities PCC states:

   "As reported to the DHBC previously, the remodeling of the DH clinic scheduled to start on June 6th, 2026. PCC's facilities and construction offices of the Business Administrative Services, in cooperation with the Health Sciences Division and the DH Program has phased the remodeling, prioritizing addressing the deficiency of adequate clinical and radiology facilities.

   Phase 1 will start on June 6th, 2026 and be completed by August 24th, 2026. It will include the designated operatories to house three radiographic machines, 2 of which will be shared between the 2 operatories, one as a stand-alone operatory, and one operatory that will contain a specialized panographic unit that allows exposure not only of cephalographic, but periapical images as well. In addition, the program has a portable radiographic unit that can be used at specific designated operatories.

   Phase 1 will also include the completion of the sterilization area to be contained in enclosed room, to prevent consumers from being exposed to the contaminated areas when entering the clinic.
   In the current clinic, 7 of 15 currently existing dental units will be removed and the rest arranged to allow minimum of 6 feet clearance between patients, when in a reclined position, to ensure patient safety and stay HIPAA compliant.

   Phase 2 will start June 5, 2027 and will be completed by August 30, 2027 and will involve completion of cabinets, additional x-ray unit, patient reception and waiting areas, dental support personnel work areas.

   Currently, during AM (8:30-12:05PM) and PM (1:00PM-4:20PM) clinic sessions, there are 8 patients scheduled per session. There are 2 x-ray operatories and a panographic unit for student use during this time.

During evening (5:45pm-9:05PM) clinic sessions, patients requiring radiographs are scheduled in 3 operatories that are in the Dental Assisting side. Each has a unit, and one panographic unit is available on the DA side as well. On main clinic there is one x-ray operatory and one panographic unit, along with a portable unit, providing sufficient units to support any radiographic needs that students have.

The completion of the Phase 1 of the clinic remodeling will increase the number to and additional 2 units available by the start of the Fall 2026 semester."

C. **Determination:**

1. **In temporary compliance.**

2. PCC shall continue to provide adequate clinical and radiology facilities pursuant to BPC Section 1941(a), 16 CCR Section 1105(i), and CODA Standards 2-5. 4-1, and 4-2.

II. Violation 2: Health Insurance Portability and Accountability Act of 1996 (HIPAA) Compliance.

[BPC Section 1941(a), 16 CCR Section 1105.2(d)(3)(C), CODA Standards 4-1 and 6-5, Health and Safety Code (HSC) Division 109 Section 130203 (a), and the HIPAA Act of 1996 Public Law 104-191 (45 Code of Federal Regulations (CFR) Sections 160, 162, and 164 esp. 164.530(c).]

A. ***Issue:*** **Patient Privacy Rights Violation.**

1. DHBC Site Visit:

   a. Students have confidential patient data and radiographs ("x-rays") displayed on computer monitors without physical safeguards.

   b. ***Effect:*** Patient confidential data able to be viewed by the public, thereby violating patient privacy rights.

B. **PCC response on February 13, 2026:**

1. PCC states:

   "Violation 2: All privacy screens have been replaced on monitors in clinic (See Attachment Privacy Screens)."

2. PCC provided pictures of attached privacy screens.

C. **Determination:**

1. **In compliance.**

2. PCC shall maintain patient privacy protection safeguards pursuant to BPC Section 1941(a), 16 CCR Section 1105.2(d)(3)(C), CODA Standards 4-1 and 6-5, Health and Safety Code (HSC) Division 109 Section 130203 (a), and the HIPAA Act of 1996 Public Law 104-191 (45 Code of Federal Regulations (CFR) Sections 160, 162, and 164 esp. 164.530(c)].

III. Violation 3: Program Faculty Qualifications.

[BPC Section 1941(a), 16 CCR Section 1105.1(b),16 CCR Section 1105.1(c), and CODA Standard 3-6.]

A. ***Issue:* Program Faculty Qualifications.**

1. DHBC Site Visit:

   a. Several faculty members do not meet all DHBC requirements for faculty in a DHEP.

   b. ***Effect:*** Use of faculty who do not meet DHBC requirements compromises the education of students by qualified instructors.

B. **PCC response on February 13, 2026:**

1. PCC states:

   "Violation 3: The corrections to the highlighted missing faculty qualifications information is included in the attachment Faculty Qualification Documents. All Biosketches have been signed by faculty and PD. Timothy Wong, DDS, does not need Educational Methodology CE as he is a Supervising DDS, non-instructional faculty."

2. PCC provided documentation of outstanding requirements.

C. **Determination:**

1. **In compliance.**

2. PCC shall maintain evidence of qualified program faculty pursuant to BPC Section 1941(a), 16 CCR Section 1105.1(b),16 CCR Section 1105.1(c), and CODA Standard 3-6.

The following are of continued concern for the Board:

IV. Concern 1: Program Director Assignment.

[BPC Section 1941(a), 16 CCR Section 1105(j), 16 CCR 1105(k), 16 CCR Section 1105.1(a), and CODA Standards 3-2 and 3-4.]

A. **Issue: Program Director Assigned Hours.**

1. CODA Self Study:

   a. Page 93:

      1. "Release time during the summer and winter sessions is not guaranteed and needs to be approved by the administrator that oversees curriculum and instruction."

      2. "The program administrator position is a 75% re-assigned position and becomes available every 2 years. The interested individuals must be a full-time dental hygiene faculty and must complete a letter of interest to get a new contract for 2 years. For the other 25% the program administrator must have teaching assignment to fulfill faculty contract load of 18 student contact hours /week (4.5 hours). As per faculty contract, each faculty can have up to 50% overload if they choose to.

2. CODA determination on November 26, 2024:

   a. "The visiting committee noted that the program administrator has extensive teaching overload hours, and the program is minimally meeting the Standards related to program administration. Therefore, it is suggested that the program administrator be limited in their teaching contact hours to allow for better allocation of program administrator job duties."

3. DHBC Site Visit:

   a. Program director has maintained an assignment schedule with up to a 30% overload assignment due to loss of a full-time faculty member. This has resulted in the program director maintaining a 60-hour work week to accommodate her mandated administrative responsibilities.

   b. Documentation required for DHBC review delegated to PCC staff (as a part of their job description for maintenance of those records) found disorganized, thereby necessitating the program director to organize at the last minute.

4. ***Concern:*** As the Program Director is overloaded with teaching responsibilities, the DHBC is concerned with the program director's bandwidth to support the supervision, goals, and administrative objectives of the dental hygiene program.

B. **Refer to:**

1. BPC Section 1941(a):

   The dental hygiene board shall grant or renew approval of only those educational programs for RDHs that continuously maintain a high-quality standard of instruction and, where appropriate, meet the minimum standards set by the Commission on Dental Accreditation of the American Dental Association or an equivalent body, as determined by the dental hygiene board.

2. 16 CCR Section 1105(j):

   The educational program director shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.

3. 16 CCR Section 1105(k):

   The number and distribution of faculty and staff shall be sufficient to meet the educational program's stated mission and goals.

4. 16 CCR Section 1105.1(a):

   "Program Director" or "Interim Program Director" means a registered dental hygienist or dentist who has the authority and responsibility to administer the educational program in accordance with approved accreditation standards referenced in subsection (c) of section 1103 of this article. The educational program may have an Interim Program Director for a maximum of twelve (12) months. The director shall have a full-time appointment as defined by the institution, whose primary responsibility is for the operation, supervision, evaluation and revision of the program. The program director shall meet the following minimum qualifications:
   (1) Possess an active, current dental or dental hygiene license issued by the Dental Hygiene Board or the Dental Board of California (DBC), with no disciplinary actions; (2) Possess a master's or higher degree from a college or university accredited by an agency recognized by the U.S. Department of Education or Council for Higher Education Accreditation; (3) Documentation of two (2) years' experience teaching in pre- or post-licensure registered dental hygiene or dental programs. This requirement may be waived for an Interim Program Director; and

(4) Documentation of a minimum of 2,000 hours in direct patient care as a registered dental hygienist or working with a registered dental hygienist.

5. CODA Standard 3-2:

   The dental hygiene program administrator must have a full-time appointment as defined by the institution, whose primary responsibility is for operation, supervision, evaluation and revision of the program.

6. CODA Standard 3-4:

   The program administrator must have the authority and responsibility necessary to fulfill program goals including: a) curriculum development, evaluation and revision; b) faculty recruitment, assignments and supervision; c) input into faculty evaluation; d) initiation of program or department in-service and faculty development; e) assessing, planning and operating program facilities; f) input into budget preparation and fiscal administration; g) coordination, evaluation and participation in determining admission criteria and procedures as well as student promotion and retention criteria.

C. **Recommendation:**

1. The DHBC recommends for PCC to hire additional faculty to allow the program director to focus on their primary responsibility to fulfill program goals.

V. Concern 2: Program Effectiveness.

[BPC Section 1941(a), 16 CCR Section 1105(e), and CODA Standard 1-1.]

A. **Issue: Student Attrition Rate.**

1. CODA Self Study:

   a. Sixteen (16) students were accepted in the Fall of 2019, but only 11 students graduated from the program."

   b. Sixteen (16) students were accepted in the Fall of 2021, but only thirteen (13) graduated.

2. DHBC Site Visit:

   a. Sixteen (16) students were accepted in the Fall of 2025. Currently, only twelve (12) students remain.

B. **Refer to:**

1. BPC Section 1941(a):

   The dental hygiene board shall grant or renew approval of only those educational programs for RDHs that continuously maintain a high-quality standard of instruction and, where appropriate, meet the minimum standards set by the Commission on Dental Accreditation of the American Dental Association or an equivalent body, as determined by the dental hygiene board.

2. 16 CCR Section 1105(e):

   The educational program shall have a written plan for evaluation of all aspects of the program, including admission and selection policy and procedures, attrition and retention of students, curriculum management, patient care competencies, ethics and professionalism, critical thinking, and outcomes assessment, including means of student achievement. If the program has submitted a written plan to the Commission on Dental Accreditation, which includes each of the elements listed above, a copy of such plan may be submitted to the Committee to meet this requirement.

3. CODA Standard 1-1:

   The program must demonstrate its effectiveness using a formal and ongoing planning and assessment process that is systematically documented by: a) developing a plan addressing teaching, patient care, research and service; b) an ongoing plan consistent with the goals of the sponsoring institution and the goals of the dental hygiene program; c) implementing the plan to measure program outcomes in an ongoing and systematic process; d) assessing and analyzing the outcomes, including measures of student achievement; e) use of the outcomes assessment results for annual program improvement and reevaluation of program goals.

C. **Recommendation:**

1. The DHBC recommends for PCC to consider adding a prerequisite dental hygiene preparation course to introduce prospective students to the requirements of the dental hygiene program and dental hygiene profession.

VI. Concern 3: Student Support.

[BPC Section 1941(a), 16 CCR Section 1105(i), 16 CCR Section 1105(k), and CODA Standard 2-5.]

A. **Issue:** Historical and current data indicate students are failing to complete all requirements in the assigned semester, thereby necessitating the students to carry over incomplete requirements into optional Winter and Summer intersessions.

1. CODA Self Study:

   a. DH Department Meeting Minutes ("Exhibits" page 259) "Clinic Requirements: Senior students are behind in clinical requirements. They are in need of tutoring and guidance."

2. DHBC Site Visit:

   a. Part time faculty are allowed eight (8) "office hours" per semester where many of those faculty members provide tutoring. Faculty and students contend those hours are helpful but not enough.

B. **Refer to:**

1. BPC Section 1941(a):

   The dental hygiene board shall grant or renew approval of only those educational programs for RDHs that continuously maintain a high-quality standard of instruction and, where appropriate, meet the minimum standards set by the Commission on Dental Accreditation of the American Dental Association or an equivalent body, as determined by the dental hygiene board.

2. 16 CCR Section 1105(i):

   The educational program shall have learning resources, including faculty, library, staff and support services, technology and physical space and equipment, including laboratory and clinical facilities, to support the program's stated mission and goals and in accordance with approved accreditation standards referenced in subsection (c) of section 1103 of this article.

3. 16 CCR Section 1105(k):

   The number and distribution of faculty and staff shall be sufficient to meet the educational program's stated mission and goals.

4. CODA Standard 2-5:

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

C. **Recommendation:**

1. PCC to consider increase of faculty tutoring availability to decrease the number of incomplete requirements carried over into optional Winter and Summer intersessions.

Pursuant to 16 CCR section 1104(b)(5), continuation of approval of all educational programs shall be contingent upon compliance with the requirements described in Title 16, Division 11, Article 3 of the CCR. ***Please note:*** 16 CCR section 1104(e) states: "A material misrepresentation of fact by a new educational program or an approved educational program in any information required to be submitted to the Dental Hygiene Board is grounds for denial of approval or revocation of the program's approval."

The priority of the DHBC is consumer protection. To ensure consumer protection and the public's right to receive quality dental hygiene care, the DHBC has a responsibility to ensure that all dental hygiene programs within the state meet the same educational standards in preparing their graduates for the profession. If you have any questions regarding this report, please feel free to contact me at adina.petty@dca.ca.gov.

Sincerely,

Adina A. Pineschi-Petty DDS

Education, Legislative and Regulatory Specialist
Dental Hygiene Board of California

Cc: Anthony Lum, Executive Officer, Dental Hygiene Board of California

Laura M. Ramirez, Ed.D., Assistant Superintendent/Vice President, Instruction, Pasadena City College

Micah Young, M.D., Dean, Health Sciences, Pasadena City College

Adrine Reganian, RDHAP, BSDH, MSHS, Program Director, Dental Hygiene, Pasadena City College

July 1, 2026

Dental Hygiene Board of California
2005 Evergreen St, Suite 1350
Sacramento, CA 95815

RE: **Taft College Dental Hygiene Probation**

1. Handling Deficiencies (None to Report):
There are no deficiencies to report. The program remains in good standing and continues to operate with a focus on compliance and quality.

2. Ensuring Competency Requirements Are Met:
Taft College continues to prioritize student competency and clinical preparedness as core elements of the program. Clinical competencies are tracked in real time through the Ascend system, allowing faculty to consistently monitor student progress and intervene early when benchmarks are not being met. In addition, prior to degree posting, the Program Director and course leads conducted a review to verify completion and documentation of all required clinical competencies, patient care requirements, and program outcomes.

- **Second-Year Students:**
  The Class of 2026 successfully completed the program and graduated this past Spring semester. Prior to graduation, faculty utilized reporting documentation within the Ascend Academic system to verify completion of all required clinical competencies, patient care requirements, and program expectations for each student. Faculty continue to evaluate reporting and monitoring processes to support ongoing compliance and student success.
- **First-Year Students:**
  The first-year cohort has progressed through clinic 1 requirements this past semester. Faculty continue to provide ongoing oversight, evaluation, and structured feedback to support student success and timely progression through competency requirements. One first-year student was dismissed from the program after failing to complete required clinical requirements and not achieving the minimum 75% passing requirement in a didactic course necessary for progression in the program.

3. Reporting to the Dental Hygiene Board of California (DHBC):
Effective July 1, 2026, Taft College will have a change in institutional leadership with the appointment of a new Superintendent/President. Notification of this administrative change will be submitted to DHBC and CODA through the appropriate reporting processes.

The program is also in the process of hiring two new adjunct faculty members and one Program Technician. Prior to the start of the fall semester, completed faculty biosketches will be submitted to DHBC for the newly hired adjunct faculty.

There have been no other substantive program modifications, clinical site changes, curriculum revisions, or reportable actions during this reporting period.

4. Concerns or Challenges in Maintaining Compliance:
At present, there are no compliance challenges. The program remains focused on reviewing practices regularly and addressing potential concerns proactively, ensuring consistent oversight throughout the program.

Sincerely,

Gina Johnson, RDH, MEd
Director, Dental Hygiene
gjohnson@taftcollege.edu
661-763-7752

CALIFORNIA DEPARTMENT OF CONSUMER AFFAIRS
BUSINESS, CONSUMER SERVICES, AND HOUSING AGENCY • GAVIN NEWSOM, GOVERNOR
DENTAL HYGIENE BOARD OF CALIFORNIA
2005 Evergreen Street, Suite 1350 Sacramento, CA 95815
P (916) 263-1978 | F (916) 623-4093 | www.dhbc.ca.gov

May 29, 2026

Jose L. Fierro, DVM, PhD
President/Superintendent
Cerritos College
11110 Alondra Blvd.
Norwalk, California 90650

Dear Dr. Fierro,

The Dental Hygiene Board of California (DHBC) conducted a site visit at the Cerritos College Dental Hygiene Educational Program (Cerritos) on December 5, 2024. This site visit was generated due to the appointment of a new program director, submission of a Commission on Dental Accreditation (CODA) Self Study, as well as to the Board's oversite goals to monitor all Dental Hygiene Educational Programs (DHEPs) in California. Evidence of program compliance with the minimum DHEP standards set by the Business and Professions Code (BPC), the California Code of Regulations (CCR), and CODA was deficient.

On January 31, 2025, June 13, 2025, and May 29, 2026, Cerritos provided documentation addressing the violations discovered during the site visit. The results of the review are as follows:

I. Violation 4: Administrative Staff:
[BPC Section 1941(a), 16 CCR Section 1105(i), and 16 CCR Section 1105(k).]

A. Administrative Staff:

1. Issue: Cerritos DHEP maintains an on-site program as well as maintains nine off-site clinical facilities.

   a. Three (3) administrative staff are responsible for supporting nine (9) departments, one of which is the Cerritos DHEP.

2. Effect: Insufficient administrative staff devoted to the Cerritos DHEP resulting in the program director and full-time faculty to be overloaded with managing administrative tasks.

B. Cerritos Response on May 29, 2026:

1. Cerritos provided documentation of hire and qualifications/certifications for their permanent, full-time Dental Program Assistant for the Dental Hygiene Department.

C. Determination:

1. **In compliance.**

2. Cerritos shall continue to maintain sufficient administrative staff pursuant to BPC Section 1941(a), 16 CCR Section 1105(i), and 16 CCR Section 1105(k).

The priority of the DHBC is consumer protection. To ensure consumer protection and the public's right to receive quality dental hygiene care, the DHBC has a responsibility to ensure that all dental hygiene programs within the state meet the same educational standards in preparing their graduates for the profession. If you have any questions regarding this report, please feel free to contact me at adina.petty@dca.ca.gov.

Sincerely,

Adina A. Pineschi-Petty DDS

Education, Legislative and Regulatory Specialist
Dental Hygiene Board of California

cc: Anthony Lum, Executive Officer, Dental Hygiene Board of California
Dr. Frank Mixson, Vice President of Academic Affairs, Assistant Superintendent, Cerritos College
Dr. Elizabeth Riley, Instructional Dean, Health Occupations Division, Cerritos College
Diane M. Loera RDH, MA, Director/Chair Dental Hygiene Department, Cerritos College

July 1, 2026

Dr. Jenn Capps
Superintendent/President
Cabrillo College
6500 Soquel Drive
Aptos, CA 95003

Dear Dr. Capps,

The Dental Hygiene Board of California (DHBC) conducted a site visit of the Cabrillo College Dental Hygiene Educational Program (Cabrillo) on February 12, 2026. This site visit was generated due to a complaint. Evidence of program compliance with the ***minimum*** Dental Hygiene Educational Program (DHEP) standards set by the Business and Professions Code (BPC), California Code of Regulations (CCR), and Commission on Dental Accreditation (CODA) was **deficient**. On March 5, 2026, and May 2, 2026, Cabrillo provided responses to the violations discovered by the DHBC (for the review of the March 5, 2026, responses, please refer to "Cabrillo Violation Determination 1" sent on March 18, 2026.) Additionally, the DHBC conducted an unannounced site visit on May 7, 2026, to review the veracity of the May 2, 2026, Cabrillo responses (see "Cabrillo Violation Determination 2" sent on May 27, 2026.)

On June 19, 2026, provided responses to the remaining violations. The results of the review are as follows:

I. Violation 1: Inadequate Clinic Supervision (Faculty to Student Ratios).
[Deficient of BPC Section 1941(a), 16 CCR Section 1105(b)(4), 16 CCR Section 1105(i), 16 CCR Section 1105(k), and CODA Standards 2-5 and 3-5.]

A. Complaint:

1. Clinic is repeatedly understaffed by faculty, resulting in faculty to student ratios to often being out of compliance with DHBC educational regulations and CODA Standards.

2. Students advised that they may enter the clinic without faculty supervision, despite policy that clinic entry requires instructor supervision to ensure proper safety and infection control as the complaint states: "Shift in policy is not only concerning from a safety perspective but also violates established protocols that have ensured the well-being of both students and patients."

3. ***Effect:*** Student progression and preparation to become a dental hygienist is hindered without the necessary and required faculty support.

B. **Cabrillo Response on June 19, 2026, and DHBC Review:**

1. **Point 1:**

   a. Cabrillo states:

   "Cabrillo hired two Associate Faculty in Spring 2026. One of these newly hired Associate Faculty taught a clinical laboratory course during the spring 2026 semester and will be teaching both clinical laboratory and didactic courses fall 2026. The second candidate has been hired and placed in the qualified applicant pool as a substitute instructor (See Exhibit 1A and 1B). This recruitment remains open with the intention of having a sufficient pool of qualified applicants at all times (Exhibit 1C)."

   b. DHBC Review:

      1. "Exhibit 1A" and "Exhibit 1B" provide for the hire of one part-time instructor and one substitute instructor.

      2. "Exhibit 1C" provides a posting for a *temporary* part-time "Dental Hygiene – Associate Instructor" with a closing date of December 11, 2026.

      3. Posting states: "Cabrillo College is accepting applications in order to fill *temporary*, part-time faculty assignment(s) and to establish an eligibility pool for positions that may become available in Fall Semester 2026"

2. **Point 2:**

   a. Cabrillo states (***emphasis added***):

   "The Program Director is assigned to administer the program 75% of the time (Exhibit 4E). This means that 27 hours of the 36-hour work week are dedicated to program administration. The Program Director is available during clinic hours to step in if, for any reason, the 1:5 ratio cannot be maintained. This gives time to call in a substitute. Until the substitute arrives, the Program Director stays in the Clinic to maintain the 1:5 ratio. The Supervising Dentist is assigned primarily to provide dental supervision and support throughout clinic operations. Therefore, the Dentist is also an additional qualified resource if, for any reason, the ratio drops below 1:5. We have set several safeguards in place so that the ratio will not drop below the 1:5 minimum ratio. ***In the case the 1:5 ratio cannot be met and students miss hours due to clinic closures, we utilize Special Studies classes, as we did in Spring 2026, to make up Clinic hours (Exhibit 3I, page 10-11).*** Please see our response in Violation #2 for documentation showing the process and success in having students make up missed hours."

b. DHBC Review:

1. "Exhibit 4E" provides a screenshot from "the School of Health and Public Service (HPS) Academic Year 2026-2027 Scheduling Grid" showing the program director's assignment as "Dept Chair/Admin" at 11.25 units and "Teaching" at 3.2 units (77.85%).

2. "Exhibit 3I" provides Cabrillo's "UNEXPECTED CLINIC CLOSURE POLICY."

3. **Point 3:**

a. Cabrillo states:

"Additionally, curriculum changes will be made in time for the entering Fall 2028 cohort (Academic Years 2028-2030). The 2026-2028 cohort will have the existing curriculum through their two years) (Note: It takes about a year for curricular revisions to go through all required processes). The revised Curriculum will include an additional clinic session (4 hours per week) during the fourth semester to provide students with clinical hours beyond the minimum graduation requirements. These additional clinic hours will be a cushion for unforeseen circumstances. See updated Exhibit 1D.1."

b. DHBC Review:

1. "Exhibit 1D.1" provides an "Emergency Substitute Faculty & Staff Coverage Protocol" updated on June 2, 2026.

2. The DHBC appreciates Cabrillo's decision to include an additional four (4) hour clinical session per week to provide a "cushion" for unforeseen circumstances.

i. Please provide the "curriculum change" report to the DHBC when submitting to CODA pursuant to 16 CCR section 1105.3(b)(3) which states:

(b) An approved dental hygiene program shall not make a substantive change without prior Dental Hygiene Board approval. These changes include:
(3) Any changes that require a report to the Commission on Dental Accreditation or equivalent accrediting body shall require approval from the Dental Hygiene Board

4. **Point 4**:

a. Cabrillo states (***emphasis added***):

"***The allegation that students are permitted to enter the clinic to engage in patient care activities without Faculty supervision is not supported by program policy***. Page 15 of the Dental Hygiene Student Handbook (Exhibit 3I) clearly

states that students may not enter the clinic or sterilization area to perform clinic setup, preclinical activities, clinical treatment activities, or any related duties without faculty supervision. The Handbook further specifies that a faculty-to-student ratio of one instructor for every five students must be maintained during these activities. While students may access the clinic for limited purposes such as studying or reviewing patient charts when faculty are not present, they are expressly prohibited from engaging in patient care activities, clinic preparation, sterilization procedures, or other clinical duties without instructor supervision.

Dental Hygiene Clinic/Sterilization Room
The clinic is closed during lunch and whenever faculty are not present. Clinic computers must remain HIPAA compliant and are not to be used for personal printing, class assignments, or internet browsing. Students should use the Allied Health computer lab on the second floor for these purposes. Students may access the clinic for quiet study and review of online patient charts. However, students may not use the clinic or sterilization area for clinic set-up, instrument processing, preclinical exercises, patient treatment, or any clinic-related duties without faculty supervision. All clinical and preclinical activities must be conducted under faculty supervision and in accordance with DHBC requirements. The Sterilization room is locked when Faculty or Staff are not present. There must be the faculty to student ratio of five (5) students to one (1) instructor.

Front Office
The front office door is locked during lunch and when faculty or staff are not present. To maintain HIPAA compliance, front desk computers, phones, supplies, and the main printer must not be used for personal printing, class assignments, or internet use. Students should use the library or second-floor computer lab to print schoolwork. Entry into the front desk area is not allowed without permission and direct supervision from a faculty or staff member. Professional attire is required when working in the front desk area—jeans, sweatpants, and leggings are not permitted, and the student dress code applies. During check-in periods, only students assigned to the front office may enter. Please schedule appointments with instructors for tasks such as reviewing radiographs
in the clinic."

b. DHBC Review:

1. Regarding the statement "The allegation that students are permitted to enter the clinic to engage in patient care activities without Faculty supervision is not supported by program policy.", while Cabrillo may have had this policy, it was not enforced by the program as recorded in the complaints against Cabrillo, as well as during the February 12, 2026, site visit.

2. "Exhibit 3I" was updated recently, involving discussions with the Program Director to ensure compliance.

C. Determination:

1. **In compliance.**

2. Cabrillo shall continue to provide adequate clinic supervision (faculty to student ratios) pursuant to BPC Section 1941(a), 16 CCR Section 1105(b)(4), 16 CCR Section 1105(i), 16 CCR Section 1105(k), and CODA Standards 2-5, 2-10, and 3-5.

3. Cabrillo to provide the "curriculum change" report regarding the addition of a four (4) hour clinical session per week to the DHBC when submitting to CODA pursuant to 16 CCR section 1105.3(b)(3).

4. Cabrillo to ensure all departmental policies and procedures are followed by all administration, faculty, staff, and students regarding preclinical and clinical care.

II. Violation 2: Inadequate Student Clinical Hours.

[Deficient of BPC Section 1941(a), 16 CCR Section 1105(c), 16 CCR Section 1105.2(d), and CODA Standards 2-6, 2-10, and 2-11.]

A. Complaint:

1. Complaint states students are not held accountable if they do not have a patient for the clinic session ("empty chair"), and that on average only 10 out of 20 students have clinic patients during a clinic session.

2. ***Effect:*** Cabrillo students are not completing required Cabrillo clinical hours and therefore ***do not*** meet Cabrillo's clinical hour requirements to establish competency in patient care and meet established Cabrillo graduation requirements.

B. **Cabrillo Response on June 19, 2026, and DHBC Review:**

1. Cabrillo states:

"See attached Attendance sheets (Exhibit 2F), Daily Clinic Rotation (Exhibit 2G.1-2G.5), Tracking Sheets (Exhibit 2H) and Daily Clinic Schedules (Exhibit 2I.1-2I.16). The Attendance Sheets (Exhibit 2F) document student participation in all scheduled clinic sessions and verify attendance at regular clinic sessions, Special Studies clinics, and make-up clinic sessions used to complete clinical hour requirements.

The Daily Clinic Rotation (Exhibits 2G.1–2G.5) schedules demonstrate that students were assigned to clinical activities in a manner that supported completion of program requirements. Students were limited to one clinic assistant rotation per week to maximize patient-care experiences and opportunities to complete required clinic hours and competencies.

The Student Tracking Sheets (Exhibit 2H) document each student's completed competencies. These records verify student progress toward program completion

requirements and verify that all graduating students completed the required competencies prior to graduation.
To address remaining DH 181 clinic hour requirements, the program scheduled Special Studies clinic sessions on April 6, 13, 20, and 27, and May 4, as reflected in the Daily Clinic Schedules (Exhibit 2I). Students requiring additional clinic hours were identified through the Student Tracking Sheets (Exhibit 2H), and completion was monitored through attendance records and competency tracking. After students completed their DH 181 requirements, subsequent Special Studies clinic sessions transitioned to DH 183. These sessions occurred on May 5 (make-up clinic), May 11, and May 18, as documented in Exhibit 2I.

Documentation contained in Exhibits 2F, 2H, and 2I demonstrates that all 2026 graduates successfully completed the required clinic hours and competencies prior to graduation."

2. DHBC Review:

   a. DHBC staff confirms Exhibits 2F, 2G.1–2G.5, 2H, and 2I demonstrate that all 2026 graduates successfully completed the required clinic hours and competencies prior to graduation.

A. Determination:

1. **In compliance.**

2. Cabrillo shall continue to ensure Cabrillo students complete all clinical hours, competencies, and requirements *prior to* graduation pursuant to BPC Section 1941(a), 16 CCR Section 1105(c), 16 CCR Section 1105.2(d), and CODA Standards 2-6, 2-10, and 2-11.

III. Violation 3: Student Competency.

[Deficient of BPC Section 1941(a), 16 CCR Section 1105(c), 16 CCR Section 1105(d), 16 CCR Section 1105.2(b), 16 CCR Section 1105.2(e), 16 CCR Section 1105.2(f), and CODA Standards 2-6, 2-12, 2-13, and 2-14.]

A. Complaint:

1. Students are progressing to successive clinical courses without completing required course competencies and requirements and that Dean Heidi Weber has told faculty that they cannot fail the students.

2. ***Effect:*** Cabrillo students are not completing the required number of clinical competencies and requirements and therefore **do not** meet Cabrillo's requirements to establish competency in patient care and meet established Cabrillo graduation requirements.

B. **Cabrillo Response on June 19, 2026, and DHBC Review:**

1. **Point 1:**

   a. Cabrillo states:

   "The DH program is using the Cabrillo College Incomplete Policy modified for the DH Program with an Incomplete Contract between the Student, Faculty and Program Director. A. Attached is a blank copy of an Incomplete Grade Contract, which would be developed with a student. (Exhibit 3H)

   For a student moving from DH 181 to DH 183 the Incomplete Grade Contract would need to be resolved within two weeks (between Third and Fourth semesters). (Exhibit 3H)

   If the incomplete grade contract is not resolved, students will not progress to the fourth semester and they will be dismissed from the program."

   b. DHBC Review:

   "Exhibit 3H" provides the requested copy of Cabrillo's "Incomplete Grade Contract."

2. **Point 2:**

   a. Cabrillo states:

   "The updated Cabrillo College Dental Hygiene Program Student Policy Handbook for Academic Years 2026–2028 is provided as Exhibit 3I. The Addendum has been incorporated into the handbook (page 17) and is also included separately as Exhibit 3A.1 for ease of review."

   b. DHBC Review:

   "Exhibit 3I" provides a copy of the "Cabrillo College Dental Hygiene Program Student Policy Handbook" for the 2026-2028 academic year, including the "Incomplete Policy" related to program-specific conditional progression on pages 17-18.

3. **Point 3:**

   a. Cabrillo states:

   "See Exhibit 3J for Clinic Hours and Competency Plan. This plan was developed to ensure that students complete all required competencies and clinic hours for graduation."

b. DHBC Review:

"Exhibit 3J" provided Cabrillo's "Clinic Hours and Competency Plan."

4. **Point 4:**

a. Cabrillo states:

"See Student Tracking Sheets (Exhibit 2H) for completed competencies and Clinic hours. See Exhibit 3K for DH 183 grades.

The Exhibits in this section show that all competencies and clinic hours were met for the graduating class of 2026. The program has updated its policies and procedures to ensure that required clinical steps are implemented at the appropriate times, supporting timely completion of all student requirements and preventing delays in progression."

b. DHBC Review:

The DHBC confirms that all competencies and clinic hours were met for the graduating class of 2026. Additionally, the DHBC confirms Cabrillo has updated their required policies and procedures.

C. Determination:

1. **In compliance.**

2. Cabrillo shall continue to ensure Cabrillo students complete all Cabrillo required clinical hours, student requirements, and competencies prior to graduation whereby establishing student competency pursuant to BPC Section 1941(a), 16 CCR Section 1105(c), 16 CCR Section 1105(d), 16 CCR Section 1105.2(b), 16 CCR Section 1105.2(e), 16 CCR Section 1105.2(f), and CODA Standards 2-6, 2-12, 2-13, and 2-14.

IV. Violation 4: Program Director Assignment and Authority.

[Deficient of BPC Section 1941(a), 16 CCR Section 1105(j), 16 CCR Section 1105.1(a), and CODA Standards 3-2 and 3-4.]

A. Complaint:

1. Program director is not consistently on campus and lacks availability to students and faculty.

2. ***Effect:*** Program director assignment fails to provide the necessary and required support to the students and faculty of the Cabrillo DHEP, thereby allowing deficient oversite of the program.

B. **Cabrillo Response on June 19, 2026:**

1. **Point 1:**

   a. Cabrillo stated:

   "The Program Director was hired with the attached Job Bulletin (Exhibit 4C). The Program Directors Job Bulletin has been updated by Human Resources to remove Post Graduate and fundraising responsibilities (Exhibit 4C.1). Exhibit 4D is from the Faculty Union contract for the Department Chair/Academic Specialist Director positions.."

   b. DHBC Response:

   "Exhibit 4C.1" provides an updated Job Bulletin to remove the "Oversee the Dental Hygiene Postgraduate Studies Department and fund-raising endeavors" duty.

2. **Point 2:**

   a. Cabrillo stated:

   "The Program Director provides the primary responsibility for operation, supervision, evaluation, and revision of the DHEP. The Program Director is on campus 36 hours per week. At least 28.75 of these hours (78%) are devoted to the administration work of directing the Dental Hygiene program (Exhibit 4B.1 & Exhibit 4E). During the 28.75 hours, the Dental Hygiene Program Director provides direct oversight of program operations, supervision, evaluation, assessment, accreditation, compliance, and continuous support. In addition, the Program Director is granted full authority and responsibility for the administration, operation, and continuous improvement of the program."

   b. DHBC Review:

      1. "Exhibit 4B.1" provides an excel spreadsheet with a weekly grid schedule showing 28.75 total director hours and 7.2 hours of instructional hours.

      2. "Exhibit 4E" provides a screenshot from "the School of Health and Public Service (HPS) Academic Year 2026-2027 Scheduling Grid" showing the program director's assignment as "Dept Chair/Admin" at 11.25 units and "Teaching" at 3.2 units (77.85%).

C. Determination:

1. **In compliance.**

2. Cabrillo shall continue to provide a program director assignment and ensure their authority pursuant to BPC Section 1941(a), 16 CCR Section 1105(j), 16 CCR Section 1105.1(a), and CODA Standards 3-2 and 3-4**.**

V. Violation 5: Faculty Support.

[Deficient of BPC Section 1941(a), 16 CCR Section 1105(i), 16 CCR Section 1105(k), 16 CCR Section 1105.3(a)(2)(D), and CODA Standard 2-5.]

A. DHEP Site Visit Team Observation:

1. Only one (1) full-time faculty member (program director) is assigned to the Cabrillo DHEP and unclear as to when the other two (2) full-time faculty members left as Cabrillo failed to notify the DHBC as to their departure pursuant to 16 CCR section 1105.3(a)(2)(D). This results in a reduction of 66% of full-time faculty support.

2. ***Effect:*** Student progression and preparation to become a dental hygienist is hindered without the necessary and required faculty support.

B. **Cabrillo Response on June 19, 2026, and DHBC Review:**

1. **Point 1:**

a. Cabrillo states:

"A Full Time Tenure - Track job bulletin is on the Cabrillo website (Exhibit 5E). The position closes June 15th, and the hiring committee begins meeting on June 26th. Interviews are tentatively scheduled for July 22nd with a start date of August 17, 2026. A previous job posting did not yield a qualified pool of candidates, so the closing date was extended and the position was approved as a permanent tenure track position. Previously, it was posted as a temporary one-year faculty position to honor the Faculty Senate Academic staffing process. However, the Faculty Senate President was consulted and agreed to post the position as a tenure track permanent faculty position with the goal of attracting a diverse and highly qualified applicant pool. Upon completion of the interview process, the College will provide a formal update to DHBC within ten days."

b. DHBC Review:

"Exhibit 5E" provides a job posting for a full-time "Dental Hygiene Instructor - Tenure Track" position.

2. **Point 2:**

a. Cabrillo states:

"Cabrillo College is committed to timely communication with DHBC regarding all changes to the DHEP. The Dental Hygiene Program Director is aware that all staffing changes need to be communicated in a timely manner to DHBC.

b. DHBC Review:

The DHBC appreciates the Cabrillo College administration's commitment towards compliance with the DHBC's statutory and regulatory authority.

C. Determination:

1. **Not in/working towards compliance.**

2. Cabrillo is in violation of and shall provide evidence and demonstration of faculty support pursuant of BPC Section 1941(a), 16 CCR Section 1105(i), 16 CCR Section 1105(k), and CODA Standard 2-5.

   a. Cabrillo to provide permanent full-time staffing by **August 17, 2026.**

3. Cabrillo shall continue to provide future communication regarding all changes to the DHEP pursuant to 16 CCR section 1105.3.

VI. Violation 6: Staff Support.

[Deficient of BPC Section 1941(a),16 CCR Section 1105(i), 16 CCR Section 1105(k), and CODA Standards 2-5, 3-10, and 3-11.]

A. Complaint:

1. Students advised that they can enter the clinic without faculty supervision, despite policy that clinic entry requires instructor supervision to ensure proper safety and infection control as the complaint states: "Shift in policy is not only concerning from a safety perspective but also violates established protocols that have ensured the well-being of both students and patients."

2. ***Effect:*** Lack of program support necessitates faculty to redirect time from student support to sterilization duties.

B. **Cabrillo Response on June 19, 2026, and DHBC Review:**

1. Cabrillo states:

"The Program Director will make clear to students and faculty and staff the following revised policy. This policy is included in the 2026-2028 Student Handbook (Exhibit 3I). When the Clinic is closed, students may still access the clinic floor for limited purposes such as studying or reviewing patient charts. When faculty are not present, students are expressly prohibited from engaging in patient care activities,

clinic preparation, sterilization procedures, or other clinical duties without instructor supervision.

Exhibit 1D is now Exhibit 1D.1 and has been updated with requested information. See updated Exhibit 1D.1. DH Student Handbook (Exhibit 3I) clarifies the policy on students access to the clinic page 15 (see below).

Dental Hygiene Clinic/Sterilization Room
The clinic is closed during lunch and whenever faculty are not present. Clinic computers must remain HIPAA compliant and are not to be used for personal printing, class assignments, or internet browsing. Students should use the Allied Health computer lab on the second floor for these purposes. Students may access the clinic for quiet study and review of online patient charts. However, students may not use the clinic or sterilization area for clinic set-up, instrument processing, preclinical exercises, patient treatment, or any clinic-related duties without faculty supervision. All clinical and preclinical activities must be conducted under faculty supervision and in accordance with DHBC requirements. The Sterilization room is locked when Faculty or Staff are not present. There must be the faculty to student ratio of five (5) students to one (1) instructor.

Front Office
The front office door is locked during lunch and when faculty or staff are not present. To maintain HIPAA compliance, front desk computers, phones, supplies, and the main printer must not be used for personal printing, class assignments, or internet use. Students should use the library or second-floor computer lab to print schoolwork. Entry into the front desk area is not allowed without permission and direct supervision from a faculty or staff member. Professional attire is required when working in the front desk area—jeans, sweatpants, and leggings are not permitted, and the student dress code applies. During check-in periods, only students assigned to the front office may enter. Please schedule appointments with instructors for tasks such as reviewing radiographs in the clinic.

The Instructional Laboratory Technician is an 11-month position, so they are available when the clinic is in session. If this person is sick and unable to work on a clinic day, we have qualified faculty who can work in the sterilization room. This will not change the 1:5 ratio in the clinic. The Program Director will step in until an additional faculty member will be called in.

For the 2026-28 academic year, the Instructional Technician is allotted 19 Contract Days Off (CDOs). The 19 Contract Days Off will be taken on days when the Clinic is not in session. This ensures that all contractual obligations are met without disruption to the Dental Hygiene Program operations."

2. DHBC Review:

"Exhibit 1D.1" provides an updated "Emergency Substitute Faculty & Staff Coverage Protocol" and "Exhibit 3I" provides updated guidance regarding the student's clinic access policy.

C. Determination:

1. **In compliance.**

2. Cabrillo shall continue to provide qualified and sufficient staff support pursuant to BPC Section 1941(a), 16 CCR Section 1105(i), 16 CCR Section 1105(k), and CODA Standards 2-5, 3-10 and 3-11.

VII. Violation 8: Renewal of DHBC Concerns Regarding Stable Financial Resources.

[Deficient of BPC Section 1941(a), 16 CCR Section 1104(b)(5), and CODA Standard 1-3.]

A. **Major Concern**:

1. The DHBC has cited Cabrillo for lack of a stable funding source to maintain the DHEP in both 2019 and 2024 and despite the repeated assurances by Cabrillo that funding to the DHEP that the College has the strength and stability to fully maintain the DHEP, the DHBC has again discovered budgetary concerns that are affecting the DHEP. Please refer to above violations 5, 6, and 7 as to areas where "budgetary concerns" are cited.

2. Despite repeated assurances the program director and faculty would not be required to staff the "Expanded Duties Courses" (i.e., Soft Tissue Curettage, Local Anesthesia, and Nitrous Oxide-Oxygen Analgesia courses) to "fundraise" and provide the sole funding source ("Fund 16") to the DHEP, yet this practice continues.

3. ***Effect:*** Cabrillo program director and faculty required to "fundraise" to support the program which causes undue stress and requires program director and faculty to work non-contracted, personal time to ensure the program is funded to remain functioning. Fundraising to maintain the program is not a normal program director and faculty function. Forced participation in such events should be avoided since the program should be fully funded by the college.

B. **Cabrillo Response on June 19, 2026, and DHBC Review:**

1. Cabrillo states:

   "Exhibit 8B provides documentation that the institution has fully transitioned the Dental Hygiene Educational Program (DHEP) budget to comply with the directive to utilize unrestricted General Fund resources.

   For the 2025–26 fiscal year, the Business Office proactively migrated all DHEP expenditures from Fund 16 (Expanded Duties) to Fund 11 (Unrestricted General Fund). Fund 11 is supported by the Student Centered Funding Formula (SCFF) allocations from the California Community Colleges Chancellor's Office, ensuring a stable and verified source of funding for the program's operations.

Regarding the transition:

- Permanent Structural Alignment: The 2026–2027 Adopted Budget will reflect this change permanently; 100% of DHEP operational expenditures are now exclusively supported by Fund 11.

- Elimination of Supplemental Reliance: While Fund 16 was previously used to supplement program costs, the institution has confirmed that all operational, instructional, and administrative requirements are fully funded within the General Fund.

We are committed to providing the requested documentation and will forward the finalized 2026–2027 Adopted Budget to the Department of Dental Hygiene immediately upon its formal adoption by the Board of Trustees.

2. DHBC Review:

   a. The DHBC appreciates Cabrillo's compliance with the directive to transition the DHEP's budget from self-funding to the College fully funding the program.

C. Determination:

1. **In compliance.**

2. Cabrillo is in violation of and shall provide evidence of stable financial resources for the DHEP to ensure continuity of the program pursuant to BPC Section 1941(a), 16 CCR Section 1104 (b)(5), and CODA Standard 1-3.

   a. Evidence shall include, but not limited to, Cabrillo DHEP budget to include a narrative as to the description of the source for the support.

Cabrillo shall provide evidence of compliance to the above remaining violation ***by August 17, 2026.***

Pursuant to 16 CCR section 1104(b)(5), continuation of approval of all educational programs shall be contingent upon compliance with the requirements described in Title 16, Division 11, Article 3 of the CCR. As Cabrillo is operating outside the structured parameters of California law and CODA Standards with these violations, Cabrillo is therefore putting students, faculty, and the public at risk. ***Please note:*** 16 CCR section 1104(e) states: "A material misrepresentation of fact by a new educational program or an approved educational program in any information required to be submitted to the Dental Hygiene Board is grounds for denial of approval or revocation of the program's approval."

The priority of the DHBC is consumer protection. To ensure consumer protection and the public's right to receive quality dental hygiene care, the DHBC has a responsibility to ensure that all DHEPs within the state meet the same educational requirements in preparing their graduates for the profession. Please remember that California law and the CODA Standards are the required ***minimum*** levels California DHEPs shall operate at to continue approval and

may exceed those levels, as several programs do at their discretion. If you have any questions regarding this report, please feel free to contact me at adina.petty@dca.ca.gov.

Sincerely,

Adina A. Pineschi-Petty DDS
Education, Legislative, and Regulatory Specialist
Dental Hygiene Board of California

cc: Anthony Lum, Executive Officer, Dental Hygiene Board of California
Joanne Pacheco, RDH, MAOB, President, Dental Hygiene Board of California
Kathleen Welch RN, PhD, Dean, Cabrillo College
Faten Khoury, RDH, RDHAP, MA, Dental Hygiene Program Director, Cabrillo College

May 27, 2026

Dr. Jenn Capps
Superintendent/President
Cabrillo College
6500 Soquel Drive
Aptos, CA 95003

Dear Dr. Capps,

The Dental Hygiene Board of California (DHBC) conducted a site visit of the Cabrillo College Dental Hygiene Educational Program (Cabrillo) on February 12, 2026. This site visit was generated due to a complaint. Evidence of program compliance with the ***minimum*** Dental Hygiene Educational Program (DHEP) standards set by the Business and Professions Code (BPC), California Code of Regulations (CCR), and Commission on Dental Accreditation (CODA) was **deficient**. On March 5, 2026, and May 2, 2026, Cabrillo provided responses to the violations discovered by the DHBC (for the review of the March 5, 2026, responses, please refer to "Cabrillo Violation Determination 1" sent on March 18, 2026.) Additionally, the DHBC conducted an unannounced site visit on May 7, 2026, to review the veracity of the responses.

The results of the May 2, 2026, Cabrillo responses and May 7, 2026, Site Visit are as follows:

I. Violation 1: Inadequate Clinic Supervision (Faculty to Student Ratios).
[Deficient of BPC Section 1941(a), 16 CCR Section 1105(b)(4), 16 CCR Section 1105(i), 16 CCR Section 1105(k), and CODA Standards 2-5 and 3-5.]

A. Complaint:

1. Clinic is repeatedly understaffed by faculty, resulting in faculty to student ratios to often being out of compliance with DHBC educational regulations and CODA Standards.

2. Students advised that they may enter the clinic without faculty supervision, despite policy that clinic entry requires instructor supervision to ensure proper safety and infection control as the complaint states: "Shift in policy is not only concerning from a safety perspective but also violates established protocols that have ensured the well-being of both students and patients."

3. ***Effect:*** Student progression and preparation to become a dental hygienist is hindered without the necessary and required faculty support.

B. **Cabrillo Response on May 2, 2026, and DHBC Review:**

1. **Point 1:**

   a. Cabrillo states:

   "The current status of associate faculty recruitment at Cabrillo College reflects ongoing efforts to secure qualified instructional support for the program. To date, two qualified candidates have passed the minimum qualifications and been interviewed. One candidate has been successfully hired and assigned to teach a clinical laboratory course during the Spring 2026 semester and a didactic course in Morphology for the Fall 2026 semester. The second candidate has been hired and placed in the qualified applicant pool for as a substitute instructor. See Exhibit 1A and 1B."

   b. DHBC Review:

   "Exhibit 1A" and "Exhibit 1B" provide for the hire of one part-time instructor and one substitute instructor.

2. **Point 2:**

   a. Cabrillo states:

   "Our recruitment efforts remain active, with another position open for recruitment through December 11, 2026, to support continued outreach and candidate identification as demonstrated in Exhibit 1C. This year long recruitment allows the program to maintain a robust and qualified pool of associate faculty to ensure adequate instructional coverage and ongoing compliance with program standards."

   b. DHBC Review (emphasis added):

      1. "Exhibit 1C" provides a posting for a ***temporary*** part-time "Dental Hygiene – Associate Instructor" with a closing date of December 11, 2026.

      2. Posting states: "Cabrillo College is accepting applications in order to fill ***temporary,*** part-time faculty assignment(s) and to establish an eligibility pool for positions that may become available in Fall Semester 2026"

3. **Point 3:**

   a. Cabrillo states:

   "Emergency Substitute Faculty and Staff Coverage protocols have been implemented. See Exhibit 1D. Qualified candidates who are in the pool can be called upon when an emergency substitute is needed. A list of substitute instructors can be found in Exhibit 1F. Secondly, the full time program director is

the person responsible for stepping onto the clinic floor when the assigned clinic instructor has an illness or on personal necessity leave. In response to the violation, this protocol is now implemented to ensure that the director is personally available to cover for all absences when other coverage cannot be obtained. This ensures the 1:5 faculty to student ratio remains intact. See Exhibit 1D. The semester long faculty rotation schedule demonstrates the 1:5 faculty-to-student ratio. See Exhibit 1E. For added assurance, the director's schedule designates at least 90% of their time to supervisory responsibilities, reinforcing consistent oversight and student-to-faculty ratio. See Exhibit 4A."

b. DHBC Review:

1. "Exhibit 1D" provides Cabrillo's "Emergency Substitute Faculty& Staff Coverage Protocol."

2. Exhibit 1E provides Cabrillo's "Faculty Rotation & Faculty to Student Ratio, Spring 2026."

3. Exhibit 1F provides Cabrillo's "Substitute Faculty List."

4. **Point 4:**

a. Cabrillo states:

"If the 1:5 faculty-to-student ratio falls out of compliance, the clinic will close temporarily to patients as illustrated in Exhibit 1D. During these closures, students will be assigned alternative learning activities. For example, they may practice on a typodont, an educational model of the oral cavity that includes teeth, gingiva, and the palate, allowing them to safely develop and refine clinical skills before performing procedures on live patients.

We take full responsibility for the circumstances observed during your February 12th visit. You encountered us on a day when we were not operating at our usual standard, and in hindsight, we recognize that the clinic should have been closed due to being out of compliance. We want to emphasize that this was an isolated occurrence and not reflective of our standard practices or expectations. That said, we understand the seriousness of the situation and are committed to ensuring it does not happen again.

Moving forward, we are implementing our Emergency Substitute Faculty and Staff Coverage Protocol without exception (Exhibit 1D). This policy clearly outlines procedures for maintaining compliance at all times, including immediate clinic closure when required staffing or supervision standards cannot be met. All faculty and staff have been re-educated on this protocol, and accountability measures are being reinforced to ensure adherence. We are treating this as a critical learning moment."

b. DHBC Review:

Clinic closure due to faculty to student ratio non-compliance reduces "direct patient care" hours pursuant to CODA Standard 2-10 and are required to be made-up. With the clinic closure, it is unclear as to how the missing student clinical hours are to be rectified.

1. Cabrillo to provide policy to complete missed hours for unforeseen clinic closures due to faculty to student ratio being out of compliance or for any other reasons.

C. Determination:

1. **Not in compliance.**

2. Cabrillo shall provide documentation regarding missed hours for unforeseen clinic closures pursuant to BPC Section 1941(a), 16 CCR Section 1105(b)(4), 16 CCR Section 1105(j), 16 CCR Section 1105(k), and CODA Standards 2-5, 2-10, and 3-5 by ***June 26, 2026***.

a. Documentation shall include, but not limited to:

1. Cabrillo policy to rectify missed hours for clinic closures due to faculty to student ratio being out of compliance or for any other reasons.

II. Violation 2: Inadequate Student Clinical Hours.
[Deficient of BPC Section 1941(a), 16 CCR Section 1105(c), 16 CCR Section 1105.2(d), and CODA Standards 2-6, 2-10, and 2-11.]

A. Complaint:

1. Complaint states students are not held accountable if they do not have a patient for the clinic session ("empty chair"), and that on average only 10 out of 20 students have clinic patients during a clinic session.

2. ***Effect:*** Cabrillo students are not completing required Cabrillo clinical hours and therefore ***do not*** meet Cabrillo's clinical hour requirements to establish competency in patient care and meet established Cabrillo graduation requirements.

B. **Cabrillo Response on May 2, 2026, and DHBC Review:**

1. Cabrillo states:

"Cabrillo College has never graduated a student who has not completed all required clinical hours and competencies. For example, the grade roster for the last clinical course in the program, DH 183 Clinical III, for the graduating class of 2025 show all 20 students have passing grades. See Exhibit 2E. The program has

developed and implemented a comprehensive remediation plan to further ensure continued compliance with this standard. Adding two Special Studies courses to the schedule, as outlined in Exhibit 2A, provides students with an opportunity to make up all their missing hours. Thus, no student will be permitted to graduate unless all patient care hours and clinical competencies have been fully satisfied. To address any deficiencies, the plan implemented on April 6, 2026 establishes a clear and structured pathway for students to complete missed clinical hours from DH 181 and DH 183 prior to program completion.

As part of this effort, two Special Studies courses have been added to the schedule for the 2026 graduating cohort, collectively offering an additional 44 hours of patient care experience. Special Studies 80SB is a seven-week course that provides 28 hours of patient care through Monday evening sessions (see Exhibit 2A.1). Special Studies 80SC is a four-week course that offers 16 hours of patient care during Monday morning sessions (see Exhibit 2A.2). These supplemental clinical opportunities are also reflected in two schedule grid formats, as shown in Exhibits 2C and Exhibit 2D, ensuring clear visibility and accessibility for students planning to fulfill their requirements."

2. DHBC Review and May 7, 2026, Site Visit:

   a. DHBC staff confirmed Special Studies Course added an additional 44 hours.

   b. DHBC staff confirmed missing student hours from DH181 were completed.

   c. DHBC staff confirmed student hours for DH183 *are on track* for completion by the end of the semester.

A. Determination:

1. **In temporary compliance.**

2. Cabrillo shall provide documentation that Cabrillo students completed all clinical hours *prior to* graduation pursuant to BPC Section 1941(a), 16 CCR Section 1105(c), 16 CCR Section 1105.2(d), and CODA Standards 2-6, 2-10, and 2-11 ***by June 26, 2026***.

   a. Documentation shall include, but not limited to:

      1. A copy of all daily clinical schedules and attendance sheets for DH183.

III. Violation 3: Student Competency.

[Deficient of BPC Section 1941(a), 16 CCR Section 1105(c), 16 CCR Section 1105(d), 16 CCR Section 1105.2(b), 16 CCR Section 1105.2(e), 16 CCR Section 1105.2(f), and CODA Standards 2-6, 2-12, 2-13, and 2-14.]

A. Complaint:

1. Students are progressing to successive clinical courses without completing required course competencies and requirements and that Dean Heidi Weber has told faculty that they cannot fail the students.

2. ***Effect:*** Cabrillo students are not completing the required number of clinical competencies and requirements and therefore **do not** meet Cabrillo's requirements to establish competency in patient care and meet established Cabrillo graduation requirements.

B. **Cabrillo Response on May 2, 2026, and DHBC Review:**

1. **Point 1:**

a. Cabrillo states:

"Cabrillo College administration, the Program Director, and the Level II Coordinator acknowledge the concern identified by the Dental Hygiene Board of California regarding student competency completion and documentation."

"The violation states that students were allowed to progress to the next semester without remaining in a conditional status where the "Incomplete" grade should have remained on their transcript. We agree that the "Incomplete" grade should have remained and that our policy was not followed. Incomplete contracts using our eTrieve system were not incorporated. Rather, the instructor sent email messages to students. This was our mistake and it won't happen moving forward."

"Cabrillo College has a grading policy (Exhibit 3E) that allows faculty to determine the grade awarded to each student. The grade "I" (incomplete) may be recorded for a student who has completed passing work and regularly attended at least 75% of a course but is unable to take the final exam or otherwise complete the course because of illness or other unforeseeable emergency and/or justifiable reason. Under these circumstances, a student may ask their instructor to assign an "incomplete" grade. The student and the instructor will complete an **Incomplete Grade Contract** that outlines how the student will complete the requirements for the class in a given timeframe (the timeframe cannot be longer than one year, unless approved for an extension). A student may not clear an incomplete grade by re-enrolling in the course."

"The decision to progress these seven students was made to ensure they were not academically delayed due to scheduling or clinical availability limitations. We can assure you that no student has or will be allowed to graduate without meeting all competency requirements."

b. DHBC Review:

"Exhibit 3E" provides Cabrillo's "Incomplete" grading policy but failed to include a copy of the "Incomplete Grade Contract."

1. Cabrillo to provide a copy of the "Incomplete Grade Contract."

2. **Point 2:**

a. Cabrillo states:

"An addendum, as outlined in Exhibit 3A, has been added to the Student Handbook, and states that students may progress with an Incomplete grade and conditional status. This language will be incorporated into the Student Handbook and course syllabi moving forward to ensure transparency, consistency, and full regulatory clarity.

As part of our corrective action plan as stated in the addendum to the Student Handbook all new faculty will be trained on all Cabrillo College Grading Policies and the use of Etrieve Incomplete Contracts."

b. DHBC Review and May 7, 2026, Site Visit:

"Exhibit 3A" does not provide an "addendum," nor was the "addendum" available for review at the May 7, 2026, Site Visit. "Exhibit 3A" contains a reiteration of statements made in the March 5, 2026, responses provided by Cabrillo.

1. Cabrillo to provide a copy of the updated "Cabrillo College Dental Hygiene Program Student Policy Handbook" for the 2026-2027 academic year to include the "addendum" as outlined in "Exhibit 3A" and an updated "Incomplete Policy" related to program-specific conditional progression.

3. **Point 3:**

a. Cabrillo states:

"At no time were competency requirements waived, nor were students recommended for graduation or licensure without successful completion of all mandated Local Anesthesia requirements. Competency tracking sheets for the seven students in question provide adequate documentation of proficiency (Exhibit 3B.1-7). As of today, all seven students who received Incomplete grades in the Fall (Exhibit 3C) have successfully met the competency requirements.

b. DHBC Review and May 7, 2026, Site Visit:

1. Exhibit 3B.1-7 provided Cabrillo tracking sheets for the students in question and staff confirmed completion onsite on May 7, 2026.
.
2. Exhibit 3C provides the final grade print out for the 2026 cohort.

4. **Point 4:**

a. Cabrillo states:

"The program has implemented a Student Competency Plan and corrective actions to ensure all students meet clinical competency requirements, course requirements, and graduation standards in a timely and documented manner. Please see Exhibit 3D for the details of this plan."

b. DHBC Review:

Exhibit 3D provides the DH 181 and 183 "Clinical Hours and Competency Plan" for the 2026 graduating cohort.

1. It is unclear if this plan will be utilized moving forward to ensure future cohort competency. Please explain.

2. Cabrillo to provide an updated "Clinical Hours and Competency Plan" for ongoing graduating cohorts.

5. **Point 5:**

a. Cabrillo states (emphasis added):

"Upon review during your visit, we recognize that while the college's general Incomplete policy was applied, the Dental Hygiene Program did not have explicit written language in the Student Handbook ***outlining program-specific conditional progression related to Local Anesthesia clinical competency***. The progressing with an incomplete conditional status can only be applied to students in their 3rd semester or level 3 in the program into the 4th semester or level 4."

b. DHBC Response:

Again, as cited in the March 5, 2026, review, the missing requirements tied to clinical competency were not solely related to "local anesthesia clinical competency."

1. According to "DH181" grading records provided by Cabrillo on February 12, 2026, requirements missing included: one (1) "Pedo X-ray," one (1) "Nomad,"

two (2) "Class 1-3" patients, one (1) "Class 5-6" patient, two (2) "Adolescent" patient, one (1) "IOC," two (2) "Offsite Rotations," two (2) "PC," one (1) "PRA," one (1) "Topical," one (1) "Ultrasonic," one (1) "Right AMSA," one (1) "Left GP," two (2) "Right Mental," three (3) "Left Mental," four (4) "Right Incisive," two (2) "Left Incisive," and one (1) "Left SP/infiltration."

Additionally, one (1) student failed their "Journal Reflection" (67.27%) and one (1) student failed their "Final Exam" (69.41%), with both those students being given a "B" for the course.

6. **Point 6:**

   a. Cabrillo states:

   "The 2026 graduation class is now in their final clinical course, DH 183 III. We will provide documentation to the Board at the end of this semester that all students who are allowed to graduate have completed all required clinical hours. In addition, please view Exhibit 3F demonstrating the completed competencies thus far. As you can see, students are progressing toward graduation in a timely manner. Shall any student fall behind and fail to meet all required patient care hours and/or competencies, they will not be allowed to graduate on May 22nd.

   b. DHBC Review:

   Exhibit 3F provided Cabrillo requirement tracking sheets for the 2026 cohort and staff confirmed progression onsite on May 7, 2026.

C. Determination:

1. **Not in compliance.**

2. Cabrillo is in violation of and shall provide a plan to ensure Cabrillo students will complete all Cabrillo requirements and competencies prior to graduation pursuant to BPC Section 1941(a), 16 CCR Section 1105(c), 16 CCR Section 1105(d), 16 CCR Section 1105.2(b), 16 CCR Section 1105.2(e), 16 CCR Section 1105.2(f), and CODA Standards 2-6, 2-12, 2-13, and 2-14.

   a. Documentation shall include, but not limited to:

      1. A copy of the "Incomplete Grade Contract" to be utilized by the Cabrillo dental hygiene educational program ***by June 26, 2026.***

      2. A copy of an updated "Cabrillo College Dental Hygiene Program Student Policy Handbook" for the 2026-2027 academic year to include the "addendum" as outlined in "Exhibit 3A" and an updated "Incomplete Policy" related to program-specific conditional progression ***by June 26, 2026.***

3. A copy of an updated "Clinical Hours and Competency Plan" for ongoing graduating cohorts ***by June 26, 2026.***

4. An updated Cabrillo DH 183 requirement tracking sheet (Exhibit 3F) confirming completion of ***ALL*** requirements, competencies and clinical hours ***by June 26, 2026.***

IV. Violation 4: Program Director Assignment and Authority.

[Deficient of BPC Section 1941(a), 16 CCR Section 1105(j), 16 CCR Section 1105.1(a), and CODA Standards 3-2 and 3-4.]

A. Complaint:

1. Program director is not consistently on campus and lacks availability to students and faculty.

2. ***Effect:*** Program director assignment fails to provide the necessary and required support to the students and faculty of the Cabrillo DHEP, thereby allowing deficient oversite of the program.

B. **Cabrillo Response on March 5, 2026, and DHBC Review:**

1. **Point 1:**

a. Cabrillo stated:

"Cabrillo College affirms that the Dental Hygiene Program Director is granted full authority and responsibility for the administration, operation, and continuous improvement of the program. The institution recognizes that effective program leadership is essential to maintaining compliance with Dental Hygiene Board of California standards and ensuring the delivery of a high-quality educational experience. The program director's weekly assignments demonstrate that 90% of work hours (33 of 36) are spent in the director role. See Exhibit 4A and 4B."

b. DHBC Response:

1. "Exhibit 4A" still includes "Continuing Education and Expanded Duties coordination of dates, hire contractors, speaker/presenter/instructors/DDS: 1 hour-1/2 hours per week"

i. Cabrillo stated in their 2024 "Cabrillo College's Clarification Statements (regarding July 5th response to DHBC Violations)" regarding the "expanded duties" courses (emphasis added):

"3) The DH Program Director will have only ***minimal involvement*** with these classes in order ***to simply ensure scheduling does not conflict with program instruction*** (i.e., ensuring that Community Education

schedules the classes on weekend hours or summer hours outside of the regular instructional calendar)

Clarification: The DH Program Director will remain involved with ***facilitating the expanded duties courses at her discretion***. ***Any involvement in the coordination or oversight of expanded duties is voluntary and compensation will be provided accordingly***. ***Participation of the DH Program Director is a separate contract***."

ii. If the program director's involvement in the expanded duties course management is a separate contract, the assignment of "Continuing Education and Expanded Duties coordination of dates, hire contractors, speaker/presenter/instructors/DDS: 1 hour-1/2 hours per week" ***should not be included*** in the program director's "Full Time Tenure Track DH Program Director 36 hours Work Week Assignment Schedule". Please explain.

2. "Exhibit 4A" states:

"At most 10% or 3 Hours Faculty Teaching Duties

- Teach Lecture and Clinic courses 3 hours per week
- Prepare grades at the end of the semester .5 hours
- Prepare clinical lesson plans and skills assessments 3 hours per week
- Prepare lecture material, power point presentations, and canvas modules 2.5 hours per week"

i. Therefore, the teaching assignment adds up to nine (9) hours per week (25%), not three (3) hours per week (10%). Please explain the discrepancy.

2. **Point 2:**

a. Cabrillo stated:

"The Program Director is empowered to make decisions regarding curriculum development, faculty assignments, clinical operations, student evaluation, and program policies. This authority includes oversight of all instructional and clinical components, ensuring that program requirements, including clinical hours and competencies, are met in accordance with regulatory expectations. The Director also has the autonomy to implement corrective actions, such as remediation plans or schedule adjustments, to address any identified deficiencies. These responsibilities are defined in the job description. See Exhibit 4C."

b. DHBC Review:

"Exhibit 4C" does provide for program oversite by the program director. However, the DHBC is concerned regarding the following in the "Examples of Duties":

"Oversee the Dental Hygiene Postgraduate Studies Department and fund-raising endeavors"

1. Cabrillo stated in their 2024 "Cabrillo College's Clarification Statements (regarding July 5th response to DHBC Violations)" regarding the "expanded duties" courses (emphasis added):

   "3) The DH Program Director will have only ***minimal involvement*** with these classes in order ***to simply ensure scheduling does not conflict with program instruction*** (i.e., ensuring that Community Education schedules the classes on weekend hours or summer hours outside of the regular instructional calendar)

   Clarification: The DH Program Director will remain involved with ***facilitating the expanded duties courses at her discretion***. ***Any involvement in the coordination or oversight of expanded duties is voluntary and compensation will be provided accordingly. Participation of the DH Program Director is a separate contract***."

2. Again***, overseeing the Dental Hygiene Postgraduate Studies Department and fund-raising endeavors should not be included*** in the program director's responsibilities. Please explain.

3. **Point 3:**

   a. Cabrillo states:

      "Cabrillo College administration supports the Program Director's role by providing the necessary resources, institutional backing, and administrative access needed to effectively manage the program. This structure ensures that the Program Director can independently exercise professional judgment in all program matters without undue interference, thereby maintaining accountability and compliance with all applicable standards.

      Through this framework, Cabrillo College demonstrates its commitment to clearly defined leadership authority, regulatory compliance, and the overall integrity of the Dental Hygiene Program."

   b. DHBC Review:

      The DHBC appreciates the Cabrillo College administration's commitment towards compliance with the DHBC's statutory and regulatory authority.

C. Determination:

1. **Not in compliance.**

2. Cabrillo is in violation of and shall provide evidence of a program director assignment pursuant to BPC Section 1941(a), 16 CCR Section 1105(j), 16 CCR Section 1105.1(a), and CODA Standards 3-2 and 3-4 by ***June 26, 2026.***

    a. Evidence shall include, but not limited to:

        1. Program director updated assignment providing for the primary responsibility of the position is for operation, supervision, evaluation and revision of the program.

        2. Updated program director weekly schedule.

        3. Updated program director job description.

V. Violation 5: Faculty Support.

[Deficient of BPC Section 1941(a), 16 CCR Section 1105(i), 16 CCR Section 1105(k), 16 CCR Section 1105.3(a)(2)(D), and CODA Standard 2-5.]

A. DHEP Site Visit Team Observation:

1. Only one (1) full-time faculty member (program director) is assigned to the Cabrillo DHEP and unclear as to when the other two (2) full-time faculty members left as Cabrillo failed to notify the DHBC as to their departure pursuant to 16 CCR section 1105.3(a)(2)(D). This results in a reduction of 66% of full-time faculty support.

2. ***Effect:*** Student progression and preparation to become a dental hygienist is hindered without the necessary and required faculty support.

B. **Cabrillo Response on March 5, 2026, and DHBC Review:**

1. **Point 1:**

    a. Cabrillo states:

    "Cabrillo College administration acknowledges the concern identified by the Dental Hygiene Board of California (DHBC) regarding program compliance. We understand the importance of maintaining clear, timely, and transparent communication related to staffing within the program.

    In accordance with Title 16 of the California Code of Regulations Section 1105.3, "Changes to an Approved Program," we recognize the requirement to report substantive program changes, including but not limited to staffing, funding, and or enrollment modifications, to the Board for review and approval as applicable. We are committed to doing so now and in the future.

    To address this matter, we agree to implement and uphold a process that ensures all staffing changes, including hires, departures, role adjustments, and

coverage arrangements are communicated promptly (within 10 days) and in compliance with regulatory requirements. This will include maintaining accurate internal records and providing formal notification to DHBC as required under Section 1105.3.

Moving forward, we are committed to strengthening oversight and communication practices to ensure continued compliance with the DHBC and to support the integrity and effectiveness of the program.

b. DHBC Review:

The DHBC appreciates the Cabrillo College administration's commitment towards compliance with the DHBC's statutory and regulatory authority.

2. **Point 2:**

a. Cabrillo states (emphasis added):

"Cabrillo College has taken prompt and documented action to address the cited violation by initiating the recruitment of a one-year temporary faculty member to support the Dental Hygiene Program. The position authorization form was formally reviewed and approved by the President's Cabinet on March 10, 2026 (Exhibit 5A), demonstrating institutional commitment and administrative support for resolving the staffing deficiency.

Following this approval, the College moved forward with an internal recruitment process. The position announcement was officially published on March 27, 2026 (Exhibit 5B), ensuring transparency and timely outreach. In addition, an email notification was distributed to all current Cabrillo employees (Exhibit 5C) to further promote awareness of the opportunity and encourage qualified internal candidates to apply.

Unfortunately, the internal recruitment did not yield a sufficient number of qualified applicants. In response, ***Cabrillo College promptly initiated an external recruitment on April 28, 2026, with a closing date of May 19, 2026 (Exhibit 5D).*** This extended recruitment period has been strategically established to allow for broader outreach and targeted marketing efforts, with the goal of attracting a diverse and highly qualified applicant pool.

Cabrillo College remains committed to resolving this staffing need in a timely and effective manner. Upon completion of the interview process, the College will provide a formal update to the Dental Hygiene Board of California within 10 days, including the outcomes of the recruitment and the status of the appointment.

These actions reflect Cabrillo College's proactive approach to restoring appropriate faculty staffing levels and maintaining compliance with Dental Hygiene Board of California requirements. The College remains committed to

completing the hiring process in a timely manner to ensure adequate instructional support and continuity of program operations."

b. DHBC Review:

The DHBC appreciates Cabrillo's action to address the violation and the inclusion of "Exhibit 5A," "Exhibit 5B," "Exhibit 5C," and "Exhibit 5D." However, upon review of Cabrillo's "Jobs-Faculty" page on their website on May 18, 2026, ***only the "Dental Hygiene - Associate (Part time)" position was found posted online despite stating a closing date of May 19, 2026.***

1. ***See "DHBC Exhibit 1."***

2. Please provide an update as to the current posting of the full-time faculty assignment hiring efforts.

C. Determination:

1. **Not in compliance.**

2. Cabrillo is in violation of and shall provide evidence and demonstration of faculty support pursuant of BPC Section 1941(a), 16 CCR Section 1105(i), 16 CCR Section 1105(k), and CODA Standard 2-5.

   a. Cabrillo to provide permanent full-time staffing by **June 26, 2026.**

3. Cabrillo to provide future communication regarding all changes to the DHEP pursuant to 16 CCR section 1105.3.

VI. Violation 6: Staff Support.

[Deficient of BPC Section 1941(a),16 CCR Section 1105(i), 16 CCR Section 1105(k), and CODA Standards 2-5, 3-10, and 3-11.]

A. Complaint:

1. Students advised that they can enter the clinic without faculty supervision, despite policy that clinic entry requires instructor supervision to ensure proper safety and infection control as the complaint states: "Shift in policy is not only concerning from a safety perspective but also violates established protocols that have ensured the well-being of both students and patients."

2. ***Effect:*** Lack of program support necessitates faculty to redirect time from student support to sterilization duties.

B. **Cabrillo Response on March 5, 2026, and DHBC Review:**

1. Cabrillo states:

"The Cabrillo College Dental Hygiene program administrators, director, and staff, acknowledges the DHBC's concern regarding staff support and affirms its commitment to ensuring qualified and sufficient personnel in accordance with regulatory expectations.

The program maintains an 11-month, 80% classified Instructional Technician position that provides consistent and qualified support for sterilization and clinical activities. The Instructional Technician is assigned to a 4-day compressed workweek schedule, which allows for full coverage of program needs while maintaining compliance with labor and union agreements.

For the 2025–2026 academic year, the Instructional Technician is allotted 19 Contract Days Off (CDOs). To date, 10 CDOs have been utilized, with the remaining 9 CDOs scheduled to be taken prior to June 30, 2026, in accordance with contract requirements. This ensures that all contractual obligations are met without disruption to the dental hygiene program operations. Prior to the start of each academic year, the Instructional Technician indicates on a yearly contract calendar which 19 days will be nonwork days. These days are primarily taken during the summer months of June and July when clinics are not in session. See Exhibits 6A, 6B, and 6C. The violation indicates that an Instructional Technician is not consistently present due to budget constraints; however, this is not accurate. There have been no ongoing or consistent absences of the Instructional Technician. The instance in question resulted from a compressed workweek due to a holiday and was an isolated one-time oversight by the Program Director. To ensure continuity of operations, the Emergency Substitute Faculty and Staff Coverage protocol (Exhibit 1D) has since been implemented to ensure uninterrupted and compliant oversight in the sterilization room during any absence of the Instructional Technician.

Supporting documentation is attached, including the signed 2025–2026 contract calendar and additional information outlining the compressed workweek schedule and examples. See Exhibits 6A, 6B, and 6C.

As requested, the Instructional Technicians job description can be found in Exhibit 6E.

The program affirms that current staffing levels, scheduling practices, and workload distribution are sufficient to meet operational demands and maintain compliance with all applicable standards (see Exhibit 6C). These elements are routinely evaluated annually by the Curriculum and Scheduling analyst using schedule grids that align with the faculty contract (Exhibit 11). The college also employs a Financial Support Specialist who oversees budget and resource allocations to ensure that faculty and staff resources remain aligned with program needs and regulatory expectations. The Financial Support Specialist monitors budgets on a monthly basis and creates quarterly reports, preliminary, and final budget packets to each department including Dental Hygiene.

In addition, classified employees receive 19 designated holidays each year. During weeks in which a scheduled holiday occurs, employees work a compressed schedule to ensure that their full work hours, and corresponding holiday pay, are appropriately accounted for. This structured approach supports both operational continuity and equitable workload management while remaining consistent with institutional policies. See Exhibit 6D.

2. DHBC Review:

   a. The DHBC acknowledges receipt of "Exhibit 6A," "Exhibit 6B," "Exhibit 6C," "Exhibit 6D," and "Exhibit 6E."

   b. Faculty Contract (Exhibit 11) not received. Please resubmit.

   c. The DHBC appreciates the Instructional Technician's contract, CDOs, and hourly requirements. ***However, the Instructional Technician's schedule shall support the needs of the dental hygiene clinical schedule and provide oversite of the sterilization room during all clinical sessions.***

   d. "Exhibit 1D" does not provide detailed information as to student ratios when the instructional Technician is not present. Please explain.

      1. Cabrillo shall ensure there is always a 1:5 faculty to student ratio when clinic is in session.

C. Determination:

1. **Not in compliance.**

2. Cabrillo is in violation of and shall provide evidence of qualified and sufficient staff support pursuant to BPC Section 1941(a), 16 CCR Section 1105(i), 16 CCR Section 1105(k), and CODA Standards 2-5, 3-10 and 3-11 by ***June 26, 2026***.

   a. Evidence shall include, but not limited to:

      1. An update to "Exhibit 1D" to include detailed information as to student ratios when the instructional Technician is not present.

      2. Faculty Contract ("Exhibit 11").

VII. Violation 7: Student Resources.

[Deficient of BPC Section 1941(a), 16 CCR Section 1105(j), CODA Standards 2-5, and 4-1, and 5 CCR Section 59400]

A. DHBC Site Visit Team Observation:

1. Students required to provide their own personal protective equipment (e.g., gloves, masks, etc.) and clinic patient tracking forms.

2. ***Effect:*** Poses a significant cost incurrence to students and prohibited by law.

B. **Cabrillo Response on March 5, 2026, and DHBC Review:**

1. Cabrillo states:

"The Cabrillo College Dental Hygiene Program administrators, director, and staff acknowledge the DHBC'S concern regarding student support and affirm their commitment to ensuring sufficient funding and resources in accordance with regulatory expectations.

The program affirms that students will no longer be required to purchase essential clinical supplies, including masks, gloves, and patient tracking sheets. Cabrillo College accepts responsibility for ensuring that these necessary materials are provided. Exhibit 7A and 7B.

Supporting documentation has been provided, including evidence of past practices demonstrating institutional support through the allocation of funds in the amount of $50,000, as well as recent investments such as the installation of a new dry vacuum system. Exhibit 7C and 7D.

Moving forward, Cabrillo College commits to allocating sufficient funds and resources to meet program needs and maintain compliance with all applicable standards. This includes the annual purchase and provision of gloves, masks, and patient tracking sheets to support student learning and clinical operations.

2. DHBC Review:

a. The DHBC acknowledges receipt of "Exhibit 7A," "Exhibit 7B," "Exhibit 7C," "Exhibit 7D."

b. DHBC confirmed with staff at the May 7, 2026, Site Visit that student resources are beginning to be supplied to students.

C. **Determination:**

1. **In compliance.**

2. Cabrillo shall continue to provide student resources pursuant to BPC Section 1941(a), 16 CCR Section 1105(i), CODA Standards 2-5, and 4-1, and 5 CCR Section 59400.

VIII. Violation 8: Renewal of DHBC Concerns Regarding Stable Financial Resources.

[Deficient of BPC Section 1941(a), 16 CCR Section 1104(b)(5), and CODA Standard 1-3.]

A. **Major Concern**:

1. The DHBC has cited Cabrillo for lack of a stable funding source to maintain the DHEP in both 2019 and 2024 and despite the repeated assurances by Cabrillo that funding to the DHEP that the College has the strength and stability to fully maintain the DHEP, the DHBC has again discovered budgetary concerns that are affecting the DHEP. Please refer to above violations 5, 6, and 7 as to areas where "budgetary concerns" are cited.

2. Despite repeated assurances the program director and faculty would not be required to staff the "Expanded Duties Courses" (i.e., Soft Tissue Curettage, Local Anesthesia, and Nitrous Oxide-Oxygen Analgesia courses) to "fundraise" and provide the sole funding source ("Fund 16") to the DHEP, yet this practice continues.

3. ***Effect:*** Cabrillo program director and faculty required to "fundraise" to support the program which causes undue stress and requires program director and faculty to work non-contracted, personal time to ensure the program is funded to remain functioning. Fundraising to maintain the program is not a normal program director and faculty function. Forced participation in such events should be avoided since the program should be fully funded by the college.

B. **Cabrillo Response on March 5, 2026, and DHBC Review:**

1. Cabrillo states:

   "Cabrillo College continues to reaffirm their commitment to ensuring that stable funding supports the Dental Hygiene Program.

   Funding is mainly derived from general fund revenues associated with the California Community Colleges Student Centered Funding Formula (SCFF) – the formula that establishes state support for all Dental Hygiene programs operating at a California Community College. Because all DH programs have strict safety standards and 1:5 faculty to student ratios for clinical settings, all DH programs operating at California's community colleges technically run at a deficit mode under the SCFF Funding Formula.

   Additionally, other funding sources can be braided with primary general fund dollars to cover appropriate expenditures. These sources can be supplements to

general fund dollars since these sources may have specific or focused uses. Funding such as Perkins/VTEA funds; California Strong Workforce Program dollars, and Cabrillo College Foundation grants are utilized in a fiscally responsible manner to enhance the operation of the Dental Hygiene Program.
Any ongoing operational deficits will be covered by General fund transfers. We continue to maintain our commitment each year by utilizing general fund dollars to cover any operational deficits that need to be covered at the end of a fiscal year. See Exhibit 8A.

2. DHBC Review:

   a. While Cabrillo states that "General Fund" transfers will cover operational deficits, "Exhibit 8A" continues to show Dental Hygiene Expanded Duties courses as a revenue source. Please explain.

Revenue Category	2023-24	2024-25	As of end of Feb 2025-26	
Clinic Revenue	$ 21,642	$ 43,313	$ 16,790	
RH Expanded Duties Classes	$ 257,734	$ 182,732	$ 76,676	
SCFF Gen Fund Revenue from DH	$ 300,880	$ 320,842	$ 194,983	25-26 Estimate FTES: 3
Strong Workforce Program	$ -	$ -	$ -	
Lottery Funds	$ 1,549	$ 49,465	$ 25,942	
Foundation Funds	$ 16,324	$ 17,591	$ -	
Perkins VTEA	$ -	$ -	$ -	
COVID Relief Funding	$ 19,464	$ -	$ -	
Fin Aid College Work Study	$ 11,645	$ 290	$ -	
Total Revenue	**$ 629,239**	**$ 614,234**	**$ 314,391**	

Expenditures	2023-24	2024-25	As of end of Feb 2025-26
FT Faculty Salaries	$ 311,687	$ 245,811	$ 73,593
Part Time Faculty Salaries	$ 335,609	$ 638,676	$ 339,850
Classified Salaries	$ 86,420	$ 83,808	$ 62,236
Classified Overtime	$ -	$ 2,416	$ 1,455
College Work Study	$ 11,645	$ 285	$ -
Student Salary Hourly	$ -	$ 351	$ -
Part Time Hourly	$ 14,318	$ 12,379	$ 3,060
Benefits	$ 20,154	$ 171,843	$ 174,949
Equipment	$ 17,514	$ -	$ 92,990
Instructional Equipment	$ 8,325	$ 20,779	$ 1,542
Instructional Supplies	$ 72,605	$ 77,166	$ 20,448
Supplies	$ 7,835	$ 1,331	$ 6,000
Professional Services	$ 30,529	$ 27,797	$ 15,784
Repairs	$ 1,759	$ 6,936	$ 1,823
Software	$ 7,428	$ -	$ 25,942
Duplicating	$ 1,854	$ 1,657	$ 1,395
Conference Travel	$ -	$ 194	$ 2,045
Hospitality	$ 2,907	$ 5,328	$ 1,488
Memberships	$ 500	$ 175	$ -
Total Expenses	**$ 931,090**	**$ 1,296,932**	**$ 824,601**
Surplus (Deficit	**$ (301,851)**	**$ (682,699)**	**$ (510,210)**
DH Fund Balance Decrease	**$ -**	**$ 325,077**	**$ 102,386**
General Fund Transfer	**$ 301,851**	**$ 357,622**	**$ 407,824**

C. Determination:

1. **Not in compliance.**

2. Cabrillo is in violation of and shall provide evidence of stable financial resources for the DHEP to ensure continuity of the program pursuant to BPC Section 1941(a), 16 CCR Section 1104 (b)(5), and CODA Standard 1-3 by ***June 26, 2026.***

   a. Evidence shall include, but not limited to, Cabrillo DHEP budget to include a narrative as to the description of the source for the support.

Cabrillo shall provide evidence of compliance to the above violations ***by June 26, 2026.***

Pursuant to 16 CCR section 1104(b)(5), continuation of approval of all educational programs shall be contingent upon compliance with the requirements described in Title 16, Division 11, Article 3 of the CCR. As Cabrillo is operating outside the structured parameters of California law and CODA Standards with these violations, Cabrillo is therefore putting students, faculty, and the public at risk. ***Please note:*** 16 CCR section 1104(e) states: "A material misrepresentation of fact by a new educational program or an approved educational program in any information required to be submitted to the Dental Hygiene Board is grounds for denial of approval or revocation of the program's approval."

The priority of the DHBC is consumer protection. To ensure consumer protection and the public's right to receive quality dental hygiene care, the DHBC has a responsibility to ensure that all DHEPs within the state meet the same educational requirements in preparing their graduates for the profession. Please remember that California law and the CODA Standards are the required ***minimum*** levels California DHEPs shall operate at to continue approval and may exceed those levels, as several programs do at their discretion. If you have any questions regarding this report, please feel free to contact me at adina.petty@dca.ca.gov.

Sincerely,

Adina A. Pineschi-Petty DDS
Education, Legislative, and Regulatory Specialist
Dental Hygiene Board of California

cc: Anthony Lum, Executive Officer, Dental Hygiene Board of California
Joanne Pacheco, RDH, MAOB, President, Dental Hygiene Board of California
Faten Khoury, RDH, RDHAP, MA, Dental Hygiene Program Director, Cabrillo College

Attachments:

DHBC Exhibit 1

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Counselor, Academic - Associate Instructor	Associate (Part-time)	12/11/26	2025-02077	
Counselor, EOPS/CARE//NextUp - Associate	Associate (Part-time)	05/22/26	2026-02117	
Dental Hygiene - Associate				

Instructor	Associate (Part-time)	12/11/26	2026-02099	
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From:	Monterey Bay Dental Hygienists' Association
To:	Lum, Anthony@DCA; Petty, Adina@DCA
Subject:	Cabrillo College Dental Hygiene Program - Ongoing Compliance and Oversight Concerns
Date:	Thursday, April 30, 2026 9:38:30 PM
Attachments:	To Whom It May Concern 2026-04-24.pdf DHBC Cabrillo Documentation.pdf

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Report Suspicious

Dear Members of the Dental Hygiene Board of California:

On behalf of the Monterey Bay Dental Hygienists' Association (MBDHA), we are submitting the attached materials to formally document continued concern regarding the Cabrillo College Dental Hygiene Program during its current probationary period.

In light of the Board's recent findings and enforcement actions, the enclosed letter and supporting documentation reflect ongoing issues related to program compliance, administrative oversight, and timely implementation of corrective measures. These concerns suggest potential barriers to achieving sustained compliance within the established reporting and monitoring framework.

We respectfully request the Board's continued vigilance, including any additional review, monitor, or enforcement deemed appropriate to ensure full compliance with California law, CODA standards, and the protection of public safety.

Thank you for your attention to this matter and for your continued commitment.

Sincerely,
Monterey Bay Dental Hygienists' Association Board

To Whom It May Concern:

The priority of the Dental Hygiene Board of California (DHBC) is consumer protec;on. To *ensure consumer protec;on* and the public's right to receive quality dental hygiene care, the DHBC has a responsibility to ensure that all Dental Hygiene EducaBonal Programs (DHEP) within the state meet the same educaBonal requirements in preparing their graduates for the profession. Please remember that California laws and regulaBons and the Commission on Dental AccreditaBon (CODA) Standards are the required minimum levels within which all California DHEPs shall operate to conBnue approval of a program.

The DHBC Board staff conducted an unannounced site visit at the Cabrillo College Dental Hygiene EducaBonal Program (Cabrillo) on February 12, 2026. This site visit was generated due to wriRen complaints received. Evidence of program compliance with the minimum DHEP standards set by the Business and Professions Code (BPC), the California Code of RegulaBons (CCR), and CODA was deficient. It was determined that Cabrillo had eight (8) violaBons:

Violation 1: Inadequate Clinic Supervision (Faculty to Student Ratios)
Violation 2: Inadequate Student Clinical Hours
Violation 3: Student Competency
Violation 4: Program Director Assignment and Authority
Violation 5: Faculty Support
Violation 6: Staff Support
Violation 7: Student Resources
ViolaBon 8: Renewal of DHBC Concerns Regarding Stable Financial Resources.

These violaBons are unprecedented. The most egregious of the violaBons is that Cabrillo is failing to ensure dental hygiene students complete all required student clinical hours and requirements for competency established by Cabrillo, DHBC, and CODA, as verified through documentaBon reviewed by DHBC staff. Changing grades, advancing students under specific circumstances without meeBng requirements, and DHBC and CODA violaBons ongoing since 2019 is categorically unacceptable for public protecBon purposes. Regardless of whether the direcBves are coming from the program director, the associate dean, the dean, the VP of InstrucBon of the program, wherever it might be, it is anBtheBcal to educaBonal standards and to public protecBon. No educaBonal insBtuBon should be found to be engaging in this level of lack of educaBonal standards.

The recording of the DHBC meeBng is public informaBon and available on you tube.
hRps://www.youtube.com/watch?v=1ohRvzBIXkU

Written DHBC meeting documentation is public information and available on the DHBC website. https://www.dhbc.ca.gov/about_us/meeting_docs/20260327-28_materials.pdf including complaint letters from students and faculty starting on page 848.

As Cabrillo Dental Hygiene EducaBonal Program demonstrates repeated violaBons of California laws, regulaBons, and CODA Standards by promoBng students lacking Cabrillo, CODA and California state mandated requirements for licensure, Cabrillo College Dental Hygiene EducaBonal Program's Class of 2026 must complete all deficient clinical hours, requirements,

and competencies prior to graduaBon of the class, a citaBon and the fine of $5,000 has been issued and Cabrillo has been placed on a 3-year probaBon period with quarterly reporBng requirements idenBfying correcBve measures where the program will be reassessed. AddiBonally, during the probaBon period, Cabrillo may experience announced and unannounced site visits from DHBC staff to check on the progression toward compliance or further Board acBon to be taken.

While on probaBon, the Cabrillo College Dental Hygiene Program is required to noBfy all student applicants of the probaBonary status of the program. It was also recommended that there should be public noBficaBon to potenBal clinic paBents that the program is not in full compliance of California laws and regulaBons and the Commission on Dental AccreditaBon (CODA) Standards.

The Cabrillo College Dental Hygiene Program is in jeopardy. All violations can be substantiated via inquiry of past cohorts, faculty and staff. The program is not operating within the framework that governs dental hygiene education and public safety. The dental hygiene department faculty and staff have repeatedly provided objection and protest disputing administrative directives and actions to Cabrillo College Human Resources, as well as directly to the current administration. In addition to the current issues, there are serious matters that have continued to be unresolved for years. The significant ongoing and willful noncompliance is compromising the integrity of the program and professional standards. Public safety—including that of students, paBents, faculty, and staff—is at risk.

Many parts of Santa Cruz and Monterey counBes are already dental deserts. There is not another Dental Hygiene EducaBonal program on the enBre Central Coast. The outcome of Cabrillo's conBnued defiance of the CODA, OSHA and DHBC standards, will be the loss of accreditaBon, the program itself, or the inability for the students to be licensed in California, which would be devastaBng to the oral health of the populaBon in our region.

In light of these findings, we respeckully urge all appropriate oversight enBBes to conduct thorough reviews and conBnued monitoring of the Cabrillo College Dental Hygiene Program to ensure full compliance with all applicable state laws, regulaBons, and accreditaBon standards. We request consideraBon of addiBonal measures necessary and public scruBny to safeguard the educaBonal integrity of the program and, most importantly, the safety and well-being of the paBents served, the students enrolled, faculty and staff.

Transparency, accountability, and Bmely correcBve acBon are essenBal to restoring confidence in the program and ensuring that all graduates meet the standards required for safe and competent clinical pracBce.

We appreciate your aRenBon to this maRer and your commitment to upholding the standards of dental hygiene educaBon and public safety in California.

Respeckully,
Monterey Bay Dental Hygienists' AssociaBon

DHBC
Dental Hygiene
Board of California

Friday, July 17, 2026

Dental Hygiene Board of California

Education Committee Agenda Item 6.

Discussion and Possible Action Regarding Gurnick Academy of Medical Arts' Request for Withdrawal of Provisional Approval to offer a New Dental Hygiene Program in Modesto, California.

MEMORANDUM

DATE	July 17, 2026
TO	Education Committee Dental Hygiene Board of California
FROM	Adina A. Pineschi-Petty DDS Education, Legislative, and Regulatory Specialist
SUBJECT	**EDU 6: Discussion and Possible Action Regarding Gurnick Academy of Medical Arts' Request for Withdrawal of Provisional Approval to offer a New Dental Hygiene Educational Program in Modesto, California.**

BACKGROUND:

On March 28, 2026, the Dental Hygiene Board of California (Board) provisionally approved a new, prospective Dental Hygiene Educational Program offered by Gurnick Academy of Medical Arts in Modesto, California.

On June 12, 2026, Gurnick Academy of Medical Arts submitted a "Request for Withdrawal of Provisional Approval" to the Board, stating that "After considerable deliberation, our institution has made the difficult decision not to move forward with the development and launch of our dental hygiene program. Accordingly, we are requesting to withdraw from the approval process as we will not be pursuing program implementation at this time."

STAFF RECOMMENDATION:

Staff recommends for the Education Committee to approve the withdrawal request of Gurnick Academy of Medical Arts to offer a new dental hygiene educational program in Modesto, California. If the Education Committee approves the request, Board staff requests for the Education Committee recommend to the full Board to approve the withdrawal request of Gurnick Academy of Medical Arts to offer a new dental hygiene educational program in Modesto, California.

PROPOSED MOTION LANGUAGE:

I move for the Education Committee to (approve/disapprove) the withdrawal request and recommend to the Full Board to (approve/disapprove) the withdrawal request of Gurnick Academy of Medical Arts to offer a new dental hygiene educational program in Modesto, California.

Attachments:

1. Gurnick Academy of Medical Arts' June 12, 2026, "Request for Withdrawal of Provisional Approval" Letter.

GURNICK ACADEMY
Integrate Empower Achieve

June 12, 2026

Dental Hygiene Board of California
2005 Evergreen Street, Suite 1350,
Sacramento, CA 95815

RE: Request for Withdrawal of Provisional Approval

To Adina A. Pineschi-Petty, DDS and the Dental Hygiene Board of California,

On behalf of Gurnick Academy of Medical Arts, we would like to express our sincere appreciation for the time, guidance, and support that Dr. Petty and the Board extended to our institution throughout the feasibility study process and the provisional approval of our dental hygiene program. We are especially grateful for the professionalism, kindness, and encouragement that was continuously demonstrated as we pursued this opportunity, and particularly at the March 2026 Board Meeting.

After considerable deliberation, our institution has made the difficult decision not to move forward with the development and launch of our dental hygiene program. Accordingly, we are requesting to withdraw from the approval process as we will not be pursuing program implementation at this time.

We recognize and regret any inconvenience that our decision may cause. This outcome solely reflects internal institutional considerations. We remain deeply appreciative of your efforts and goodwill, and we thank you for the partnership and courtesy you have shown our institution throughout this process.

We wish the Board nothing but continued success in advancing dental hygiene education and protecting the health and well-being of Californians.

Should you have any questions or need any additional information, please contact me at (408) 850-3784 or by email at ldianda@gurnick.edu.

With sincere gratitude,

Lisa Dianda

Lisa Dianda
Dean of Allied Health
Gurnick Academy of Medical Arts

DHBC
Dental Hygiene
Board of California

Friday, July 17, 2026

Dental Hygiene Board of California

Education Committee Agenda Item 7.

Discussion and Possible Action on Concorde Career College-Garden Campus Expansion and Increase in Enrollment.

MEMORANDUM

DATE	July 17, 2026
TO	Education Committee Dental Hygiene Board of California
FROM	Adina A. Pineschi-Petty DDS Education, Legislative, and Regulatory Specialist
SUBJECT	**EDU 3: Discussion and Possible Action on Concorde Career College-Garden Grove Campus Expansion and Increase in Enrollment**

BACKGROUND:

The Concorde Career College - Garden Grove Dental Hygiene Educational Program (CCCGG) is requesting the Board's consideration of a proposed substantive change involving the expansion of the existing Dental Hygiene program currently offered at the Garden Grove campus and adding a new major site located at CCCGG's Burbank campus, as well as an increase in enrollment of 50 students to be educated at the Burbank campus. The campus is currently operating in North Hollywood and is scheduled to relocate to a newly constructed facility in Burbank, California.

The proposed Burbank location would operate as a major site under the oversight and accreditation of CCCGG. The program director will maintain primary responsibility and authority for administration and oversight of both the Garden Grove campus and the proposed Burbank major site. Students enrolled at the Burbank location would complete the same curriculum and be subject to the same policies, standards, and program requirements as students enrolled at the Garden Grove campus. The anticipated completion date for the Burbank facility is approximately April 2027 and CCCGG anticipates enrolling the first cohort of students at the Burbank major site in November 2027.

STAFF RECOMMENDATION:

Staff recommends for the Education Committee to review CCCGG's request to add a new major site located at CCCGG's Burbank campus, as well as to an increase in enrollment of 50 students to be educated at the Burbank campus every eight (8) to nine (9) months.

If the Education Committee determines CCCGG's request to add a new major site located at CCCGG's Burbank campus, as well as to an increase in enrollment of 50

students to be educated at the Burbank campus every eight (8) to nine (9) months is acceptable, Board staff requests for the Educational Committee to recommend to the full Board to consider conditional approval of CCCGG's proposal.

PROPOSED MOTION LANGUAGE:

I move for the Education Committee to recommend to the Full Board to (approve/conditionally approve/disapprove) CCCGG's request to add a new major site located at CCCGG's Burbank campus, as well as to an increase in enrollment of 50 students to be educated at the Burbank campus every eight (8) to nine (9) months. (The condition being an extendable 2-year probation period once the program begins operations and pending compliance with updates every four (4) months and site visits to confirm compliance prior to enrollment of the first cohort.)

Attachments:

1. CCCGG Burbank Expansion Request.
2. DHBC Additional Information for Consideration of a Substantive Change Concorde Career College Garden Grove Dental Hygiene Program Expansion to Burbank.
3. CODA Additional Educational Activity Site and Increase in Enrollment Supplemental Information Report.
4. CODA Program Director Change Report.

June 30, 2026

Dental Hygiene Board of California
2005 Evergreen Street
Sacramento, CA 95815

Re: Request for Consideration of a Substantive Change
Concorde Career College Garden Grove Dental Hygiene Program Expansion to Burbank

Dear Members of the Board:

As Program Director of the Concorde Career College Garden Grove Dental Hygiene Program, I am writing on behalf of Concorde Career College to request the Board's consideration of a proposed substantive change involving the expansion of the existing Dental Hygiene program currently offered at the Garden Grove campus to a new major site located at Concorde's Burbank campus. The campus is currently operating in North Hollywood and is scheduled to relocate to a newly constructed facility in Burbank, California.

Pursuant to California Code of Regulations, Title 16, Section 1105.3(b)(1) through (3), Concorde respectfully seeks the Board's approval of this proposed substantive change. This request is being submitted because the proposed expansion constitutes (1) an educational program expansion through an additional campus, (2) an expansion of physical facilities, and (3) a substantive change that requires submission to the Commission on Dental Accreditation (CODA).

At the time of the October 2025 and May 2026 CODA submissions, Concorde's understanding was that the appropriate time to notify the Dental Hygiene Board would be once institutional planning, feasibility review, and internal approvals had progressed sufficiently to present a finalized proposal for the Board's consideration. Accordingly, as institutional planning progressed and discussions with CODA continued, the appropriate classification of the proposed expansion and the operational framework for the proposed major site became finalized.

Through subsequent discussions with Dr. Pineschi-Petty, we have gained a better understanding of the Board's expectation that CODA submissions related to proposed substantive changes also be provided to the Board as they are submitted. Going forward, Concorde will ensure that future CODA submissions are shared with the Board concurrently.

The proposed Burbank location would operate as a major site under the oversight and accreditation of the existing Garden Grove Dental Hygiene program. As Program Director, I will maintain primary responsibility and authority for administration, oversight, curriculum implementation, faculty supervision, assessment, compliance, and educational quality across both the Garden Grove campus and the proposed Burbank major site. Students enrolled at the Burbank location would complete the same curriculum and be subject to the same policies, standards, and program requirements as students enrolled at the Garden Grove campus.

The anticipated completion date for the Burbank facility is approximately April 2027. Following completion of the facility and installation of equipment, Concorde anticipates submitting all remaining required documentation to both the Dental Hygiene Board and the Commission on Dental Accreditation (CODA) in May 2027. Subject to each agency's review process, Concorde anticipates receiving the remaining required approvals by approximately September 2027. Pending receipt of all required approvals, Concorde anticipates enrolling the first cohort of students at the Burbank major site to begin classes in November 2027.

The proposed expansion has been designed to support growth while maintaining the educational quality, faculty resources, and clinical experiences currently provided through the Garden Grove program. No students would be enrolled or instructed at the proposed Burbank major site until all required approvals, including approval from the Dental Hygiene Board and CODA, have been obtained. The expansion would increase overall program capacity by 50 students per cohort at the Burbank location, with cohorts anticipated to begin every 7–8 months. Enrollment at the Garden Grove campus would remain unchanged.

The planned Burbank dental hygiene facility has been designed to support both didactic and clinical instruction and is expected to include approximately 14,532 square feet dedicated to the Dental Hygiene program. The facility is planned to include:

- Approximately 25 dental hygiene operatories
- 5 radiography bays and 1 panoramic imaging unit
- Multiple classrooms for didactic instruction
- A dental materials laboratory
- A learning resource center
- Sterilization and instrument processing areas
- Faculty offices and student support space

The facility has been designed to support the full delivery of the approved dental hygiene curriculum at the proposed major site. The facility, equipment, and instructional resources have been planned to support compliance with applicable accreditation standards and regulatory requirements.

For the Board's reference, Concorde recently provided copies of the October 2025 and May 2026 submissions to the Commission on Dental Accreditation (CODA) regarding this proposed expansion. On June 30, 2026, Concorde submitted a letter to CODA clarifying several items contained in those earlier submissions. A copy of that clarification is enclosed for the Board's review and is being provided concurrently with its submission to CODA. The clarification is intended to align information presented in the October 2025 and May 2026 submissions, including confirmation of the proposed enrollment of 50 students per cohort and other details related to the proposed major site. We welcome any questions or guidance the Board may have and would be pleased to provide any additional information requested.

Based on the information provided, Concorde respectfully requests the Board's approval of the proposed substantive change.

Thank you for your time, consideration, and continued guidance. I appreciate the Board's commitment to ensuring quality dental hygiene education throughout California and appreciate your review of this request.

Sincerely,

Michael Zhen Qin, DDS
Program Director, Dental Hygiene Program
Concorde Career College, Garden Grove

July 2, 2026

[VIA EMAIL TO ADINA.PETTY@DCA.CA.GOV]

Dental Hygiene Board of California
2005 Evergreen Street
Sacramento, CA 95815

Re: Additional Information for Consideration of a Substantive Change
Concorde Career College Garden Grove Dental Hygiene Program Expansion to Burbank

Dear Members of the Board:

Thank you for the opportunity to provide additional information regarding Concorde Career College's request for approval of the proposed expansion of the Garden Grove Dental Hygiene Program to the proposed Burbank major site.

Following our discussion with Dr. Pineschi-Petty, Concorde continued to review the proposed implementation plan to ensure that the Board has the most current information regarding the program's structure, leadership, facilities, and instructional delivery. We appreciate the guidance provided and are pleased to submit the enclosed materials for the Board's consideration.

To assist the Board in its review, the following summarizes the current implementation plan for the proposed Burbank major site:

- The proposed Burbank location, once approved, will operate as a major site under the existing Garden Grove Dental Hygiene Program and will remain under the oversight and accreditation of the Garden Grove program.
- The proposed Burbank major site will enroll 50 students per cohort. Enrollment at the Garden Grove campus will remain unchanged.
- Dr. Zhen Qin will serve as Program Director for both the Garden Grove campus and the proposed Burbank major site and will retain primary responsibility and authority for program administration, curriculum oversight, faculty supervision, assessment, accreditation compliance, and continuous quality improvement activities.
- Concorde understands the Board's expectation that the Program Director's primary responsibility be the administration and oversight of the educational program. Dr. Qin will continue to provide limited clinical oversight at the Garden Grove campus. These responsibilities are limited to supervision and oversight of clinical educational activities rather than the delivery of didactic coursework and therefore do not require course preparation time. Approximately 70 to 80 percent of Dr. Qin's assigned responsibilities will remain administrative.
- Concorde has enclosed a Program Director job description that reflects the administrative responsibilities, authority, and accountability of the position, together with workload information.

- The proposed Burbank facility is planned to include:
    - Approximately 14,532 square feet dedicated to the Dental Hygiene Program.
    - 25 dental hygiene operatories.
    - Four (4) radiography bays.
    - One (1) panoramic imaging unit.
    - Additional Nomad portable radiography units to support radiography laboratory instruction and student competency development.
- The dental materials laboratory is designed with 31 student workstations to support instructional quality, future growth, and effective use of laboratory resources. The initial planned instructional schedule divides each 50-student cohort into two laboratory sections for dental materials instruction.
- Instructional schedules have been provided to reflect break periods between instructional activities, revised laboratory scheduling, and the planned instructional delivery model.
- Updated facility floor plans have been enclosed to reflect the current design and planned instructional layout of the proposed Burbank facility.
- Concorde currently anticipates the earliest possible start of the first cohort at the Burbank major site in November 2027, contingent upon receipt of all required approvals.
- Concorde will continue to work collaboratively with the Dental Hygiene Board and the Commission on Dental Accreditation throughout implementation and will provide updated information as planning progresses and additional implementation details are finalized.

In addition to this summary, Concorde has enclosed the following materials for the Board's review:

- Program Director job description.
- Program Director employment agreement.
- Program Director workload allocation.
- Academic Scheduling policy.
- Instructional schedules.
- Facility floor plans.
- Photographs of Concorde's recently completed Denver, Colorado Dental Hygiene facility to provide an example of the quality and design approach planned for the proposed Burbank facility. While the Burbank facility will differ in layout and configuration, we hope these photographs provide additional context regarding Concorde's commitment to creating high-quality educational and clinical learning environments.

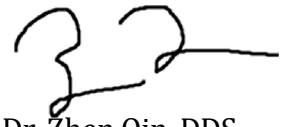
Representatives attending the July 17-18, 2026 Board meeting on behalf of Concorde include:

Dr. Zhen Qin, DDS, Program Director
Kate Osio, Ed.D., Division Chief Compliance Officer
Sara Davenport, Ed.D., Director Regulatory Operations

Concorde appreciates the Board's time throughout this review and approval process. We remain committed to working collaboratively with the Board throughout this process and welcome any additional questions or requests for clarification.

Thank you for your consideration.

Sincerely,



Dr. Zhen Qin, DDS
Program Director, Dental Hygiene Program
Concorde Career College, Garden Grove

Dental Hygiene Program Director Job Description

Title:	*Dental Hygiene Program Director*	**Reports to:**	*Academic Dean*
Location:	*Campus – California Only*	**Effective Date:**	*June 2021*
Department:	*Dental Hygiene*	**Type:**	*Exempt*

SUMMARY

The Program Director manages faculty and other academic staff and ensures effective leadership of his or her department and students. In addition, the Program Director is responsible for all applicable accreditation commission standards or agency regulations as well as all programmatic outcomes. The Program Director is also required to implement, monitor, and uphold all applicable policies and procedures to ensure effective functioning of the department. All Concorde associates are required to display professionalism and uphold Concorde's Mission and the core values of respect for the individual, integrity, teamwork, customer service, and achievement.

KEY ACCOUNTABILITIES

- Set the example and be the role model for professionalism and conduct for program staff and students
- Ensure academic quality of the instruction provided to the students
- Participate in student, campus, and community activities as required
- Actively participate in the local professional community to raise awareness of Concorde, enhance student opportunity, and build the professional network
- Responsible for recruiting, training, orienting, and supervising faculty members for the department
- Ensure faculty are providing active and engaging learning experiences to students within a respectful environment that is conducive to learning, and focused on student satisfaction and positive results
- Participate in and document ongoing faculty and professional development activities including any Continuing Education Units (CEUs) that may be required for certification or licensure where required by law. This also includes ensuring these activities are occurring and documented for faculty
- Adhere to Concorde policies and accreditor standards
- Ensure the safety of the department meets legal and regulatory guidelines and standards of the program
- Conduct and document regular department staff/faculty meetings
- Ensure faculty files are maintained and complete as per the Academic Dean's requirements
- Assist with ongoing review and development of program curriculum
- Ensure that all appropriate surveys are conducted timely and reviewed effectively
- Provide regular performance feedback, including formal classroom observations, to all faculty as appropriate and be open to coaching from Academic Dean
- Advise, coach and mentor students as appropriate and necessary
- Provide support and supervision to ensure programmatic and institutional completion, licensure and placement outcomes are met

- Ensure compliance with all requirements of programmatic and institutional accreditors including advisory committee meetings, scheduled and unannounced visits, annual reports, self-studies, and response
- Review and ensure accurate and timely course, student, and faculty scheduling
- Assist with and attend graduation as requested
- Teach classes as and when necessary and as permitted by any programmatic accreditor
- Assist with student orientations
- Participate in the budgeting process and supervise procurement to ensure that program needs are met
- Review and assist with implementation of the Satisfactory Academic Progress process, including grade audits and timely completion of student advising
- Perform other duties, as assigned

SUPERVISORY RESPONSIBILITY

- All program faculty and staff

CALIFORNIA SPECIFIC KEY RESPONSIBILITY

Must have the authority and responsibility necessary to fulfill program goals including curriculum development, evaluation and revision; faculty recruitment, assignments and supervision; input into faculty evaluation; initiation of program or department in-service and faculty development; assessing, planning and operating program facilities; input into budget preparation and fiscal administration; coordination, evaluation and participation in determining admission criteria and procedures as well as student promotion and retention criteria.

EXPERIENCE/EDUCATION

- Must possess a masters or higher degree or a dentist who has a background in education
- Must hold an active, current dental or dental hygiene license issued by the Committee or the Dental Board of California (DBC), with no disciplinary actions
- Must have a minimum of four (4) years of related practical work experience (ACCSC)
- Must have two (2) years' experience teaching in pre- or post- licensure registered dental hygiene or dental programs
- If a dental hygienist, must be a graduate of a program accredited by the Commission on Dental Accreditation
- If a dentist, must possess the professional experience necessary to understand and fulfill the program goals
- Current CPR certification issued by the American Heart Association (required within 30 days of employment)
- Management experience required
- Excellent oral and written communication skills
- Knowledge and ability to judge instructors' competence and effectiveness

July 2, 2026

Adina A. Pineschi-Petty, DDS
Education, Legislative, and Regulatory Specialist
Dental Hygiene Board of California
2005 Evergreen Street, Suite 1350
Sacramento, CA 95815

RE: Position Appointment and Acceptance
Concorde Career College-Garden Grove

Dear Dr. Petty,

I have been offered, and have accepted, the Position of Program Director for Dental Hygiene at Concorde Career College effective June 14, 2026. This is a full-time appointment. Please find enclosed the other previously requested documentation.

Thank you for your assistance with this Key Personnel Change.

Sincerely,

Zhen Qin, DDS
Program Director

L. Cabuhat,
Louis Cabuhat, EdD,
Academic Dean

7/2/2026

TO: Dr. Petty
FROM: Academic Dean – Lou Cabuhat
RE: Schedule

This communication confirms the full time appointment of Michael Zhen Qin as Program Director effective June 14th, 2026.

Please review the following schedule for the upcoming terms, starting June 14, 2026:

Teaching Responsibilities (Dependent on term and as a supervising dentist)

06/14/26 to 07/01/26 (6 hours)

Day	Time	Clinic Supervision
Monday		
Tuesday		
Wednesday	2pm-8pm	DHCA 2604 Senior Clinic
Thursday		
Friday		

07/12/26 to 09/16/26 (12 hours)

Day	Time	Clinic Supervision
Monday		
Tuesday	4:30pm-8:30pm	DHCA 2502 Junior Clinic
Wednesday		
Thursday	12pm-4pm, 4:30pm-8:30pm	DHCA 2502 Anesthesia Lab, DHCA 2502 Junior Clinic
Friday		

09/20/26 to 10/17/26 (0 hours)

Day	Time	Clinic Supervision
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

10/18/26 to 12/02/26 (5 hours)

Day	Time	Clinic Supervision
Monday		
Tuesday		
Wednesday		
Thursday	12pm-5pm	DHCA 1401 Radiology Lab
Friday		

12/06/26 to 02/10/27 (0 hours)

Day	Time	Clinic Supervision
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

02/14/27 to 03/03/27 (0 hours)

Day	Time	Clinic Supervision
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

03/07/27 to 04/24/27 (12 hours)

Day	Time	Clinic Supervision
Monday		
Tuesday	4:30pm-8:30pm	DHCA 2502 Junior Clinic
Wednesday		DHCA 2505 Senior Clinic
Thursday	12pm-4pm, 4:30pm-8:30pm	DHCA 2502 Anesthesia Lab, DHCA 2502 Junior Clinic
Friday		

04/25/27 to 05/19/27 (12 hours)

Day	Time	Clinic Supervision
Monday		
Tuesday	4:30pm-8:30pm	DHCA 2502 Junior Clinic
Wednesday		
Thursday	12pm-4pm, 4:30pm-8:30pm	DHCA 2502 Anesthesia Lab, DHCA 2502 Junior Clinic
Friday		

05/23/27 to 06/19/27 (6 hours)

Day	Time	Clinic Supervision
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

06/20/27 to 08/04/27 (10 hours)

Day	Time	Clinic Supervision
Monday		
Tuesday	12pm-5pm	DHCA 1401 Radiology Lab
Wednesday		
Thursday	12pm-5pm	DHCA 1401 Radiology Lab
Friday		

Administrative Responsibilities (Dependent on term)

Day	Time
Monday	9am-6pm
Tuesday	9am-12pm
Wednesday	9am-6pm
Thursday	8am-12pm
Friday	9am-5pm

Given the demands of the program director position, daily hours may fluctuate, with a minimum of 28 hours devoted to administration per week. The administrative hours per week will increase once the Burbank location begins enrolling students.

Program Director Signature

7/2/26

Date

Academic Scheduling

Department: Academic Affairs
Number: 09-031
Version: 1.2
Effective: 12/03/2025

PURPOSE

Concorde's Academic Scheduling policy is designed to ensure equitability in distributing teaching and administrative responsibilities, clarify expectations for academic scheduling, promote academic quality, and help manage resources efficiently. This policy defines teaching and administrative time for full-time, part-time, and adjunct faculty providing instruction in Clinical and Core programs, as well as Academic Directors. It is to be used as a guide for scheduling.

POLICY

1. Faculty Scheduled Hours
    a. Full-Time/Hourly – Administrative Time, Direct Student Contact, and Indirect Student Contact should not regularly exceed 40 hours per week.
    b. Part-Time/Hourly – Administrative Time, Direct Student Contact, and Indirect Student Contact should not regularly exceed 26-29 maximum hours per week.
    c. Adjunct/Contract – This will be governed by a contractual agreement for specific courses and will include Administrative Time and Direct Student Contact.
2. Salaried Directors(Example: Program Directors, Directors of Nursing, and Directors of ClinicalEducation)
    a. Program Directors will be expected to teach, along with their administrative duties and program support, unlessprohibited by regulatory or accreditingagencies which will supersede this policy. Supporting documentation must be provided.
    b. Directors of Clinical Education will be expected to teach along with managing time between clinical support and program/student support.
3. Guide for schedulinghours:
    a. Program Directors weekly schedule:
        i 35%-40% Direct and Indirect Student Contact and 60%-65% Administrative Time
        i. Sample schedule for Program Directors:
            1. Direct and Indirect Student Contact hours- approximately 16 hours
            2. Administrative Time- approximately 24 hours
    b. Clinical Directors weekly schedule:
        i 35%-40% Direct and Indirect Student Contact and 60%-65% Administrative Time
            1. Direct and Indirect Student Contact hours- approximately 16 hours
            2. Administrative Time- approximately 24 hours
    c. Full-Time didactic faculty weekly schedule:

- 85-90% Direct Student and Indirect Student Contact and 10-15% Administrative Time
- Sample schedule for Full-Time Faculty (40 hours per week)
    1. Direct Student and Indirect Student Contact hours – approximately 36 hours
    2. Administrative Time – approximately 4 hours

d. Full-Time clinical-only faculty weekly schedule:
- 85-90% Direct Student and Indirect Student Contact hours, and 10%-15% Administrative Time
- Sample schedule for Full-Time Faculty (40 hours per week)
    1. Direct Student and Indirect Student Contact hours- approximately 36 hours
    2. Administrative Time- approximately 4 hours

e. Part-Time didactic faculty weekly schedule:
- 85-90% Direct Student and Indirect Student Contact hours and 10%-15% Administrative Time
- Sample schedule for Part-Time faculty (26-29 maximum hours per week):
    1. Direct Student and Indirect Student Contact hours- approximately 24 hours
    2. Administrative Time- approximately 2 hours

f. Part-Time clinical-only faculty weekly schedule:
- 85-90% Direct Student and Indirect Student Contact hours and 10%-15% Administrative Time
- Sample schedule for Part-Time faculty (26-29 maximum hours per week):
    1. Direct Student andIndirect Student Contact/Clinicalhours- approximately 24hours
    2. Administrative Time- approximately 2 hours

g. Adjunct Faculty weekly schedule:
- 90% Direct Student Contact hours and 10% Administrative Time
- Sample schedule for Adjunct faculty (26-29 maximum hours a week):
    1. Direct Student Contact- approximately 24 hours
    2. Administrative Time- approximately 2 hours

GUIDANCE FOR EXCEPTIONS

1. Certain situations may be considered as exceptions to policy.
    a. **Newly hired faculty** may require additional Administrative Time during the first term they are teaching.
    b. **Larger class** sizes of 25 or more students may require additional administrativetime
2. Obtaining approval to exceed pre-approved administrative time:
    a. Requests to exceed pre-approved administrative time must be made by the Program Director, on a case-by-case basis and in advance of scheduled work time, to the Academic Dean/Director of Operations.
    b. The Academic Dean/Director of Operations must seek approval from the Campus President prior to granting an increase in administrative time.
    c. Approved administrative time must be communicated in writing to Program Directors andfaculty.

DEFINITION OF TERMS

Term	Definition
Administrative Time	Includes activities such as class preparation, curriculum review, preparation of student materials, attending required meetings, lab and clinic setup, grading, accreditation preparation if required, and other duties as necessary.
Direct Student Contact	Refers to interactions where a faculty member or program director engages directly with students. Activities may include but are not limited to on-campus classroom teaching and hands-on teaching in labs, clinics, or clinical settings.
Indirect Student Contact	Defined as a faculty member or program director providing a service on behalf of a student. Activities may include but are not limited to collaboration with other departments to promote student success, supporting clinical or externship sites, tutoring, hosting open labs, covering makeup class hours, conducting academic-focused student meetings, and participating in online discussion forums.
Didactic Faculty (Full-Time, Part-Time, or Adjunct)	Faculty whose primary responsibilities are teaching, student evaluation, and advising students. This faculty member teaches didactic (theory-based) courses, which may be delivered online or on ground.
Clinical-Only Faculty (Full-Time, Part-Time, or Adjunct)	Faculty who supervise and guide students in a clinical setting, without teaching didactic courses. Responsibilities include attending clinical rotations at clinical sites, providing direct supervision, mentoring students, evaluating clinical skills, ensuring patient safety, and fostering professional conduct. This role focuses on practical learning and competency development in clinical settings.

FEEDBACK

Concorde Career Colleges, Inc., welcomes internal feedback regarding business processes. Questions and concerns regarding this business process or suggestions on how to improve the process should be directed to your immediate supervisor or manager.

REVISION HISTORY

Date	Version*	Change	Author	Approver
12/02/2024	1.0	Previous policy titled “Instructor Administrative Time” renamed. Updated policy and terminology. Moved to new template.	Deborah Riemer, VP Academic Affairs	Deborah Riemer, VP Academic Affairs
12/05/2024	1.1	Moved online discussion forums to the Indirect Student Contact definition.	Deborah Riemer, VP Academic Affairs	Deborah Riemer, VP Academic Affairs
12/02/2025	1.2	Updated definitions to include adjunct faculty.	Deborah Riemer, VP Academic Affairs	Deborah Riemer, VP Academic Affairs

** All versions less than 1 are pre-release.*

Course #	Course Title	Credit* Hours	Clock Hours/Week			Faculty/Student Ratio		
			Lec.	Lab.	Clinical	Lec.	Lab.	Clinic
Term I								
BIOL1431	Microbiology with Wet Lab	4.00	45	30		1:50		
ENGL1310	English Composition I	3.00	45			1:50		
MATH1500	College Algebra	3.00	45			1:50		
PSYC1310	General Psychology	3.00	45			1:50		
		13.0						
								Total Credit Hours = 13.0
Term II								
BIOL1411	Anatomy & Physiology I with Wet Lab	4.00	45	30		1:50		
CHEM1411	General and Inorganic Chemistry with Wet Lab	4.00	45	30		1:50		
SOCI1310	Introduction to Sociology	3.00	45			1:50		
		11.0						
								Total Credit Hours = 12.5
Term III								
BIOL1421	Anatomy & Physiology II with Wet Lab	4.00	45	30		1:50		
CHEM1421	Organic and Biochemistry with Wet Lab	4.00	45	30		1:50		
COMM1310	Elements of Human Communication	3.00	45			1:50		
		11.0						
								Total Credit Hours = 11.0
Term IV								
DH110	Oral Embryology & Histology	3.00	45			1:50		
DHCA1203	Dental Anatomy/Tooth Morphology	2.00	30			1:50		
DHCA1401	Dental Radiography	4.00	45	45		1:50	1:5	
DHCA1411	Pre-Clinic I	4.00	30	80		1:50	1:5	
		13.0						
								Total Credit Hours = 13.0
Term V								
DH104	Dental Materials	2.00	15	30		1:50	1:10	
DH140	Dental Hygiene Process of Care	1.00	15			1:50		
DHCA1208	Head & Neck Anatomy	2.50	40			1:50		
DHCA1307	General and Maxillofacial Pathology	3.00	45			1:50		
DHCA1405	Pre-Clinic II	4.00	30	80		1:50	1:5	
		12.5						
								Total Credit Hours = 12.5
Term VI								
DH203	Periodontology	3.00	45			1:50		
DH261	Cultural Awareness	3.00	15			1:50		
DHCA1101	Medical and Dental Emergencies	1.00	15			1:50		
DHCA2502	Dental Hygiene II	5.50	40	80	80	1:50	1:5	1:5
		12.5						
								Total Credit Hours = 12.5
Term VII								
DH224	Dental Public Health	3.00	45			1:50		
DHCA2301	Dental Pharmacology	3.00	45			1:50		
DHCA2503	Dental Hygiene III	5.00	30	30	135	1:50	1:5	1:5
		11.0						
								Total Credit Hours = 11.0
Term VIII								
DH209	Nutrition	3.00	45			1:50		
DH226	Dental Law/Ethics	2.00	30			1:50		
DHCA2604	Dental Hygiene IV	6.00	45	15	150	1:50	1:5	1:5
		11.0						
								Total Credit Hours = 11.0
Term IX								
DH207	Dental Hygiene Seminar	2	30			1:50		
DH130	Dental Office Management	1	15			1:50		
DH277	Board Review	4	60			1:50		
DHCA2505	Dental Hygiene V	5.5	45		150	1:50		1:5
		12.5						
								Total Credit Hours = 12.5
	Total	**108**	**1,250**	**385**	**640**			

Term 1					
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
07:00 AM					
07:30 AM					
08:00 AM		BIOL1431 Microbiology Lecture 4.5 hours 8:00 – 12:30 Ratio 1:50 50 students Gen Ed Instructor	Math1500 College Algebra Lecture 4 hours 8:00 – 12:00 Ratio 1:50 50 students Gen Ed Instructor	ENGL 1310 English Composition I Lecture 4 hours 8:00 – 12:00 Ratio 1:50 50 students Gen Ed Instructor	PSYC1310 General Psychology Lecture 4 hours 8:00 – 12:00 Ratio 1:50 50 students Gen Ed Instructor
08:30 AM					
09:00 AM					
09:30 AM					
10:00 AM					
10:30 AM					
11:00 AM					
11:30 AM					
12:00 PM					
12:30 PM					
01:00 PM					
01:30 PM		BIOL1431 Microbiology Lab 3 hours 1:30 – 4:30 Ratio 1:50 50 students Gen Ed Instructor			
02:00 PM					
02:30 PM					
03:00 PM					
03:30 PM					
04:00 PM					

TERM I

Course #	Course Title	Credit* Hours	Clock Hours/Week			Faculty/Student Ratio		
			Lec.	Lab.	Clinical	Lec.	Lab. Clinic	
Term I								
BIOL1431	Microbiology with Wet Lab	4.00	45	30		1:50		
ENGL1310	English Composition I	3.00	45			1:50		
MATH1500	College Algebra	3.00	45			1:50		
PSYC1310	General Psychology	3.00	45			1:50		
		13.0						
								Total Credit Hours = 13.0

Term 2					
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
07:00 AM					
07:30 AM					
08:00 AM	SOCI1310 Introduction to Sociology Lecture 4 hours 8:00 – 12:00 Ratio 1:50 50 students Gen Ed Instructor	CHEM1411 General & Inorganic Chemistry Lecture 4.5 hours 8:00 – 12:30 Ratio 1:50 50 students Gen Ed Instructor		BIOL1411 Anatomy & Physiology 1 Lecture 4.5 hours 8:00 – 12:30 Ratio 1:50 50 students Gen Ed Instructor	
08:30 AM					
09:00 AM					
09:30 AM					
10:00 AM					
10:30 AM					
11:00 AM					
11:30 AM					
12:00 PM					
12:30 PM					
01:00 PM		CHEM1411 General & Inorganic Chemistry Lab 3 hours 1:30 – 4:00 Ratio 1:50 50 students Gen Ed Instructor		BIOL1411 Anatomy & Physiology 1 Lab 3 hours 1:30 – 4:00 Ratio 1:50 50 students Gen Ed Instructor	
01:30 PM					
02:00 PM					
02:30 PM					
03:00 PM					
03:30 PM					
04:00 PM					
04:30 PM					
05:00 PM					
05:30 PM					
06:00 PM					
06:30 PM					

TERM II

Course #	Course Title	Credit* Hours	Clock Hours/Week			Faculty/Student Ratio		
			Lec.	Lab.	Clinical	Lec.	Lab.	Clinic
Term II								
BIOL1411	Anatomy & Physiology I with Wet Lab	4.00	45	30		1:50		
CHEM1411	General and Inorganic Chemistry with Wet Lab	4.00	45	30		1:50		
SOCI1310	Introduction to Sociology	3.00	45			1:50		
		11.0						
								Total Credit Hours = 12.5

Term 3					
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
07:00 AM					
07:30 AM					
08:00 AM	COMM1310 Elements of Human Communication Lecture 4 hours 8:00 – 12:00 Ratio 1:50 50 students Gen Ed Instructor	CHEM1421 Organic & Biochemistry Lecture 4.5 hours 8:00 – 12:30 Ratio 1:50 50 students Gen Ed Instructor		BIOL1421 Anatomy & Physiology II Lecture 4.5 hours 8:00 – 12:30 Ratio 1:50 50 students Gen Ed Instructor	
08:30 AM					
09:00 AM					
09:30 AM					
10:00 AM					
10:30 AM					
11:00 AM					
11:30 AM					
12:00 PM					
12:30 PM					
01:00 PM		CHEM1421 Organic & Biochemistry Lab 3 hours 1:30 – 4:00 Ratio 1:50 50 students Gen Ed Instructor		BIOL1421 Anatomy & Physiology II Lab 3 hours 1:30 – 4:00 Ratio 1:50 50 students Gen Ed Instructor	
01:30 PM					
02:00 PM					
02:30 PM					
03:00 PM					
03:30 PM					
04:00 PM					
04:30 PM					
05:00 PM					
05:30 PM					
06:00 PM					
06:30 PM					
07:00 PM					

TERM III

Course #	Course Title	Credit* Hours	Clock Hours/Week			Faculty/Student Ratio		
			Lec.	Lab.	Clinical	Lec.	Lab.	Clinic
Term III								
BIOL1421	Anatomy & Physiology II with Wet Lab	4.00	45	30		1:50		
CHEM1421	Organic and Biochemistry with Wet Lab	4.00	45	30		1:50		
COMM1310	Elements of Human Communication	3.00	45			1:50		
		11.0						
								Total Credit Hours = 11.0

Term 4					
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
07:00 AM	DHCA1411 Pre-Clinic I Lecture 7:00 – 11:00 Ratio 1:50 50 students Instructor 1	DHCA1411 Pre-Clinic I Lab 7:00 – 1:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5	DHCA1203 Dental Anatomy Tooth Morphology Lecture 7:00 – 10:30 Ratio 1:50 50 students Instructor 1	DHCA1411 Pre-Clinic 1 Lab 7:00 – 1:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5	
07:30 AM					
08:00 AM					
08:30 AM					
09:00 AM					
09:30 AM					
10:00 AM					
10:30 AM			DH110 Oral Embryology Histology Lecture 10:30 – 2:00 Ratio 1:50 50 students Instructor 1		
11:00 AM	DHCA1401 Radiography 11:00 – 2:00 Lecture Ratio 1:50 50 students Instructor 1				
11:30 AM					
12:00 PM					
12:30 PM					
01:00 PM					DHCA1401 Radiography Lab E 1:00 – 5:00 Ratio 1:5 10 students Instructor 1 Instructor 2
01:30 PM		DHCA1401 Radiography Lab B 1:30 – 5:30 Ratio 1:5 10 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5		DHCA1401 Radiography Lab D 1:30 – 5:30 Ratio 1:5 10 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5	
02:00 PM					
02:30 PM	DHCA1401 Radiography Lab A 2:30 – 6:30 Ratio 1:5 10 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5		DHCA1401 Radiography Lab C 2:30 – 6:30 Ratio 1:5 10 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5		
03:00 PM					
03:30 PM					
04:00 PM					
04:30 PM					
05:00 PM					
05:30 PM					
06:00 PM					
06:30 PM					
07:00 PM					

TERM IV

Course #	Course Title	Credit* Hours	Clock Hours/Week			Faculty/Student Ratio		
			Lec.	Lab.	Clinical	Lec.	Lab.	Clinic
Term IV								
DH110	Oral Embryology & Histology	3.00	45			1:50		
DHCA1203	Dental Anatomy/Tooth Morphology	2.00	30			1:50		
DHCA1401	Dental Radiography	4.00	45	45		1:50	1:10	
DHCA1411	Pre-Clinic I	4.00	30	80		1:50	1:5	
		13.0						
								Total Credit Hours = 13.0

Term 5					
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
07:00 AM		DHCA1405 Pre-Clinic Lab 7:00 – 1:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5		DHCA1405 Pre-Clinic Lab 7:00 – 1:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5	
07:30 AM					
08:00 AM	DHCA1405 Pre-Clinic II Lecture 8:00 – 12:00 Ratio 1:50 50 students Instructor 1				
08:30 AM			DHCA1208 Head & Neck Anatomy Lecture 8:30 – 11:45 Ratio 1:50 50 students Instructor 1		
09:00 AM					
09:30 AM					
10:00 AM					
10:30 AM					
11:00 AM					
11:30 AM					
12:00 PM					
12:30 PM			DHCA1307 Gen & Maxillofacial Pathology Lecture 12:45 – 3:00 Ratio 1:50 50 students Instructor 1		
01:00 PM	DHCA1307 Gen & Maxillofacial Pathology Lecture 1:00 – 3:30 Ratio 1:50 50 students Instructor 1	DH104 Dental Materials Lecture 1:00 – 2:00 Ratio 1:50 50 students Instructor 1			
01:30 PM				DH104 Dental Materials Lab 1:30 – 5:00 Ratio 1:10 25 students Instructor 1 Instructor 2 Instructor 3	DH104 Dental Materials Lab 1:30 – 5:00 Ratio 1:10 25 students Instructor 1 Instructor 2 Instructor 3
02:00 PM					
02:30 PM		DH140 Process of Care Lecture 2:45 – 4:30 Ratio 1:50 50 students Instructor 1			
03:00 PM					
03:30 PM					
04:00 PM					
04:30 PM					
05:00 PM					

TERM V

Course #	Course Title	Credit* Hours	Clock Hours/Week			Faculty/Student Ratio		
			Lec.	Lab.	Clinical	Lec.	Lab.	Clinic
Term V								
DH104	Dental Materials	2.00	15	30		1:50	1:10	
DH140	Dental Hygiene Process of Care	1.00	15			1:50		
DHCA1208	Head & Neck Anatomy	2.50	40			1:50		
DHCA1307	General and Maxillofacial Pathology	3.00	45			1:50		
DHCA1405	Pre-Clinic II	4.00	30	80		1:50	1:5	
		12.5						
								Total Credit Hours = 12.5

Term 6

Time	Monday	Tuesday	Wednesday	Thursday	Friday
07:00 AM		DHCA2502 Dental Hygiene II Clinic A 7:00 – 11:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5		DHCA2502 Dental Hygiene II Clinic B 7:00 – 11:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5	
07:30 AM					
08:00 AM					
08:30 AM			DH261 Cultural Awareness Lecture 8:30 – 10:00 Ratio 1:50 50 students Instructor 1		
09:00 AM	DH203 Periodontology Lecture 9:00 – 11:45 Ratio 1:50 50 students Instructor 1				
09:30 AM					
10:00 AM			DHCA1101 Medical Dental Emergency Lecture 10:15 – 11:45 Ratio 1:50 50 students Instructor 1		
10:30 AM					
11:00 AM					
11:30 AM		DHCA2502 Dental Hygiene II Lab 11:30 – 3:30 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5		DHCA2502 Dental Hygiene II Lab 11:30 – 3:30 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5	
12:00 PM					
12:30 PM	DHCA2502 Dental Hygiene II Lecture 12:45 – 5:00 Ratio 1:50 50 students Instructor 1		DH203 Periodontology Lecture 12:45 – 2:30 Ratio 1:50 50 students Instructor 1		
01:00 PM					
01:30 PM					
02:00 PM					
02:30 PM					
03:00 PM					
03:30 PM					
04:00 PM		DHCA2502 Dental Hygiene II Clinic B 4:00 – 8:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 4		DHCA2502 Dental Hygiene II Clinic A 4:00 – 8:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5	
04:30 PM					
05:00 PM					
05:30 PM					
06:00 PM					
06:30 PM					
07:00 PM					
7:30 PM					
8:00 PM					

TERM VI

Course #	Course Title	Credit* Hours	Clock Hours/Week			Faculty/Student Ratio		
			Lec.	Lab.	Clinical	Lec.	Lab.	Clinic
Term VI								
DH203	Periodontology	3.00	45			1:50		
DH261	Cultural Awareness	3.00	15			1:50		
DHCA1101	Medical and Dental Emergencies	1.00	15			1:50		
DHCA2502	Dental Hygiene II	5.50	40	80	80	1:50	1:10	1:5
		12.5						
								Total Credit Hours = 12.5

Term 7					
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
07:00 AM	DHCA2503 Dental Hygiene III Clinic A 7:00 – 12:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5	DHCA2503 Dental Hygiene III Lecture 7:00 – 10:00 Ratio 1:50 Instructor 1 50 students	DHCA2503 Dental Hygiene III Clinic B 7:00 – 12:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5	DHCA2301 Pharmacology Lecture 7:00 - 10:00 Ratio 1:50 50 students Instructor 1	DHCA2503 Dental Hygiene III Clinic A 7:00 – 12:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5
07:30 AM					
08:00 AM					
08:30 AM					
09:00 AM					
09:30 AM					
10:00 AM		DHCA2301 Pharmacology Lecture 10:15 - 12:15 Ratio 1:50 50 students Instructor 1		DH224 Dental Public Health Lecture 10:00 - 1:30 Ratio 1:50 50 students Instructor 1	
10:30 AM					
11:00 AM					
11:30 AM					
12:00 PM					
12:30 PM	DHCA2503 Dental Hygiene III Clinic B 12:30 - 5:30 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5		DHCA2503 Dental Hygiene III Clinic A 12:30 - 5:30 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5		DHCA2503 Dental Hygiene III Clinic B 12:30 - 5:30 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5
01:00 PM		DHCA2503 Dental Hygiene III Lab 1:15 – 4:45 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5			
01:30 PM				DHCA2503 Dental Hygiene III Lab 1:30 – 5:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5	
02:00 PM					
02:30 PM					
03:00 PM					
03:30 PM					
04:00 PM					
04:30 PM					
05:00 PM					
05:30 PM					
06:00 PM					
06:30 PM					
07:00 PM					
07:30 PM					
08:00 PM					

TERM VII

Course #	Course Title	Credit* Hours	Clock Hours/Week			Faculty/Student Ratio		
			Lec.	Lab.	Clinical	Lec.	Lab.	Clinic
Term VII								
DH224	Dental Public Health	3.00	45			1:50		
DHCA2301	Dental Pharmacology	3.00	45			1:50		
DHCA2503	Dental Hygiene III	5.00	30	30	135	1:50	1:10	1:5
		11.0						
								Total Credit Hours = 11.0

Term 8					
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
07:00 AM	DHCA2604 Dental Hygiene IV Clinic B 7:00 – 12:30 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5		DHCA2604 Dental Hygiene IV Clinic A 7:00 – 12:30 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5		DHCA2604 Dental Hygiene IV Clinic B 7:00 – 12:30 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5
07:30 AM					
08:00 AM		DHCA2604 Dental Hygiene IV Lecture 8:00 - 12:00 Ratio 1:50 50 students Instructor 1		DHCA2604 Dental Hygiene IV Lecture 8:00 - 9:15 Ratio 1:50 50 students Instructor 1	
08:30 AM					
09:00 AM					
09:30 AM				DH226 Dental Law/Ethics Lecture 9:30 - 11:45 Ratio 1:50 50 students Instructor 1	
10:00 AM					
10:30 AM					
11:00 AM					
11:30 AM					
12:00 PM					
12:30 PM				DH209 Nutrition Lecture 12:45 - 3:00 Ratio 1:50 50 students Instructor 1	
01:00 PM	DHCA2604 Dental Hygiene IV Clinic A 1:00 - 6:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5	DHCA2604 Dental Hygiene IV Lab 1:00 – 2:30 Ratio 1:10 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5	DHCA2604 Dental Hygiene IV Clinic B 1:00 - 6:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5		DHCA2604 Dental Hygiene IV Clinic A 1:00 - 6:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5
01:30 PM					
02:00 PM					
02:30 PM		DHCA2604 Dental Hygiene IV Lab 2:30- 4:00 Ratio 1:10 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5			
03:00 PM					
03:30 PM					
04:00 PM					
04:30 PM					
05:00 PM					
05:30 PM					
06:00 PM					
06:30 PM					
07:00 PM					

Term VIII

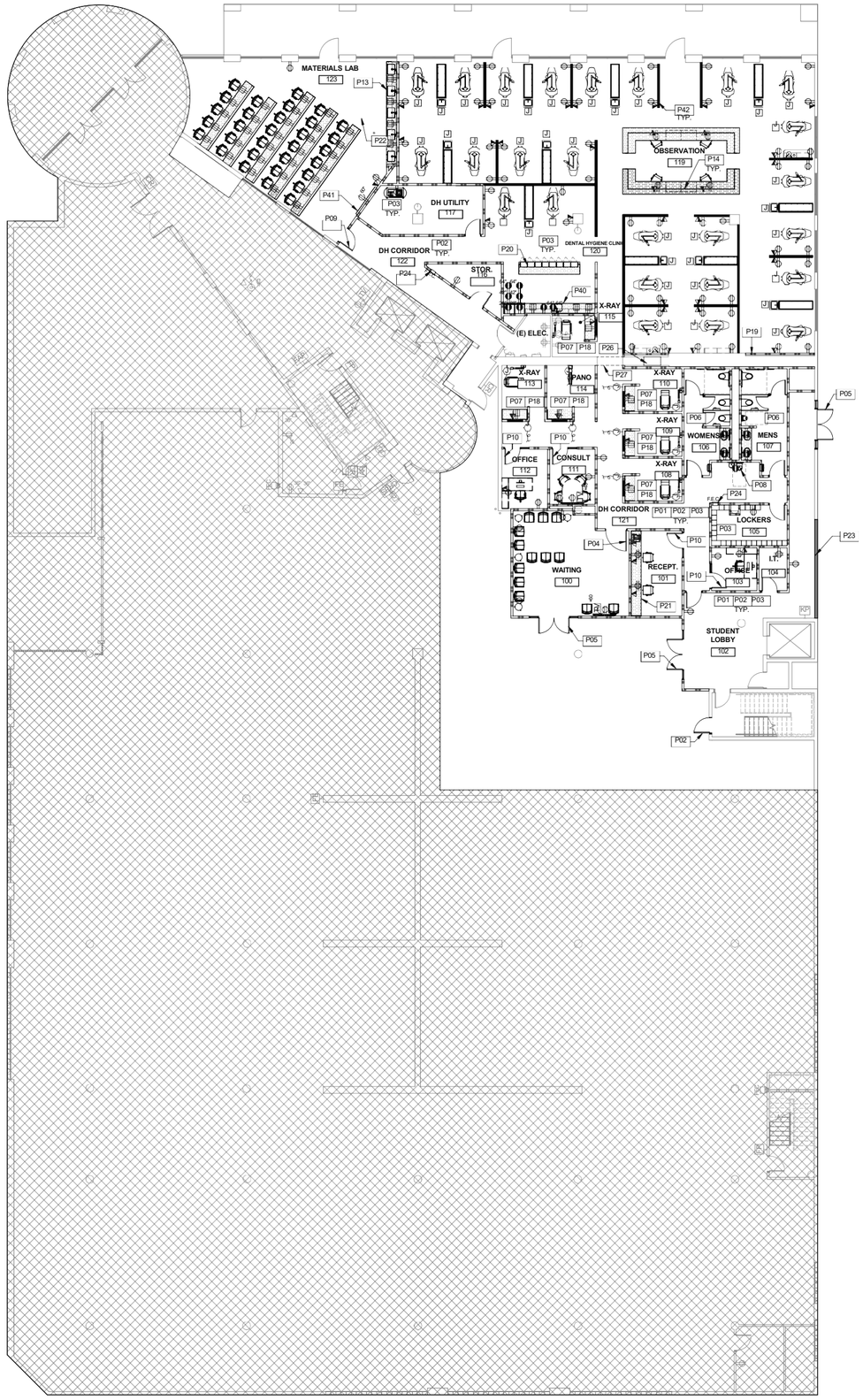
Course #	Course Title	Credit* Hours	Clock Hours/Week			Faculty/Student Ratio		
			Lec.	Lab.	Clinical	Lec.	Lab.	Clinic
Term VIII								
DH209	Nutrition	3.00	45			1:50		
DH226	Dental Law/Ethics	2.00	30			1:50		
DHCA2604	Dental Hygiene IV	6.00	45	15	150	1:50	1:10	1:5
		11.0						
								Total Credit Hours = 11.0

Term 9					
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
07:00 AM	DHCA2505 Dental Hygiene V Clinic A 7:00 – 1:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5	DH277 Board Review Lecture 7:00 - 10:00 Ratio 1:50 50 students Instructor 1	DHCA2505 Dental Hygiene V Clinic B 7:00 – 1:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5	DH277 Board Review Lecture 7:00 - 9:00 Ratio 1:50 50 students Instructor 1	DHCA2505 Dental Hygiene V Clinic A 7:00 – 1:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5
07:30 AM					
08:00 AM					
08:30 AM					
09:00 AM				DH207 Dental Hygiene Seminar Lecture 9:15 - 12:00 Ratio 1:50 Instructor 1	
09:30 AM					
10:00 AM					
10:30 AM					
11:00 AM					
11:30 AM					
12:00 PM		DHCA2505 Dental Hygiene V Lecture 12:00 - 4:00 Ratio 1:50 50 students Instructor 1			
12:30 PM					
01:00 PM				DH207 Dental Hygiene Seminar Lecture 1:00 - 2:00 Ratio 1:50 50 students Instructor 1	
01:30 PM	DHCA2505 Dental Hygiene V Clinic B 1:30-7:30 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5		DHCA2505 Dental Hygiene V Clinic A 1:30-7:30 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5		DHCA2505 Dental Hygiene V Clinic B 1:00 – 7:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5
02:00 PM				DH130 Dental Office Management Lecture 2:15 – 3:15 Ratio 1:50 50 students Instructor 1	
02:30 PM					
03:00 PM					
03:30 PM					
04:00 PM					
04:30 PM					
05:00 PM					
05:30 PM					
06:00 PM					
06:30 PM					
07:00 PM					
07:30 PM					

Term IX

Course #	Course Title	Credit* Hours	Clock Hours/Week			Faculty/Student Ratio		
			Lec.	Lab.	Clinical	Lec.	Lab.	Clinic
Term IX								
DH207	Dental Hygiene Seminar	2	30			1:50		
DH130	Dental Office Management	1	15			1:50		
DH277	Board Review	4	60			1:50		
DHCA2505	Dental Hygiene V	5.5	45		150	1:50		1:5
		12.5						
								Total Credit Hours = 12.5

CAUTION: IF THIS SHEET IS NOT 30"x42" IT IS A REDUCED PRINT



3/32"=1'-0"
0 4' 8' 16' 24' 48'

FIRST FLOOR - FLOOR AND POWER PLAN

SCALE: 3/32" = 1'-0"

N

WALL/PARTITION TYPES

1. INTERIOR GYPSUM BOARD PARTITION SHALL CONFORM TO ICC REPORT ESR-1338. MIN. FASTENER: #6 1-1/4" SCREW. SPACING: 12" FIELD, 8" EDGES.
2. SEE DETAIL SHEET **I510** FOR PARTITION TYPE DETAILS.
3. ALL PARTITIONS TO BE OF TYPE **A** U.O.N.

PARTITION TAG
STUD SIZE, PER DETAIL
PARTITION TYPE

WALL/ PARTITION LEGEND

- EXISTING WALL/ PARTITION
- FULL HEIGHT NON-RATED PARTITION TO STRUCTURE
- PARTITION TO 6" ABOVE CEILING
- PARTITION TO UNDERSIDE OF CEILING
- LOW WALL PARTITION AT XX'-XX" HIGH

ELECTRICAL LEGEND

- 110v. DUPLEX RECEPTACLE, MOUNTED VERTICALLY AT +18" A.F.F., U.O.N. "C" DESIGNATES RECESSED TYPE SOCKET.
- DEDICATED 110v./20 AMP DUPLEX RECEPTACLE, MOUNTED VERTICALLY AT +18" A.F.F., U.O.N.
- 110v. DUPLEX RECEPTACLE, MOUNTED 6" ABOVE COUNTER OR SPLASH.
- DEDICATED 110v./20 AMP DUPLEX RECEPTACLE, MOUNTED 6" ABOVE COUNTER OR SPLASH.
- 110v. FOURPLEX RECEPTACLE, MOUNTED AT +18" A.F.F., U.O.N.
- COMBINATION TELEPHONE/DATA OUTLET MUD RING, WALL-MOUNTED AT 18" A.F.F., U.O.N. PROVIDE PULL ROPE TO ABOVE ACCESSIBLE CEILING SPACE.
- COMBINATION TELEPHONE/DATA OUTLET MUD RING, WALL-MOUNTED 6" ABOVE COUNTER OR SPLASH. PROVIDE PULL ROPE TO ABOVE ACCESSIBLE CEILING SPACE.
- 110v. FOURPLEX RECEPTACLE, MOUNTED WITHIN FURNITURE PANEL.
- COMBINATION TELEPHONE/DATA OUTLET FLUSH IN FLOOR BOX WITH FITTINGS. PROVIDE FIRE RATING AS REQUIRED. "P" DESIGNATES PEDESTAL TYPE DEVICE.
- COMBINATION 110v. DUPLEX RECEPTACLE/DATA OUTLET, MOUNTED FLUSH IN FLOOR BOX WITH FITTINGS. PROVIDE RATING AS REQUIRED. "P" DESIGNATES PEDESTAL TYPE
- JUNCTION BOX, WALL-MOUNTED AT 18" A.F.F. WITH FLEXIBLE CONNECTION TO PRE-WIRED FURNITURE SYSTEM.
- COMBINATION TELEPHONE/DATA OUTLET, WALL-MOUNTED AT 18" A.F.F. WITH FLEXIBLE CONNECTION TO PRE-WIRED FURNITURE SYSTEM. VERIFY CONNECTION REQUIREMENTS WITH FURNITURE MANUFACTURER PRIOR TO ROUGH-IN.
- JUNCTION BOX, CEILING-MOUNTED (IN ACCESSIBLE CEILING) WITH FLEXIBLE CONNECTION TO PRE-WIRED FURNITURE SYSTEM.
- COMBINATION TELEPHONE/DATA OUTLET, CEILING-MOUNTED (IN ACCESSIBLE CEILING) WITH FLEXIBLE CONNECTION TO PRE-WIRED FURNITURE SYSTEM. VERIFY CONNECTION REQUIREMENTS WITH FURNITURE MANUFACTURER PRIOR TO ROUGH-IN.
- JUNCTION BOX, FLUSH-MOUNTED IN FLOOR WITH FLEXIBLE CONNECTION TO PRE-WIRED FURNITURE SYSTEM.
- COMBINATION TELEPHONE/DATA OUTLET, FLUSH-MOUNTED IN FLOOR WITH FLEXIBLE CONNECTION TO PRE-WIRED FURNITURE SYSTEM. VERIFY CONNECTION REQUIREMENTS WITH FURNITURE MANUFACTURER PRIOR TO ROUGH-IN.
- [TV] SINGLE COAX JACK. PROVIDE CONDUIT FOR HDMI CABLE FROM CABLE BOX TO MONITOR, MOUNTED AT +18" A.F.F., U.O.N.

GENERAL NOTES

- THE CONTRACTOR SHALL FIELD VERIFY ALL EXISTING CONDITIONS AND NOTIFY THE ARCHITECT IMMEDIATELY OF ANY DISCREPANCIES OR CONFLICTS THAT MIGHT ARISE.

1. THE "GENERAL CONDITIONS OF THE CONTRACT FOR CONSTRUCTION", A201 CURRENT EDITION OF THE AMERICAN INSTITUTE OF ARCHITECTS, SHALL BE INCLUDED AS PART OF THE CONTRACT AND THESE CONTRACT DOCUMENTS.
2. THE SPACE PLAN IS SUBJECT TO THE APPROVAL OF THE BUILDING OWNER AND LOCAL BUILDING AND FIRE DEPARTMENT OFFICIALS.
3. ALL WORK SHALL BE PERFORMED IN ACCORDANCE WITH ALL APPLICABLE CODES, REGULATIONS AND ORDINANCES HAVING JURISDICTION.
4. CONTRACTOR FOR THE PROJECT SHALL BE RESPONSIBLE FOR OBTAINING ALL REQUIRED BUILDING PERMITS.
5. ALL WORK NOTED "N.I.C." OR "NOT IN CONTRACT" IS TO BE ACCOMPLISHED BY A CONTRACTOR OTHER THAN THE GENERAL CONTRACTOR AND IS NOT TO BE A PART OF THE CONSTRUCTION AGREEMENT. THE GENERAL CONTRACTOR SHALL COORDINATE WITH "OTHER" CONTRACTORS AS REQUIRED PER REQUIREMENTS ESTABLISHED BY OWNER, TENANT OR BOTH.
6. ALL WORK PERFORMED BY THE CONTRACTOR SHALL CONFORM TO THE EXISTING BUILDING STANDARDS, MATERIALS AND FINISHES, U.O.N.
7. CONTRACTOR SHALL BE RESPONSIBLE FOR THE GENERAL CLEANING OF A JOB AFTER ITS COMPLETION. CLEANING SHALL INCLUDE INTERIOR OF THE BUILDING AND PATH OF TRAVEL TO THE JOB SITE AND SHALL INCLUDE THE PARKING LOT, ELEVATORS, LOBBIES AND CORRIDOR CARPET.
8. CONTRACTOR TO FIELD VERIFY EXISTING CONDITIONS AND NOTIFY WARE MALCOMB OF ANY DISCREPANCIES PRIOR TO PROVIDING PRELIMINARY PRICING.
9. CONTRACTOR SHALL PROVIDE RECORD DOCUMENTS AND SHALL PROVIDE SAID DOCUMENTATION TO TENANT CONSTRUCTION COORDINATOR OR ARCHITECT UPON COMPLETION OF TENANT CONSTRUCTION - NO EXCEPTIONS.
10. CONTRACTOR TO PROVIDE NEW LIGHTING, SWITCHING AND ELECTRICAL CIRCUITING AS REQUIRED.
11. PROVIDE NEW ELECTRICAL, DATA AND TELEPHONE OUTLETS AS INDICATED ON PLAN.
12. NEW DATA CABLING TO BE SUPPLIED AND INSTALLED BY TENANT (PLENUM RATED REQUIRED.)
13. ALL FURNITURE TO BE SUPPLIED AND INSTALLED BY TENANT, U.O.N.
14. PREPARE WALLS TO RECEIVE TWO COATS EGGSHELL PAINT, U.O.N.
15. CONTRACTOR TO INCLUDE ALL FLOOR PREPARATION IN BASE BID.
16. ALL UPPER & LOWER CABINETRY TO HAVE 4" BRUSHED STAINLESS WIRE PULLS, MELAMINE INTERIORS, ADJUSTABLE MELAMINE SHELVING & FRAMLESS CONCEALED HINGES, U.O.N.
17. PROVIDE AN ALLOWANCE TO REMODEL, REZONE AND RE-BALANCE HVAC SYSTEM TO MECHANICAL ENGINEER'S SPECIFICATIONS.
18. ALL TELEPHONE/ELECTRICAL OUTLETS IN EXISTING WALLS TO REMAIN, U.O.N.
19. PROVIDE NEW RUBBER BASE TO MATCH EXISTING AT ALL NEW WALLS.
20. CLEAN/REPLACE ANY DAMAGED OR MISSING EXTERIOR WINDOW BLINDS.

KEYNOTES

- P01 PROTECT EXISTING COLUMNS DURING CONSTRUCTION THROUGHOUT.
- P02 PROVIDE NEW 3'-0"W BY 8'-0"H DOOR, U.N.O.
- P03 OWNER PROVIDED EQUIPMENT AS SHOWN IS FOR REFERENCE ONLY.
- P04 PROVIDE NEW 4'-0"W BY 8'-0"H DOOR WITH VISION PANEL, THIS LOCATION.
- P05 PROVIDE NEW 6'-0"W X 8'-0" DOUBLE STOREFRONT DOOR WITH 18"W SIDELITE AT THESE LOCATIONS. PROVIDE PANIC HARDWARE, AND CLOSERS.
- P06 NEW FULLY ACCESSIBLE RESTROOM. PROVIDE NEW PLUMBING FIXTURES AND ACCESSORIES "BOBRICK" OR EQUAL, AND PARTITIONS "HADRIAN" WITH "FORMICA" PLASTIC LAMINATE, COLOR: PLANKED URBAN OAK #9312. PROVIDE SOLID SURFACE COUNTERTOP WITH 4" HIGH BACKSPLASH AND PLASTIC LAMINATE SLANT SHIELD AS REQUIRED.
- P07 PROVIDE NEW 2'-0"D PLASTIC LAMINATE COUNTERTOP WITH IN-WALL SUPPORTS AS REQUIRED.
- P08 NEW ADA COMPLIANT DOUBLE DRINKING FOUNTAIN WITH BOTTLE FILLER AND CANE APRON, "ELKAY" OR EQUAL.
- P09 DOOR TO RECEIVE VISION PANEL, TYPICAL AT ALL CLASSROOMS, U.N.O.
- P10 DOOR TO RECEIVE 18"W SIDELITE AND TO ALIGN WITH DOOR HEIGHT, TYPICAL AT ALL OFFICES, U.N.O.
- P13 PROVIDE SOLID SURFACE COUNTERTOP WITH 4" HIGH BACKSPLASH, PLASTIC LAMINATE UPPER AND LOWER CABINETS. PROVIDE ADA COMPLIANT STAINLESS STEEL UNDERMOUNT SINK WITH POLISHED CHROME PULL-DOWN KITCHEN FAUCET. REFER TO PLAN FOR NUMBER OF SINKS PER LOCATION.
- P14 PROVIDE 1'-0"D, SOLID SURFACE TRANSACTION TOP AT 42"H, AND SOLID SURFACE WORKSURFACE AT 34"H. WITH FRAMED LOW WALL BELOW. PROVIDE 6'-0"W BASE CABINETS CENTERED ON WORKSURFACE AND IN WALL STEEL SUPPORTS AS REQUIRED. PROVIDE GROMMETS.
- P18 NEW 36"W WINDOW AT 3'-6" AFF WITH TOP TO ALIGN WITH DOOR HEIGH.
- P19 PROVIDE DRYWALL/FURR OVER EXISTING LOAD BEARING WALL AT THIS LOCATION.
- P20 PROVIDE SOLID SURFACE COUNTERTOP WITH 4" HIGH BACKSPLASH, PLASTIC LAMINATE LOWER CABINETS AND OPEN CUBBIES ABOVE.
- P21 PROVIDE 2'-0"D SOLID SURFACE COUNTERTOP WORKSURFACE. PROVIDE GROMMETS.
- P22 PROVIDE 1'-7"D SOLID SURFACE COUNTERTOP WORKSURFACE WITH FRAMED LOW WALL TO 3'-2"H.
- P23 INFILL EXTERIOR WALL AND FINISH BOTH SIDES TO MATCH ADJACENT CONSTRUCTION.
- P24 PROVIDE RECESSED FIRE EXTINGUISHER CABINETS WHERE SHOWN.
- P26 INFILL EXISTING LOAD BEARING WALL. PATCH/REPAIR/TOUCH UP AS REQUIRED.
- P27 EXISTING HEADER AT THIS LOCATION TO REMAIN.
- P40 STERILIZATION MILLWORK PROVIDED BY HENRY SCHEIN.
- P41 PROVIDE NEW 86" INTERACTIVE DISPLAY, THIS LOCATION.
- P42 PROVIDE NEW 42"H LOW WALL. PROVIDE FRAMED WINDOW CONNECTED TO TOP OF LOW WALL UP TO CEILING.

WARE MALCOMB
ARCHITECTURE CIVIL ENGINEERING
PLANNING BRANDING
INTERIORS BUILDING MEASUREMENT
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Phoenix, AZ. 85016
P 480.767.1001

CONCORDE CAREER COLLEGES

CONCORDE BURBANK
BURBANK, CA

SCHEMATIC DESIGN - FIRST FLOOR PLAN

DATE	REMARKS
11/06/2025	SCHEMATIC DESIGN

PA/PM:	MM/SB
DRAWN BY.:	KQ/AW
JOB NO.:	PHX24-3006

SHEET
SD3.0

12/5/2025 11:45:36 AM

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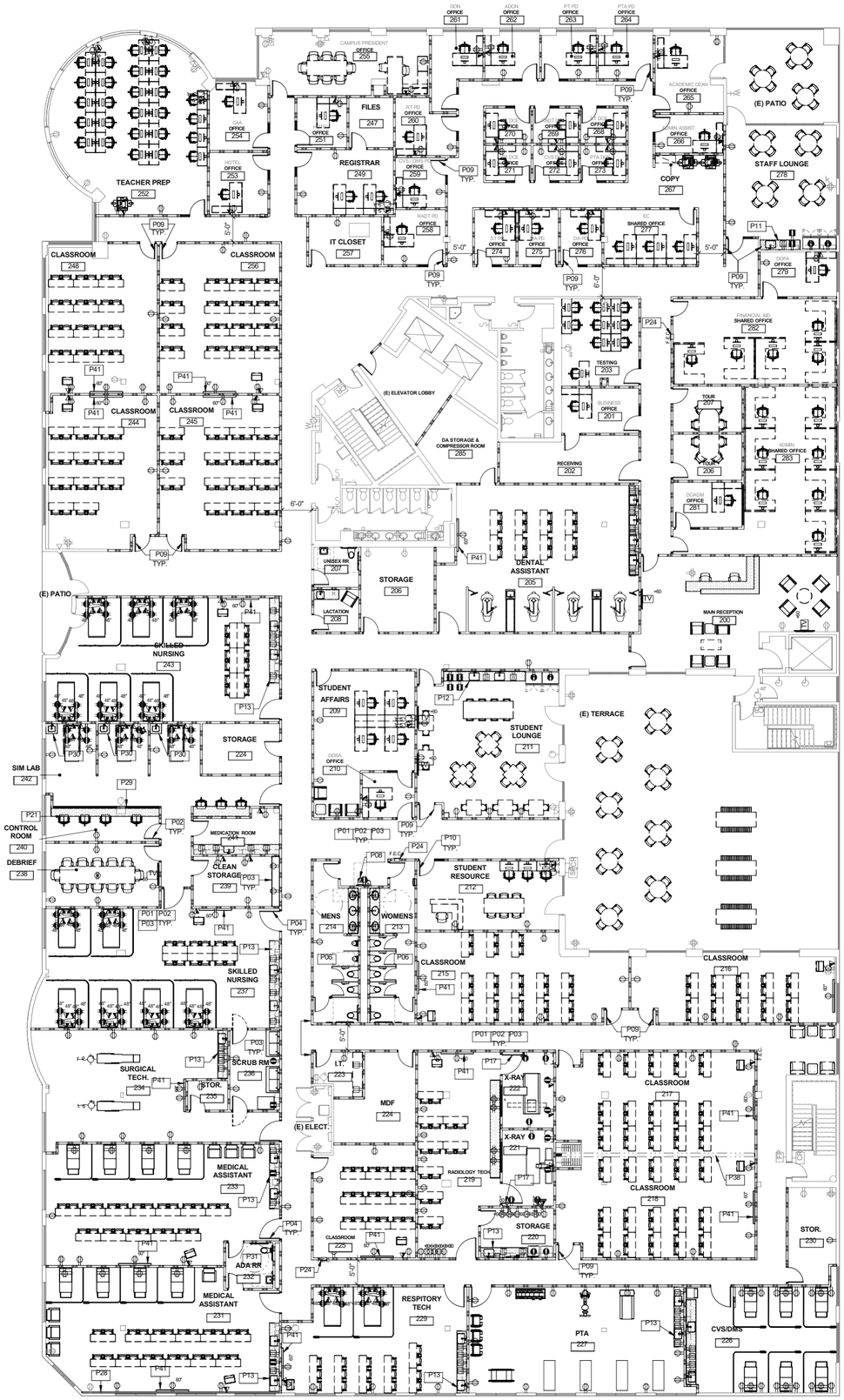
Autodesk Docs://PHX24-3006-RD_Concorde - LAX/06_ARCH_TI.rvt

CAUTION: IF THIS SHEET IS NOT 30"x42" IT IS A REDUCED PRINT



SECOND FLOOR - FLOOR AND POWER PLAN

SCALE: 3/32" = 1'-0"

WALL/PARTITION TYPES

1. INTERIOR GYPSUM BOARD PARTITION SHALL CONFORM TO ICC REPORT ESR-1338. MIN. FASTENER: #5 1-1/4" SCREW. SPACING: 12" FIELD, 8" EDGES.
2. SEE DETAIL SHEET **1510** FOR PARTITION TYPE DETAILS.
3. ALL PARTITIONS TO BE OF TYPE **A3** U.O.N.

PARTITION TAG
STUD SIZE, PER DETAIL
PARTITION TYPE

WALL/ PARTITION LEGEND

- EXISTING WALL/ PARTITION
- FULL HEIGHT NON-RATED PARTITION TO STRUCTURE
- PARTITION TO 6" ABOVE CEILING
- PARTITION TO UNDERSIDE OF CEILING
- LOW WALL PARTITION AT XX'-XX" HIGH

ELECTRICAL LEGEND

- 110v. DUPLEX RECEPTACLE, MOUNTED VERTICALLY AT +18" A.F.F., U.O.N. "C" DESIGNATES RECESSED TYPE SOCKET.
- DEDICATED 110v./20 AMP DUPLEX RECEPTACLE, MOUNTED VERTICALLY AT +18" A.F.F., U.O.N.
- 110v. DUPLEX RECEPTACLE, MOUNTED 6" ABOVE COUNTER OR SPLASH.
- DEDICATED 110v./20 AMP DUPLEX RECEPTACLE, MOUNTED 6" ABOVE COUNTER OR SPLASH.
- 110v. FOURPLEX RECEPTACLE, MOUNTED AT +18" A.F.F., U.O.N.
- COMBINATION TELEPHONE/DATA OUTLET MUD RING, WALL-MOUNTED AT 18" A.F.F., U.O.N. PROVIDE PULL ROPE TO ABOVE ACCESSIBLE CEILING SPACE.
- COMBINATION TELEPHONE/DATA OUTLET MUD RING, WALL-MOUNTED 6" ABOVE COUNTER OR SPLASH. PROVIDE PULL ROPE TO ABOVE ACCESSIBLE CEILING SPACE.
- 110v. FOURPLEX RECEPTACLE, MOUNTED WITHIN FURNITURE PANEL.
- COMBINATION TELEPHONE/DATA OUTLET FLUSH IN FLOOR BOX WITH FITTINGS. PROVIDE FIRE RATING AS REQUIRED. "P" DESIGNATES PEDESTAL TYPE DEVICE.
- COMBINATION 110v. DUPLEX RECEPTACLE/DATA OUTLET, MOUNTED FLUSH IN FLOOR BOX WITH FITTINGS. PROVIDE RATING AS REQUIRED. "P" DESIGNATES PEDESTAL TYPE.
- JUNCTION BOX, WALL-MOUNTED AT 18" A.F.F. WITH FLEXIBLE CONNECTION TO PRE-WIRED FURNITURE SYSTEM.
- COMBINATION TELEPHONE/DATA OUTLET, WALL-MOUNTED AT 18" A.F.F. WITH FLEXIBLE CONNECTION TO PRE-WIRED FURNITURE SYSTEM. VERIFY CONNECTION REQUIREMENTS WITH FURNITURE MANUFACTURER PRIOR TO ROUGH-IN.
- JUNCTION BOX, CEILING-MOUNTED (IN ACCESSIBLE CEILING) WITH FLEXIBLE CONNECTION TO PRE-WIRED FURNITURE SYSTEM.
- COMBINATION TELEPHONE/DATA OUTLET, CEILING-MOUNTED (IN ACCESSIBLE CEILING) WITH FLEXIBLE CONNECTION TO PRE-WIRED FURNITURE SYSTEM. VERIFY CONNECTION REQUIREMENTS WITH FURNITURE MANUFACTURER PRIOR TO ROUGH-IN. JUNCTION BOX, FLUSH-MOUNTED IN FLOOR WITH FLEXIBLE CONNECTION TO
- PRE-WIRED FURNITURE SYSTEM.
- COMBINATION TELEPHONE/DATA OUTLET, FLUSH-MOUNTED IN FLOOR WITH FLEXIBLE CONNECTION TO PRE-WIRED FURNITURE SYSTEM. VERIFY CONNECTION REQUIREMENTS WITH FURNITURE MANUFACTURER PRIOR TO ROUGH-IN.
- SINGLE COAX JACK. PROVIDE CONDUIT FOR HDMI CABLE FROM CABLE BOX TO MONITOR, MOUNTED AT +18" A.F.F., U.O.N.

GENERAL NOTES

- THE CONTRACTOR SHALL FIELD VERIFY ALL EXISTING CONDITIONS AND NOTIFY THE ARCHITECT IMMEDIATELY OF ANY DISCREPANCIES OR CONFLICTS THAT MIGHT ARISE.

1. THE "GENERAL CONDITIONS OF THE CONTRACT FOR CONSTRUCTION", A201 CURRENT EDITION OF THE AMERICAN INSTITUTE OF ARCHITECTS. SHALL BE INCLUDED AS PART OF THE CONTRACT AND THESE CONTRACT DOCUMENTS.
2. THE SPACE PLAN IS SUBJECT TO THE APPROVAL OF THE BUILDING OWNER AND LOCAL BUILDING AND FIRE DEPARTMENT OFFICIALS.
3. ALL WORK SHALL BE PERFORMED IN ACCORDANCE WITH ALL APPLICABLE CODES, REGULATIONS AND ORDINANCES HAVING JURISDICTION.
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14. PREPARE WALLS TO RECEIVE TWO COATS EGGSHELL PAINT, U.O.N.
15. CONTRACTOR TO INCLUDE ALL FLOOR PREPARATION IN BASE BID.
16. ALL UPPER & LOWER CABINETRY TO HAVE 4" BRUSHED STAINLESS WIRE PULLS, MELAMINE INTERIORS, ADJUSTABLE MELAMINE SHELVING & FRAMLESS CONCEALED HINGES, U.O.N.
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19. PROVIDE NEW RUBBER BASE TO MATCH EXISTING AT ALL NEW WALLS.
20. CLEAN/REPLACE ANY DAMAGED OR MISSING EXTERIOR WINDOW BLINDS.

KEYNOTES:

- P01 PROTECT EXISTING COLUMNS DURING CONSTRUCTION THROUGHOUT.
- P02 PROVIDE NEW 3'-0"W BY 8'-0"H DOOR, U.N.O.
- P03 OWNER PROVIDED EQUIPMENT AS SHOWN IS FOR REFERENCE ONLY.
- P04 PROVIDE NEW 4'-0"W BY 8'-0"H DOOR WITH VISION PANEL, THIS LOCATION.
- P06 NEW FULLY ACCESSIBLE RESTROOM. PROVIDE NEW PLUMBING FIXTURES AND ACCESSORIES "BOBRICK" OR EQUAL, AND PARTITIONS "HADRIAN" WITH "FORMICA" PLASTIC LAMINATE, COLOR: PLANKED URBAN OAK #9312. PROVIDE SOLID SURFACE COUNTERTOP WITH 4" HIGH BACKSPLASH AND PLASTIC LAMINATE SLANT SHIELD AS REQUIRED.
- P08 NEW ADA COMPLIANT DOUBLE DRINKING FOUNTAIN WITH BOTTLE FILLER AND CANE APRON, "ELKAY" OR EQUAL.
- P09 DOOR TO RECEIVE VISION PANEL, TYPICAL AT ALL CLASSROOMS, U.N.O.
- P10 DOOR TO RECEIVE 18"W SIDELITE AND TO ALIGN WITH DOOR HEIGHT, TYPICAL AT ALL OFFICES, U.N.O.
- P11 PROVIDE SOLID SURFACE COUNTERTOP WITH 4" HIGH BACKSPLASH, PLASTIC LAMINATE UPPER AND LOWER CABINETS WITH A MICROWAVE TOWER AND FULL HEIGHT PANTRY, PROVIDE ADA COMPLIANT STAINLESS STEEL UNDERMOUNT SINK WITH POLISHED CHROME PULL-DOWN KITCHEN FAUCET.
- P12 PROVIDE SOLID SURFACE COUNTERTOP WITH 4" HIGH BACKSPLASH, PLASTIC LAMINATE LOWER CABINETS WITH (2) MICROWAVE TOWER AND FULL HEIGHT PANTRY. PROVIDE (2) ADA COMPLIANT STAINLESS STEEL UNDERMOUNT SINKS WITH POLISHED CHROME PULL-DOWN KITCHEN FAUCET.
- P13 PROVIDE SOLID SURFACE COUNTERTOP WITH 4" HIGH BACKSPLASH, PLASTIC LAMINATE UPPER AND LOWER CABINETS. PROVIDE ADA COMPLIANT STAINLESS STEEL UNDERMOUNT SINK WITH POLISHED CHROME PULL-DOWN KITCHEN FAUCET. REFER TO PLAN FOR NUMBER OF SINKS PER LOCATION.
- P17 PROVIDE NEW 4'-0"W BY 8'-0"H DOOR, U.N.O.
- P21 PROVIDE 2'-0"D SOLID SURFACE COUNTERTOP WORKSURFACE. PROVIDE GROMMETS.
- P24 PROVIDE RECESSED FIRE EXTINGUISHER CABINETS WHERE SHOWN.
- P28 PROVIDE DRYWALL/FURR OVER EXISTING EXTERIOR WINDOWS AT THESE LOCATIONS.
- P29 PROVIDE 12'-8"W. WINDOW IN FRAME FROM 3'-0" AFF AND TOP OF FRAME TO ALIGN WITH DOOR HEIGHT.
- P30 PROVIDE SOLID SURFACE COUNTERTOP. WATERFALL ON EXPOSED SIDE WITH 4" HIGH BACKSPLASH, PLASTIC LAMINATE LOWER CABINETS. PROVIDE ADA COMPLIANT STAINLESS STEEL UNDERMOUNT SINK WITH POLISHED CHROME PULL-DOWN KITCHEN FAUCET.
- P31 ACCESSIBLE RESTROOM. PROVIDE WALL MOUNTED WATERCLOSET AND SINK AT THIS LOCATION.
- P38 NEW OPERABLE PARTITION - MODERNFOLD MODERCO 843-E OR EQUAL.
- P41 PROVIDE NEW 86" INTERACTIVE DISPLAY, THIS LOCATION.

WARE MALCOMB
ARCHITECTURE PLANNING INTERIORS
CIVIL ENGINEERING BRANDING BUILDING MEASUREMENT
2777 E Camelback Rd, Suite #325
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CONCORDE CAREER COLLEGES

CONCORDE BURBANK
BURBANK, CA

SCHEMATIC DESIGN - SECOND FLOOR PLAN

DATE	REMARKS
11/06/2025	SCHEMATIC DESIGN

PA/PM:	MM/SB
DRAWN BY.:	KQ/AW
JOB NO.:	PHX24-3006

SHEET
SD3.1

12/5/2025 11:45:43 AM

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Sterilization Area

Sterilization Area

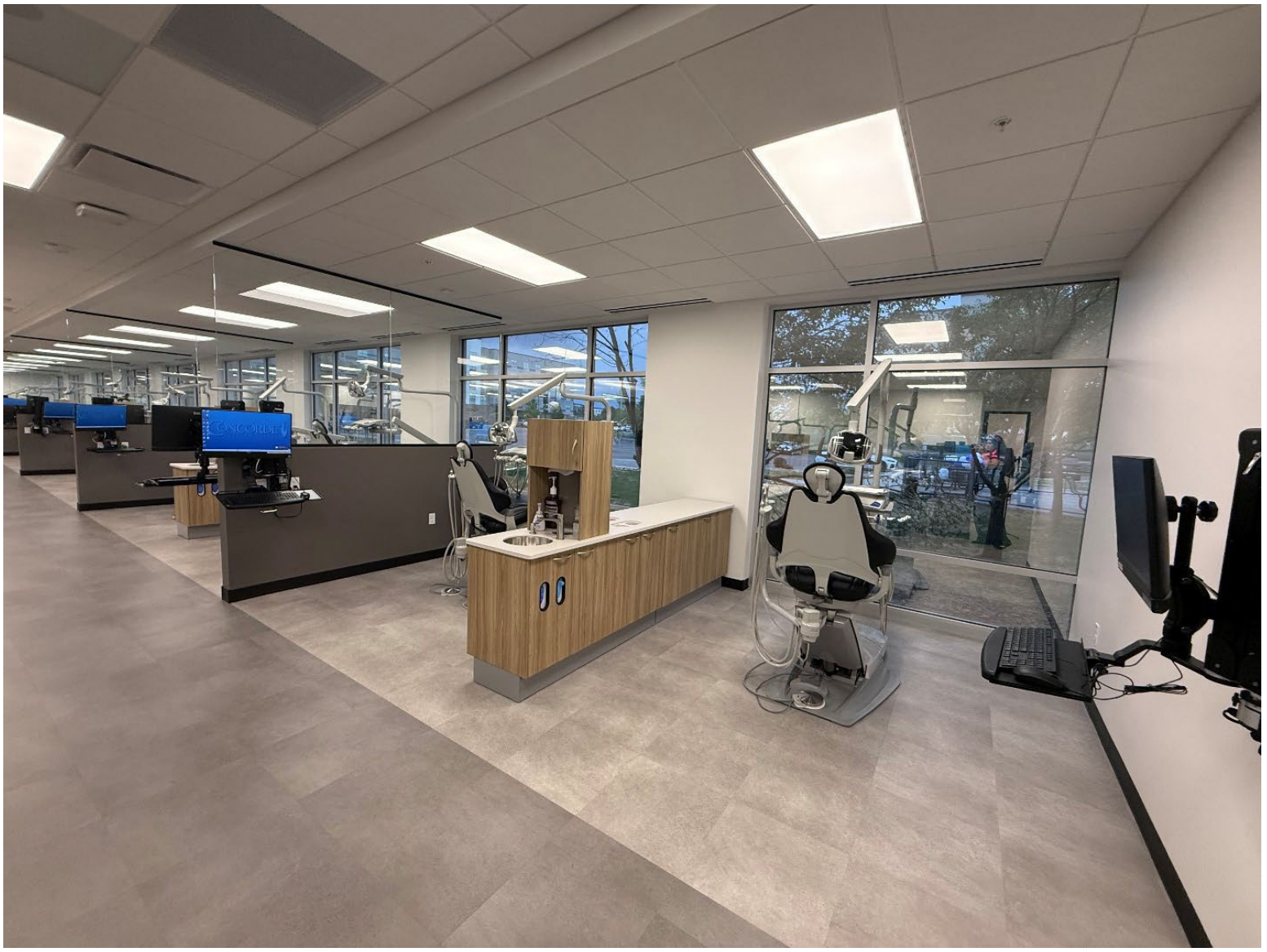
Sterilization Area

Operatory

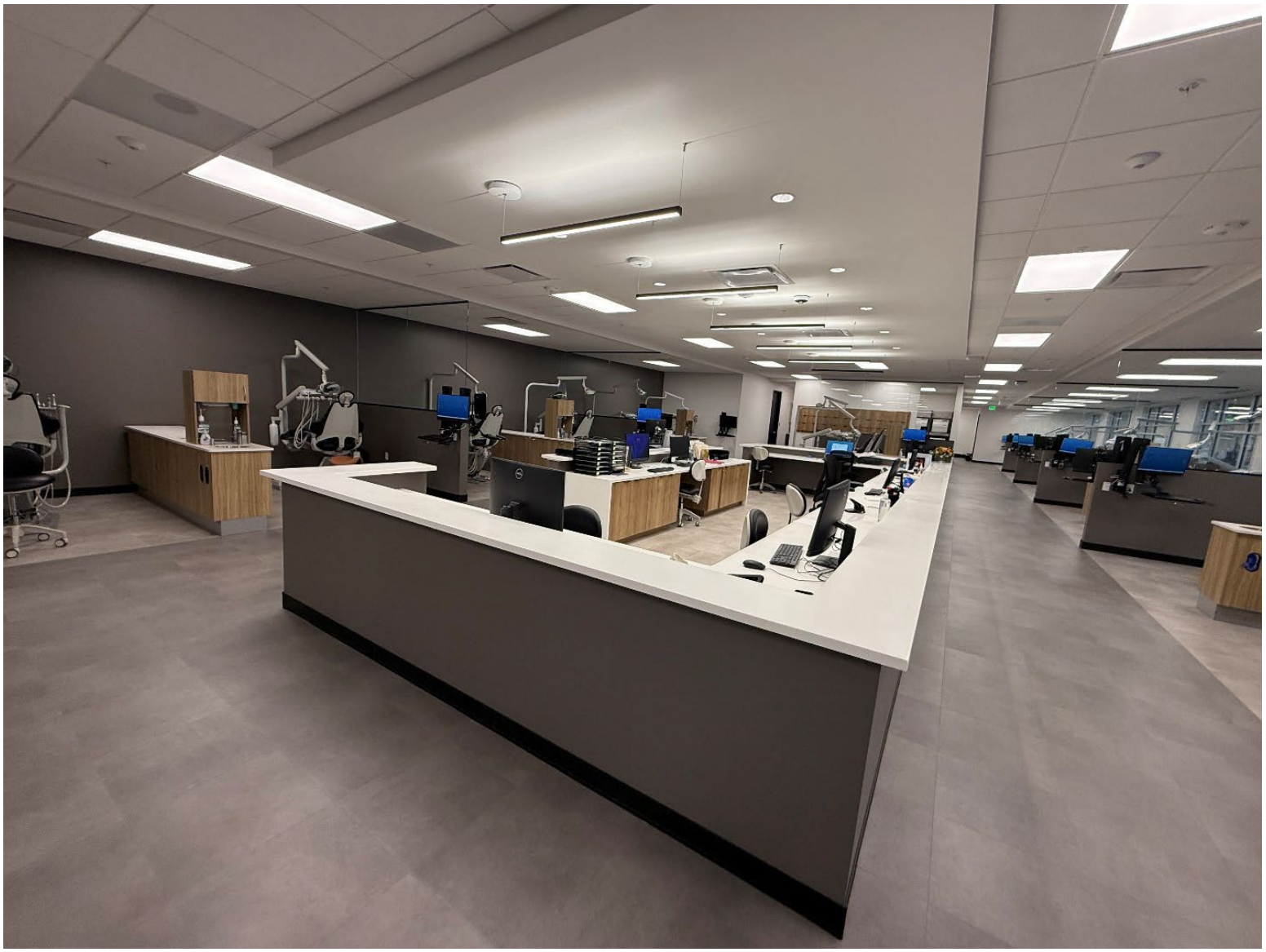
Operatory

Operatory

Operatory



Operatory



Operatory

Office

Reception

WELCOME TO THE
Dental Hygiene Clinic
WE'RE ALL ABOUT THAT SMILE

Reception

Consult Room

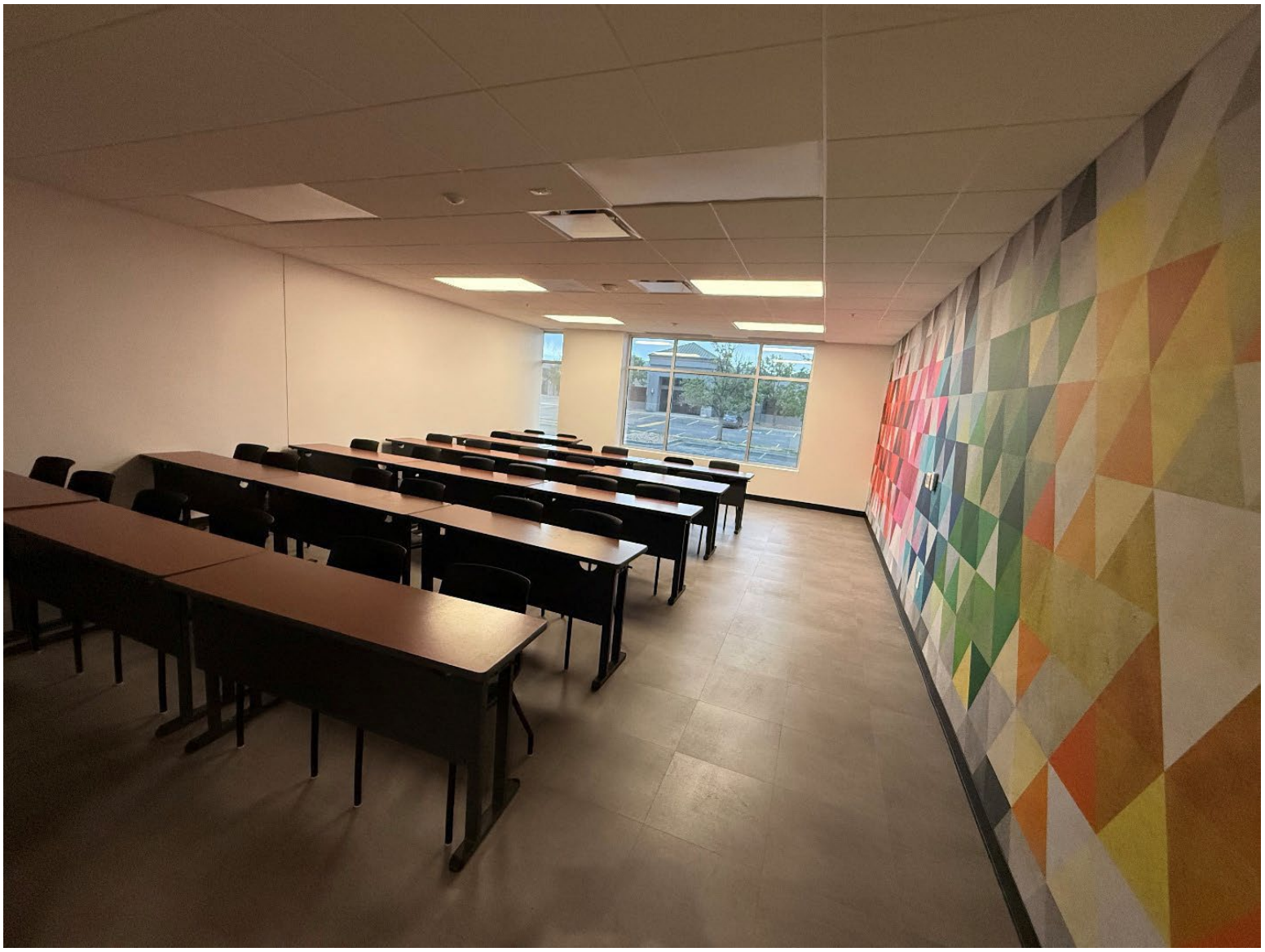
X-Ray

X-Ray

Materials Lab

Materials Lab

Classroom



Classroom

ADMINISTRATOR VERIFICATION FOR ALL REPORT SUBMISSIONS
Dental Hygiene

Type of Report: Program Change **- Additional Educational Activity Site and Increase in Enrollment Supplemental Information**

Date of Submission: 6/30/202**6**

I have reviewed this document and verify that the information in it is accurate and complete, and that it complies with the *Commission on Dental Accreditation's Privacy and Data Security Requirements for Institutions* found at https://coda.ada.org/policies-and-guidelines/hipaa-compliance (the "Requirements") and that this document contains no prohibited Sensitive Personal Information (SPI) or Protected Health Information (PHI) as defined in the Requirements, and that the individual(s) signing and/or submitting this verification has the authority to sign and submit on behalf of the sponsoring institution, themselves, and the other individuals listed below.

SPONSORING INSTITUTION *(If the program is co-sponsored, a verification page from each sponsor must be submitted)*
Institution Name: Concorde Career College-Garden Grove Street Address; 12951 Euclid Street Suite 101 (do not list P.O. Boxes) City, State, Zip: Garden Grove, CA 92840
Chief Executive Officer (Univ. Pres, Chancellor, Hospital President) Name: Lisa Rhodes Title: Campus President Phone: 714-620-1005 E-Mail: LRhodes@concorde.edu Signature: Lisa Rhodes Date: June 30, 2026
Chief Administrative Officer (Dental Dean/Chair/Chief of Dental Service) Name: Lou Cabuhat Title: Academic Dean Phone: 909-915-1150 E-Mail: lcabuhat@concorde.edu Signature: Lcabuhat Date: June 30, 2026
Program Director Name: Zhen Qin, DDS Title: Dental Hygiene Program Director Phone: 714-620-1141 E-Mail: zqin@concorde.edu Signature: Date: June 30, 2026

June 30, 2026

[VIA EMAIL TO NAVICKASK@ADA.ORG]

Katie Navickas, BSDH, MA
Manager – Allied Dental Education
Commission on Dental Accreditation
211 E. Chicago Ave
Chicago, IL 60611

Dear Ms. Navickas:

Concorde Career College – Garden Grove is submitting the enclosed supplemental materials in support of our response to the Commission's Request for Additional Information and Increase in Enrollment submitted on May 15, 2026.

As planning for the proposed additional educational activity site has progressed, additional information has become available and implementation planning has continued. The enclosed materials are intended to provide clarification, ensure consistency across our previous submissions, and provide the Commission with the most current and complete information regarding the proposed educational activity site and associated increase in enrollment.

This submission supplements the following materials previously provided to the Commission:

- Additional Educational Activity Site Application (submitted October 29, 2025)
- Report of Increased Enrollment (Major Change Submission) (submitted May 1, 2026)

The enclosed supplemental information reconciles and clarifies information presented in those earlier submissions and reflects the current implementation plan for the proposed educational activity site. Specifically, the submission confirms finalized information related to enrollment capacity, facility resources, program leadership, implementation timelines, instructional delivery, staffing, and program classification. It is intended to provide a consistent and unified representation of program operations to support the Commission's continued review under the applicable CODA Accreditation Standards, including, but not limited to:

- Program administration and governance
- Facilities and resources
- Faculty sufficiency and qualifications
- Enrollment management
- Patient experiences

Concorde appreciates the Commission's review of these supplemental materials and remains committed to providing complete, accurate, and current information throughout the review process. These materials are intended to provide additional context regarding the proposed educational activity

site and to ensure the Commission has a single, consistent representation of the program as implementation planning continues.

If additional information would be helpful, or if a discussion with Commission staff would assist in its review, I would welcome the opportunity to discuss these materials at your convenience. I may be reached at 714-703-1900 or via email at Zqin@Concorde.edu.

Sincerely,

Zhen Qin, DDS
Program Director
Dental Hygiene

1. Enrollment Capacity

Background:
- Site Application: 48 students per cohort
- Enrollment Increase Report: 50 students per cohort

Current Information:
The correct enrollment capacity is established at 50 students per cohort at the Burbank educational activity site.

Additional Context:
- The earlier reference to 48 students reflected preliminary facility modeling prior to final space planning.
- Updated facility design, equipment allocation, and clinical scheduling confirm capacity to support 50 students per cohort while maintaining CODA-required faculty-to-student ratios and patient experience requirements.

2. Facility Capacity and Resources

Background:
- Site Application: 30 operatories and lab capacity for 48 students
- Enrollment Report: 25 operatories supporting 50 students
- Enrollment Report: "Kansas City" Financial Resources

Current Information:
The finalized facility configuration at the Burbank location is as follows:
- 25 fully equipped dental operatories
- 5 radiology units
- Laboratory and preclinical space designed for staggered scheduling
- Financial resources from the Garden Grove Dental Hygiene Program will support the increased enrollment.
- Seven (7) additional qualified faculty members will be assigned to the Burbank location to support the increased enrollment and maintain compliance with instructional and clinical supervision requirements
- Existing faculty assigned to the Garden Grove location will remain in place and continue supporting that campus without reduction in staffing levels

Additional Context:
- Instructional delivery is structured using rotational scheduling models, including:
  - Division of cohorts into clinical groups
  - Alternating lab and clinic utilization
- This structure ensures: Radiology instruction is also supported through a structured rotational model to ensure all students receive adequate hands-on exposure and competency development.

  - Compliance with 1:5 faculty-to student ratio in clinical and laboratory settings
  - Compliance with a 1:50 faculty-to-student ratio for didactic instruction
  - Adequate access to equipment, radiology resources, laboratory experiences, and patient care opportunities for all students.
  - Sufficient faculty resources to support the approved enrollment increase.
- The earlier 30-operatory reference reflected preliminary planning assumptions and has been superseded by finalized design specifications, which include 25 operatories supported by staggered scheduling and rotational instructional delivery.
- The earlier report referenced the Kansas City Dental Hygiene Program as the source of financial resources supporting the increased enrollment. The correct source of financial support is the Garden Grove Dental Hygiene Program. The Garden Grove campus will retain its existing faculty and operational resources while providing financial support for the expansion at the Burbank location.

3. Program Leadership

Background:
- Site Application: Program Director (PD) at Garden Grove provides oversight
- Enrollment Report: Language suggesting hiring of an additional Program Director

Current Information:
The program confirms the following leadership structure:
- Dr. Qin will serve as the Program Director for the Dental Hygiene Program and will retain primary responsibility and authority for all aspects of the program, including educational activities conducted at both the Garden Grove and Burbank locations.
- Andrea Rosas will serve as the Site Supervisor for the Burbank location, providing day-to-day operational oversight and coordination of activities conducted at the additional education site.
- The Burbank location will also be supported by faculty and staff assigned specifically to that location
- No separate Program Director position is established for the Burbank site.
- All academic, curricular, assessment, faculty, and accreditation related responsibilities remain under the authority of the Program Director.

Additional Context:
- As this submission represents an increase in enrollment with an additional educational activity site, the program operates under a single accredited Dental Hygiene Program under one Program Director and one governance structure.
- The appointment of Andrea Rosas as Site Supervisor does not create a separate program administration structure and is intended solely to support the day-to-day management of activities at the Burbank location.
- Dr. Qin maintains responsibility for:
  - Curriculum oversight and implementation
  - Faculty supervision and evaluation
  - Student assessment and program outcomes

- Accreditation compliance and reporting
- Strategic planning and continuous quality improvement activities

This structure aligns with CODA expectations for:

- Consistent program governance
- Unified curriculum oversight across instructional sites
- Standardized assessment and evaluation processes
- Centralized program leadership and accountability under a single Program Director
- Consistent implementation of policies, procedures, and accreditation standards across all locations

4. Start Date and Program Implementation Timeline

Background:

- Site Application included general instructional timelines
- Enrollment Report specified a start date of November 27, 2028

Current Information:
The confirmed implementation timeline is as follows:

- Target program start date at Burbank: November 27, 2027
- No instructional activity or student enrollment will occur prior to:
  - Receipt of CODA approval
  - Completion of all regulatory requirements

5. Instructional Delivery and Student Movement

Background:
Review of the instructional schedule identified areas requiring clarification related to radiology laboratory access, student-to-faculty ratios, student enrollment distribution within laboratory and clinical courses, and the progression of preclinical and clinical practice hours throughout the curriculum.

Current Information:
The program has completed a comprehensive review and revision of its instructional schedule, course sequencing, and student group assignments to ensure compliance with CODA Standards and support attainment of clinical competence.

The following modifications have been implemented:

- Radiology laboratory courses have been revised to provide additional scheduled practice time and increased student access to radiology equipment and learning experiences.
- Student enrollment distributions and instructional group assignments have been revised to ensure appropriate student-to-faculty ratios and student capacity within all laboratory, radiology, preclinical, and clinical courses.

- Course schedules have been adjusted to ensure equitable instructional time and access to learning resources across all student groups.
- Clinical and preclinical experiences have been redistributed throughout the schedule to support progressive development of knowledge, skills, and clinical competence.
- Weekly clinical practice hours have been incrementally adjusted by week to ensure that the number of hours devoted to clinical practice increases as students' progress toward the attainment of clinical competence.
- All preclinical courses include a minimum of six hours of clinical practice per week, consistent with CODA Standard 2-10.
- Clinical scheduling has been structured to provide increasing levels of patient care experience and clinical responsibility as students advance through the curriculum.

- Additional Context:
  Students will not rotate between the Garden Grove and Burbank locations. Students enrolled at the Burbank location will complete the entire program at that site, consistent with both submissions. Students are assigned to instructional groups for educational and scheduling purposes. These assignments do not represent campus rotations or movement between campuses.

Each location will continue to operate as a distinct educational delivery site within a single accredited Dental Hygiene program. This structure ensures:

- Stability of scheduling
- Consistency in educational delivery and student experience
- Appropriate faculty supervision and instructional ratios
- Adequate access to radiology, laboratory, preclinical, and clinical resources
- Progressive clinical experiences that support competency attainment
- Adequate patient exposure and direct patient care opportunities at each site

The revised scheduling model demonstrates that facility resources, faculty resources, radiology capacity, and clinical experiences are sufficient to support the proposed enrollment while maintaining compliance with CODA Standard 2-10 and ensuring students attain clinical competence through progressively increasing clinical practice experiences.

Exhibit 1: Course Schedule

6. Support Staff and Operational Resources

Background:

- Site Application: General support services described
- Enrollment Report: Detailed Dental Hygiene specific staff roles

Current Information:
The program confirms that the Burbank site will employ its own support staff consisting of:

Institutional Support Services:

- Admissions
- Financial Aid
- Student Services
- Academic Leadership

Program-Specific Support Staff:

- Dental Hygiene Clinical Coordinator
- Assistant Clinical Coordinator / Clinic Administrative Support
- Administrative personnel supporting clinic operations

Additional Context:

- The enrollment submission reflects the finalized and comprehensive staffing model.

7. Regulatory Framing and Program Classification

Background:

- Site Application: Described as "extension of campus"
- Enrollment Report: Framed as "increase in enrollment due to expansion"

Current Information:
The program confirms that:

- The Burbank location is an additional educational activity site associated with an increase in enrollment under a single accredited program.

Additional Context:

- All program elements remain unified, including:
    - Curriculum
    - Faculty oversight
    - Assessment systems
    - Accreditation status

Conclusion

This supplemental information is intended to clarify and align information presented in the October 29, 2025, and May 1, 2026, submissions and to provide the Commission with the most current information regarding implementation of the proposed additional educational activity site. The information presented in this addendum reflects:

- Consistent enrollment planning
- Accurate facility capacity
- Aligned governance structure
- Clear and compliant regulatory positioning

The Concorde Career College – Garden Grove Dental Hygiene program affirms that the proposed increase in enrollment and the addition of the Burbank educational activity site:

- Maintain compliance with CODA Accreditation Standards
- Maintain appropriate faculty, facility, and patient resources
- Ensure continuity of program quality and student outcomes. In addition, clinical scheduling and curriculum design have been structured to ensure full compliance with CODA Standard 2-10 regarding progressive clinical experiences and competency attainment.

Exhibit 1 - Course Schedule

Course #	Course Title	Credit* Hours	Clock Hours/Week			Faculty/Student Ratio		
			Lec.	Lab.	Clinical	Lec.	Lab.	Clinic
Term I								
BIOL1431	Microbiology with Wet Lab	4.00	45	30		1:50		
ENGL1310	English Composition I	3.00	45			1:50		
MATH1500	College Algebra	3.00	45			1:50		
PSYC1310	General Psychology	3.00	45			1:50		
		13.0						
								Total Credit Hours = 13.0
Term II								
BIOL1411	Anatomy & Physiology I with Wet Lab	4.00	45	30		1:50		
CHEM1411	General and Inorganic Chemistry with Wet Lab	4.00	45	30		1:50		
SOCI1310	Introduction to Sociology	3.00	45			1:50		
		11.0						
								Total Credit Hours = 12.5
Term III								
BIOL1421	Anatomy & Physiology II with Wet Lab	4.00	45	30		1:50		
CHEM1421	Organic and Biochemistry with Wet Lab	4.00	45	30		1:50		
COMM1310	Elements of Human Communication	3.00	45			1:50		
		11.0						
								Total Credit Hours = 11.0
Term IV								
DH110	Oral Embryology & Histology	3.00	45			1:50		
DHCA1203	Dental Anatomy/Tooth Morphology	2.00	30			1:50		
DHCA1401	Dental Radiography	4.00	45	45		1:50	1:5	
DHCA1411	Pre-Clinic I	4.00	30	80		1:50	1:5	
		13.0						
								Total Credit Hours = 13.0
Term V								
DH104	Dental Materials	2.00	15	30		1:50	1:10	
DH140	Dental Hygiene Process of Care	1.00	15			1:50		
DHCA1208	Head & Neck Anatomy	2.50	40			1:50		
DHCA1307	General and Maxillofacial Pathology	3.00	45			1:50		
DHCA1405	Pre-Clinic II	4.00	30	80		1:50	1:5	
		12.5						
								Total Credit Hours = 12.5
Term VI								
DH203	Periodontology	3.00	45			1:50		
DH261	Cultural Awareness	3.00	15			1:50		
DHCA1101	Medical and Dental Emergencies	1.00	15			1:50		
DHCA2502	Dental Hygiene II	5.50	40	80	80	1:50	1:5	1:5
		12.5						
								Total Credit Hours = 12.5
Term VII								
DH224	Dental Public Health	3.00	45			1:50		
DHCA2301	Dental Pharmacology	3.00	45			1:50		
DHCA2503	Dental Hygiene III	5.00	30	30	135	1:50	1:5	1:5
		11.0						
								Total Credit Hours = 11.0
Term VIII								
DH209	Nutrition	3.00	45			1:50		
DH226	Dental Law/Ethics	2.00	30			1:50		
DHCA2604	Dental Hygiene IV	6.00	45	15	150	1:50	1:5	1:5
		11.0						
								Total Credit Hours = 11.0
Term IX								
DH207	Dental Hygiene Seminar	2	30			1:50		
DH130	Dental Office Management	1	15			1:50		
DH277	Board Review	4	60			1:50		
DHCA2505	Dental Hygiene V	5.5	45		150	1:50		1:5
		12.5						
								Total Credit Hours = 12.5
	Total	**108**	**1,250**	**385**	**640**			

Term 1					
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
07:00 AM					
07:30 AM					
08:00 AM		BIOL1431 Microbiology Lecture 4.5 hours 8:00 – 12:30 Ratio 1:50 50 students Gen Ed Instructor	Math1500 College Algebra Lecture 4 hours 8:00 – 12:00 Ratio 1:50 50 students Gen Ed Instructor	ENGL 1310 English Composition I Lecture 4 hours 8:00 – 12:00 Ratio 1:50 50 students Gen Ed Instructor	PSYC1310 General Psychology Lecture 4 hours 8:00 – 12:00 Ratio 1:50 50 students Gen Ed Instructor
08:30 AM					
09:00 AM					
09:30 AM					
10:00 AM					
10:30 AM					
11:00 AM					
11:30 AM					
12:00 PM					
12:30 PM					
01:00 PM		BIOL1431 Microbiology Lab 3 hours 1:30 – 4:30 Ratio 1:50 50 students Gen Ed Instructor			
01:30 PM					
02:00 PM					
02:30 PM					
03:00 PM					
03:30 PM					
04:00 PM					
04:30 PM					
05:00 PM					

TERM I

Course #	Course Title	Credit* Hours	Clock Hours/Week			Faculty/Student Ratio		
			Lec.	Lab.	Clinical	Lec.	Lab. Clinic	
Term I								
BIOL1431	Microbiology with Wet Lab	4.00	45	30		1:50		
ENGL1310	English Composition I	3.00	45			1:50		
MATH1500	College Algebra	3.00	45			1:50		
PSYC1310	General Psychology	3.00	45			1:50		
		13.0						
								Total Credit Hours = 13.0

Term 2					
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
07:00 AM					
07:30 AM					
08:00 AM	SOCI1310 Introduction to Sociology Lecture 4 hours 8:00 – 12:00 Ratio 1:50 50 students Gen Ed Instructor	CHEM1411 General & Inorganic Chemistry Lecture 4.5 hours 8:00 – 12:30 Ratio 1:50 50 students Gen Ed Instructor		BIOL1411 Anatomy & Physiology 1 Lecture 4.5 hours 8:00 – 12:30 Ratio 1:50 50 students Gen Ed Instructor	
08:30 AM					
09:00 AM					
09:30 AM					
10:00 AM					
10:30 AM					
11:00 AM					
11:30 AM					
12:00 PM					
12:30 PM					
01:00 PM		CHEM1411 General & Inorganic Chemistry Lab 3 hours 1:30 – 4:00 Ratio 1:50 50 students Gen Ed Instructor		BIOL1411 Anatomy & Physiology 1 Lab 3 hours 1:30 – 4:00 Ratio 1:50 50 students Gen Ed Instructor	
01:30 PM					
02:00 PM					
02:30 PM					
03:00 PM					
03:30 PM					
04:00 PM					
04:30 PM					
05:00 PM					
05:30 PM					
06:00 PM					
06:30 PM					

TERM II

Course #	Course Title	Credit* Hours	Clock Hours/Week			Faculty/Student Ratio		
			Lec.	Lab.	Clinical	Lec.	Lab.	Clinic
Term II								
BIOL1411	Anatomy & Physiology I with Wet Lab	4.00	45	30		1:50		
CHEM1411	General and Inorganic Chemistry with Wet Lab	4.00	45	30		1:50		
SOCI1310	Introduction to Sociology	3.00	45			1:50		
		11.0						
								Total Credit Hours = 12.5

Term 3					
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
07:00 AM					
07:30 AM					
08:00 AM	COMM1310 Elements of Human Communication Lecture 4 hours 8:00 – 12:00 Ratio 1:50 50 students Gen Ed Instructor	CHEM1421 Organic & Biochemistry Lecture 4.5 hours 8:00 – 12:30 Ratio 1:50 50 students Gen Ed Instructor		BIOL1421 Anatomy & Physiology II Lecture 4.5 hours 8:00 – 12:30 Ratio 1:50 50 students Gen Ed Instructor	
08:30 AM					
09:00 AM					
09:30 AM					
10:00 AM					
10:30 AM					
11:00 AM					
11:30 AM					
12:00 PM					
12:30 PM					
01:00 PM		CHEM1421 Organic & Biochemistry Lab 3 hours 1:30 – 4:00 Ratio 1:50 50 students Gen Ed Instructor		BIOL1421 Anatomy & Physiology II Lab 3 hours 1:30 – 4:00 Ratio 1:50 50 students Gen Ed Instructor	
01:30 PM					
02:00 PM					
02:30 PM					
03:00 PM					
03:30 PM					
04:00 PM					
04:30 PM					
05:00 PM					
05:30 PM					
06:00 PM					
06:30 PM					
07:00 PM					

TERM III

Course #	Course Title	Credit* Hours	Clock Hours/Week			Faculty/Student Ratio		
			Lec.	Lab.	Clinical	Lec.	Lab.	Clinic
Term III								
BIOL1421	Anatomy & Physiology II with Wet Lab	4.00	45	30		1:50		
CHEM1421	Organic and Biochemistry with Wet Lab	4.00	45	30		1:50		
COMM1310	Elements of Human Communication	3.00	45			1:50		
		11.0						
								Total Credit Hours = 11.0

Term 4					
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
07:00 AM	DHCA1411 Pre-Clinic I Lecture 7:00 – 11:00 Ratio 1:50 50 students Instructor 1	DHCA1411 Pre-Clinic I Lab 7:00 – 1:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5	DHCA1203 Dental Anatomy Tooth Morphology Lecture 7:00 – 10:30 Ratio 1:50 50 students Instructor 1	DHCA1411 Pre-Clinic 1 Lab 7:00 – 1:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5	
07:30 AM					
08:00 AM					
08:30 AM					
09:00 AM					
09:30 AM					
10:00 AM					
10:30 AM			DH110 Oral Embryology Histology Lecture 10:30 – 2:00 Ratio 1:50 50 students Instructor 1		
11:00 AM	DHCA1401 Radiography 11:00 – 2:00 Lecture Ratio 1:50 50 students Instructor 1				
11:30 AM					
12:00 PM					
12:30 PM					
01:00 PM		DHCA1401 Radiography Lab B 1:00 – 5:00 Ratio 1:5 10 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5		DHCA1401 Radiography Lab D 1:00 – 5:00 Ratio 1:5 10 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5	DHCA1401 Radiography Lab E 1:00 – 5:00 Ratio 1:5 10 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5
01:30 PM					
02:00 PM	DHCA1401 Radiography Lab A 2:00 – 6:00 Ratio 1:5 10 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5		DHCA1401 Radiography Lab C 1:00 – 5:00 Ratio 1:5 10 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5		
02:30 PM					
03:00 PM					
03:30 PM					
04:00 PM					
04:30 PM					
05:00 PM					
05:30 PM					
06:00 PM					
06:30 PM					
07:00 PM					

TERM IV

Course #	Course Title	Credit* Hours	Clock Hours/Week			Faculty/Student Ratio		
			Lec.	Lab.	Clinical	Lec.	Lab.	Clinic
Term IV								
DH110	Oral Embryology & Histology	3.00	45			1:50		
DHCA1203	Dental Anatomy/Tooth Morphology	2.00	30			1:50		
DHCA1401	Dental Radiography	4.00	45	45		1:50	1:10	
DHCA1411	Pre-Clinic I	4.00	30	80		1:50	1:5	
		13.0						
								Total Credit Hours = 13.0

Term 5					
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
07:00 AM		DHCA1405 Pre-Clinic Lab 7:00 – 1:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5		DHCA1405 Pre-Clinic Lab 7:00 – 1:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5	
07:30 AM					
08:00 AM	DHCA1405 Pre-Clinic II Lecture 8:00 – 12:00 Ratio 1:50 50 students Instructor 1				
08:30 AM			DHCA1208 Head & Neck Anatomy Lecture 8:30 – 11:45 Ratio 1:50 50 students Instructor 1		
09:00 AM					
09:30 AM					
10:00 AM					
10:30 AM					
11:00 AM					
11:30 AM					
12:00 PM					
12:30 PM			DHCA1307 Gen & Maxillofacial Pathology Lecture 12:45 – 3:00 Ratio 1:50 50 students Instructor 1		
01:00 PM	DHCA1307 Gen & Maxillofacial Pathology Lecture 1:00 – 3:30 Ratio 1:50 50 students Instructor 1	DH104 Dental Materials Lecture 1:00 – 2:00 Ratio 1:50 50 students Instructor 1		DH104 Dental Materials Lab 1:00 – 4:30 Ratio 1:10 50 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5	
01:30 PM					
02:00 PM		DH140 Process of Care Lecture 2:15 – 4:00 Ratio 1:50 50 students Instructor 1			
02:30 PM					
03:00 PM					
03:30 PM					
04:00 PM					

TERM V

Course #	Course Title	Credit* Hours	Clock Hours/Week			Faculty/Student Ratio		
			Lec.	Lab.	Clinical	Lec.	Lab.	Clinic
Term V								
DH104	Dental Materials	2.00	15	30		1:50	1:10	
DH140	Dental Hygiene Process of Care	1.00	15			1:50		
DHCA1208	Head & Neck Anatomy	2.50	40			1:50		
DHCA1307	General and Maxillofacial Pathology	3.00	45			1:50		
DHCA1405	Pre-Clinic II	4.00	30	80		1:50	1:5	
		12.5						
								Total Credit Hours = 12.5

Term 6

Time	Monday	Tuesday	Wednesday	Thursday	Friday
07:00 AM		DHCA2502 Dental Hygiene II Clinic A 7:00 – 11:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5		DHCA2502 Dental Hygiene II Clinic B 7:00 – 11:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5	
07:30 AM					
08:00 AM					
08:30 AM			DH261 Cultural Awareness Lecture 8:30 – 10:00 Ratio 1:50 50 students Instructor 1		
09:00 AM	DH203 Periodontology Lecture 9:00 – 11:45 Ratio 1:50 50 students Instructor 1				
09:30 AM					
10:00 AM			DHCA1101 Medical Dental Emergency Lecture 10:15 – 11:45 Ratio 1:50 50 students Instructor 1		
10:30 AM					
11:00 AM					
11:30 AM		DHCA2502 Dental Hygiene II Lab 11:30 – 3:30 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5		DHCA2502 Dental Hygiene II Lab 11:30 – 3:30 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5	
12:00 PM					
12:30 PM	DHCA2502 Dental Hygiene II Lecture 12:45 – 5:00 Ratio 1:50 50 students Instructor 1		DH203 Periodontology Lecture 12:45 – 2:30 Ratio 1:50 50 students Instructor 1		
01:00 PM					
01:30 PM					
02:00 PM					
02:30 PM					
03:00 PM					
03:30 PM					
04:00 PM		DHCA2502 Dental Hygiene II Clinic B 4:00 – 8:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 4		DHCA2502 Dental Hygiene II Clinic A 4:00 – 8:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5	
04:30 PM					
05:00 PM					
05:30 PM					
06:00 PM					
06:30 PM					
07:00 PM					
7:30 PM					
8:00 PM					

TERM VI

Course #	Course Title	Credit* Hours	Clock Hours/Week			Faculty/Student Ratio		
			Lec.	Lab.	Clinical	Lec.	Lab.	Clinic
Term VI								
DH203	Periodontology	3.00	45			1:50		
DH261	Cultural Awareness	3.00	15			1:50		
DHCA1101	Medical and Dental Emergencies	1.00	15			1:50		
DHCA2502	Dental Hygiene II	5.50	40	80	80	1:50	1:10	1:5
		12.5						
								Total Credit Hours = 12.5

Term 7					
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
07:00 AM	DHCA2503 Dental Hygiene III Clinic A 7:00 – 12:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5	DHCA2503 Dental Hygiene III Lecture 7:00 – 10:00 Ratio 1:50 Instructor 1 50 students	DHCA2503 Dental Hygiene III Clinic B 7:00 – 12:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5	DHCA2301 Pharmacology Lecture 7:00 - 10:00 Ratio 1:50 50 students Instructor 1	DHCA2503 Dental Hygiene III Clinic A 7:00 – 12:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5
07:30 AM					
08:00 AM					
08:30 AM					
09:00 AM					
09:30 AM					
10:00 AM		DHCA2301 Pharmacology Lecture 10:15 - 12:15 Ratio 1:50 50 students Instructor 1		DH224 Dental Public Health Lecture 10:00 - 1:30 Ratio 1:50 50 students Instructor 1	
10:30 AM					
11:00 AM					
11:30 AM					
12:00 PM					DHCA2503 Dental Hygiene III Clinic B 12:00 - 5:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5
12:30 PM	DHCA2503 Dental Hygiene III Clinic B 12:30 - 5:30 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5		DHCA2503 Dental Hygiene III Clinic A 12:30 - 5:30 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5		
01:00 PM		DHCA2503 Dental Hygiene III Lab 1:15 – 4:45 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5			
01:30 PM				DHCA2503 Dental Hygiene III Lab 1:30 – 5:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5	
02:00 PM					
02:30 PM					
03:00 PM					
03:30 PM					
04:00 PM					
04:30 PM					
05:00 PM					
05:30 PM					
06:00 PM					
06:30 PM					
07:00 PM					
07:30 PM					
08:00 PM					

TERM VII

Course #	Course Title	Credit* Hours	Clock Hours/Week			Faculty/Student Ratio		
			Lec.	Lab.	Clinical	Lec.	Lab.	Clinic
Term VII								
DH224	Dental Public Health	3.00	45			1:50		
DHCA2301	Dental Pharmacology	3.00	45			1:50		
DHCA2503	Dental Hygiene III	5.00	30	30	135	1:50	1:10	1:5
		11.0						
								Total Credit Hours = 11.0

Term 8					
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
07:00 AM	DHCA2604 Dental Hygiene IV Clinic B 7:00 – 1:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5		DHCA2604 Dental Hygiene IV Clinic A 7:00 – 12:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5		DHCA2604 Dental Hygiene IV Clinic B 7:00 – 1:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5
07:30 AM					
08:00 AM		DHCA2604 Dental Hygiene IV Lecture 8:00 - 12:00 Ratio 1:50 50 students Instructor 1		DHCA2604 Dental Hygiene IV Lecture 8:00 - 9:15 Ratio 1:50 50 students Instructor 1	
08:30 AM					
09:00 AM					
09:30 AM				DH226 Dental Law/Ethics Lecture 9:30 - 11:45 Ratio 1:50 50 students Instructor 1	
10:00 AM					
10:30 AM					
11:00 AM					
11:30 AM					
12:00 PM					
12:30 PM				DH209 Nutrition Lecture 12:45 - 3:00 Ratio 1:50 50 students Instructor 1	
01:00 PM	DHCA2604 Dental Hygiene IV Clinic A 12:30 - 5:30 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5	DHCA2604 Dental Hygiene IV Lab 1:00 – 2:30 Ratio 1:10 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5	DHCA2604 Dental Hygiene IV Clinic B 12:30 - 5:30 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5		DHCA2604 Dental Hygiene IV Clinic A 12:30 - 5:30 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5
01:30 PM					
02:00 PM					
02:30 PM		DHCA2604 Dental Hygiene IV Lab 2:30- 4:00 Ratio 1:10 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5			
03:00 PM					
03:30 PM					
04:00 PM					
04:30 PM					
05:00 PM					
05:30 PM					
06:00 PM					
06:30 PM					
07:00 PM					

Term VIII

Course #	Course Title	Credit* Hours	Clock Hours/Week			Faculty/Student Ratio		
			Lec.	Lab.	Clinical	Lec.	Lab.	Clinic
Term VIII								
DH209	Nutrition	3.00	45			1:50		
DH226	Dental Law/Ethics	2.00	30			1:50		
DHCA2604	Dental Hygiene IV	6.00	45	15	150	1:50	1:10	1:5
		11.0						
								Total Credit Hours = 11.0

Term 9					
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
07:00 AM	DHCA2505 Dental Hygiene V Clinic A 7:00 – 1:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5	DH277 Board Review Lecture 7:00 - 10:00 Ratio 1:50 50 students Instructor 1	DHCA2505 Dental Hygiene V Clinic B 7:00 – 1:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5	DH277 Board Review Lecture 7:00 - 9:00 Ratio 1:50 50 students Instructor 1	DHCA2505 Dental Hygiene V Clinic A 7:00 – 1:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5
07:30 AM					
08:00 AM					
08:30 AM					
09:00 AM				DH207 Dental Hygiene Seminar Lecture 9:15 - 12:00 Ratio 1:50 Instructor 1	
09:30 AM					
10:00 AM					
10:30 AM					
11:00 AM					
11:30 AM					
12:00 PM		DHCA2505 Dental Hygiene V Lecture 12:00 - 4:00 Ratio 1:50 50 students Instructor 1			
12:30 PM					
01:00 PM	DHCA2505 Dental Hygiene V Clinic B 1:00-7:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5		DHCA2505 Dental Hygiene V Clinic A 1:00-7:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5	DH207 Dental Hygiene Seminar Lecture 1:00 - 2:00 Ratio 1:50 50 students Instructor 1	DHCA2505 Dental Hygiene V Clinic B 1:00 – 7:00 Ratio 1:5 25 students Instructor 1 Instructor 2 Instructor 3 Instructor 4 Instructor 5
01:30 PM					
02:00 PM				DH130 Dental Office Management Lecture 2:15 – 3:15 Ratio 1:50 50 students Instructor 1	
02:30 PM					
03:00 PM					
03:30 PM					
04:00 PM					
04:30 PM					
05:00 PM					
05:30 PM					
06:00 PM					
06:30 PM					
7:00 PM					

Term IX

Course #	Course Title	Credit* Hours	Clock Hours/Week			Faculty/Student Ratio		
			Lec.	Lab.	Clinical	Lec.	Lab.	Clinic
Term IX								
DH207	Dental Hygiene Seminar	2	30			1:50		
DH130	Dental Office Management	1	15			1:50		
DH277	Board Review	4	60			1:50		
DHCA2505	Dental Hygiene V	5.5	45		150	1:50		1:5
		12.5						
								Total Credit Hours = 12.5

ADMINISTRATOR VERIFICATION FOR ALL REPORT SUBMISSIONS
Dental Hygiene

Type of Report: Program Change - Program Director

Date of Submission: 6/30/2026

I have reviewed this document and verify that the information in it is accurate and complete, and that it complies with the *Commission on Dental Accreditation's Privacy and Data Security Requirements for Institutions* found at https://coda.ada.org/policies-and-guidelines/hipaa-compliance (the "Requirements") and that this document contains no prohibited Sensitive Personal Information (SPI) or Protected Health Information (PHI) as defined in the Requirements, and that the individual(s) signing and/or submitting this verification has the authority to sign and submit on behalf of the sponsoring institution, themselves, and the other individuals listed below.

SPONSORING INSTITUTION *(If the program is co-sponsored, a verification page from each sponsor must be submitted)*
Institution Name: Concorde Career College-Garden Grove Street Address; 12951 Euclid Street Suite 101 (do not list P.O. Boxes) City, State, Zip: Garden Grove, CA 92840
Chief Executive Officer (Univ. Pres, Chancellor, Hospital President) Name: Lisa Rhodes Title: Campus President Phone: 714-620-1005 E-Mail: LRhodes@concorde.edu Signature: Lisa Rhodes Date: June 30, 2026
Chief Administrative Officer (Dental Dean/Chair/Chief of Dental Service) Name: Lou Cabuhat Title: Academic Dean Phone: 909-915-1150 E-Mail: lcabuhat@concorde.edu Signature: Lcabuhat Date: June 30, 2026
Program Director Name: Zhen Qin, DDS Title: Dental Hygiene Program Director Phone: 714-620-1141 E-Mail: zqin@concorde.edu Signature: Date: June 30, 2026

June 30, 2026

Katie Navickas, BSDH, MA
Manager – Allied Dental Education
Commission on Dental Accreditation
211 E. Chicago Ave
Chicago, IL 60611

Ms. Navickas,
Concorde Career College – Garden Grove would like to notify CODA of a change in Program Director. Zhen Qin has accepted the role of Program Director effective 6/14/2026. Zhen Qin's biosketch is included for review.

If any additional information is needed, I can be reached at 714-620-1020 or via email at lcabuhat@concorde.edu.

Sincerely,

L. Cabuhat,

Lou Cabuhat, Ed.D
Academic Dean
Concorde Career College-Garden Grove

Commission on Dental Accreditation
Allied BioSketch
Do not attach Curriculum Vitae
Type Only

Note: The submitted biosketch must reflect current and complete information for the role held at the time of submission. The biosketch must demonstrate compliance with all program director and faculty Accreditation Standards, as applicable. An Incomplete biosketch will not be accepted; the biosketch must address all information requested below.

Name:	Zhen Qin		
Current Institution:	Concorde Career College, Garden Grove		
Institutional Address:	12951 S Euclid St #101, Garden Grove, CA 92840		
Direct Office Phone:	(714) 703-1900	**Institutional Email:**	zqin@concorde.edu

EDUCATIONAL BACKGROUND (Begin with the most recent college level and list all degrees and certificates including those currently pursuing. If pursuing a degree, indicate "in-progress" and expected date of graduation.)

Name of School, City and State	Month and Year of Grad. or Expected Grad.	Certificate or Degree	Area of Study
UCLA School of Dentistry, Los Angeles, CA 90024	06/2013	Doctorate	Dentistry
University of California, Berkeley, Berkeley, CA	05/2009	Bachelor of Science	Chemical Biology

LICENSURE & CREDENTIALING (Do not include license number) If licensure/credential will expire within six (6) weeks of date noted below, provide evidence of re-certification in progress.

State License (if applicable) **Indicate all credentials required for the subjects you teach in accordance with the CODA Accreditation Standards.**	From (Month/Year)	To (Month/Year)
CPR (if in laboratory, preclinical or clinical setting, must include)	08/2025	08/2027
DDS/DMD California	08/2013	01/2028
CDA		
EFDA		
RDH		
CDT		
Dental Therapist		

TEACHING APPOINTMENTS (Provide current teaching appointments)

Name of Institution, City and State	Appointment Title	Specify Full-Time or Part-Time	From (Year)	To (Year)
Concorde Career College, Garden Grove, CA	Program Director	Full Time	2026	Present

FOR THE SECTION BELOW, PLEASE INDICATE THE FOLLOWING *(CURRENT TEACHING ASSIGNMENTS ONLY FOR ALL PROGRAMS WITH WHICH YOU ARE AFFILIATED)*:

- **CONTINUING EDUCATION (CE)** COURSES TO REFLECT CURRENT KNOWLEDGE OF THE AREAS IN WHICH TEACHING RESPONSIBILITY IS ASSIGNED (All recent CE taken related to all subjects you currently teach. Must align with Teaching Responsibilities Table below)
- **EDUCATION METHODOLOGY (ED METH)** COURSES RELATED TO THE METHODS OF INSTRUCTION (All recent educational methodology taken related to all modalities used by you when teaching: didactic, laboratory/pre-clinic/clinic, and/or distance education/hybrid courses, including curriculum development, educational psychology, test construction, measurement and evaluation)

Name of Institution and Program: Concorde Career College

All Course(s) Assigned: Course Title and Number, and Term Offered	**Teaching Setting:** Didactic, Laboratory, Pre-clinic, Clinic	**Teaching Modality:** In-Person, Hybrid, Online, etc.	**CE Taken:** Course Title and Month and Year Taken	**ED METH Taken:** Course Title and Month and Year Taken
DHCA 2503 Dental Hygiene III Term 7	Clinic	In Person	Buffering - Taking Your Local Anesthesia to the Next Level, 02/2025 The History of Pain Control in Dentistry, 02/2025 Back-to-School Essentials: Fluoride Varnish and Silver Diamine Fluoride (SDF), 08/2024 Beyond Basics: A Whole Team Preventative Approach, 07/2024 Management in Snoring Patients, 02/2024	CM107-CRD Sustaining a Culture of Compliance: The Role of Faculty and Staff, 08/2024 ED113 Managing the Adult Classroom, 08/2024 HE106C Student Information, Rights, Safety, 06/2024 ED104 - Class Management Strategies 08/2025 ED114 - Questioning in the Classroom 08/2025 ED102 - Student Retention Methods 06/2025

DHCA 1401 Dental Radiography Term 4	Clinic	In Person	Buffering - Taking Your Local Anesthesia to the Next Level, 02/2025 The History of Pain Control in Dentistry, 02/2025 Back-to-School Essentials: Fluoride Varnish and Silver Diamine Fluoride (SDF), 08/2024 Beyond Basics: A Whole Team Preventative Approach, 07/2024 Management in Snoring Patients, 02/2024	CM107-CRD Sustaining a Culture of Compliance: The Role of Faculty and Staff, 08/2024 ED113 Managing the Adult Classroom, 08/2024 HE106C Student Information, Rights, Safety, 06/2024 ED104 - Class Management Strategies 08/2025 ED114 - Questioning in the Classroom 08/2025 ED102 - Student Retention Methods 06/2025
DHCA 2604 Dental Hygiene IV Term 8	Clinic	In Person	Buffering - Taking Your Local Anesthesia to the Next Level, 02/2025 The History of Pain Control in Dentistry, 02/2025 Back-to-School Essentials: Fluoride Varnish and Silver Diamine Fluoride (SDF), 08/2024 Beyond Basics: A Whole Team Preventative Approach, 07/2024 Management in Snoring Patients, 02/2024	CM107-CRD Sustaining a Culture of Compliance: The Role of Faculty and Staff, 08/2024 ED113 Managing the Adult Classroom, 08/2024 HE106C Student Information, Rights, Safety, 06/2024 ED104 - Class Management Strategies 08/2025 ED114 - Questioning in the Classroom 08/2025 ED102 - Student Retention Methods 06/2025
DHCA 2505 Dental Hygiene V Term 9	Clinic	In Person	Buffering - Taking Your Local Anesthesia to the Next Level, 02/2025	CM107-CRD Sustaining a Culture of Compliance: The Role of Faculty and

			The History of Pain Control in Dentistry, 02/2025 Back-to-School Essentials: Fluoride Varnish and Silver Diamine Fluoride (SDF), 08/2024 Beyond Basics: A Whole Team Preventative Approach, 07/2024 Management in Snoring Patients, 02/2024	Staff, 08/2024 ED113 Managing the Adult Classroom, 08/2024 HE106C Student Information, Rights, Safety, 06/2024 ED104 - Class Management Strategies 08/2025 ED114 - Questioning in the Classroom 08/2025 ED102 - Student Retention Methods 06/2025
DHCA 2502 Dental Hygiene II Term 6	Clinic	In Person	Buffering - Taking Your Local Anesthesia to the Next Level, 02/2025 The History of Pain Control in Dentistry, 02/2025 Back-to-School Essentials: Fluoride Varnish and Silver Diamine Fluoride (SDF), 08/2024 Beyond Basics: A Whole Team Preventative Approach, 07/2024 Management in Snoring Patients, 02/2024	CM107-CRD Sustaining a Culture of Compliance: The Role of Faculty and Staff, 08/2024 ED113 Managing the Adult Classroom, 08/2024 HE106C Student Information, Rights, Safety, 06/2024 ED104 - Class Management Strategies 08/2025 ED114 - Questioning in the Classroom 08/2025 ED102 - Student Retention Methods 06/2025

PRACTICE EXPERIENCE (All current practice experience)

Practice Location and Type (City and State)	Position Title	From (Year)	To (Year)
Just Dental, Bell Gardens, CA	Dentist	2020	2022
Pendleton Family Dental, Oceanside, CA	Dentist	2021	2021
Lake Forest Dental Center, Lake Forest, CA	Dentist	2021	2021
Sweet Smiles, Porterville, CA	Dentist	2015	2019

For <u>all</u> semesters/trimesters/quarters in the academic year (copy/paste table for subsequent semesters/trimesters/quarters) submit a <u>current</u> teaching schedule for which you have assigned teaching and/or supplemental responsibilities. The teaching schedule must reflect current and complete information for the role held at the time of submission.

<table>
<tr><td colspan="4">Name of Faculty: Zhen Qin</td><td colspan="2">Term: July 2026</td></tr>
<tr><td>Full-Time Appointment:</td><td colspan="3">X</td><td>Part-Time Appointment:</td><td></td></tr>
<tr><td>A. Current Teaching Contact Hours</td><td colspan="3">Provide Number of Clock Hours Per Week
6</td><td rowspan="2">B. Current Supplemental Responsibilities</td><td rowspan="2">Provide Number of Clock Hours Per Week
26</td></tr>
<tr><td>Course No and Title</td><td>Lecture</td><td>Lab</td><td>Pre-Clinic/ Clinic</td></tr>
<tr><td>DHCA 2604 Dental Hygiene IV</td><td></td><td></td><td>6</td><td>Program Administration</td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td>Class Preparation</td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td>Student Counseling</td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td>Committee Activity</td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td>Other (Specify, and to include other programs or responsibilities assigned)</td><td></td></tr>
<tr><td>A. Total Clock Hours Per Week:</td><td></td><td></td><td>6</td><td>B. Total Clock Hours Per Week:</td><td>26</td></tr>
<tr><td colspan="5">Hours Per Week Devoted to Total Effort (A+B)</td><td>32</td></tr>
</table>

See below for additional Teaching Schedule tables, and copy as needed for **<u>ALL</u>** terms in the academic year.

Name of Faculty: *Zhen Qin*				**Term:** *September 2026*	
Full-Time Appointment:	x			**Part-Time Appointment:**	
A. Current Teaching Contact Hours	**Provide Number of Clock Hours Per Week** *18*			**B. Current Supplemental Responsibilities**	**Provide Number of Clock Hours Per Week** *22*
Course No and Title	***Lecture***	***Lab***	***Pre-Clinic/ Clinic***		
DHCA 2505 Dental Hygiene V			6	**Program Administration**	22
DHCA 2502 Dental Hygiene II		4	8	**Class Preparation**	
				Student Counseling	
				Committee Activity	
				Other (Specify, and to include other programs or responsibilities assigned)	
A. Total Clock Hours Per Week:		4	14	**B. Total Clock Hours Per Week:**	22
Hours Per Week Devoted to Total Effort (A+B)				*40*	

Name of Faculty: *Zhen Qin*				**Term:** *November 2026*	
Full-Time Appointment:	x			**Part-Time Appointment:**	
A. Current Teaching Contact Hours	**Provide Number of Clock Hours Per Week** *11*			**B. Current Supplemental Responsibilities**	**Provide Number of Clock Hours Per Week** *22*
Course No and Title	***Lecture***	***Lab***	***Pre-Clinic/ Clinic***		
DHCA 2505 Dental Hygiene V			6	**Program Administration**	22
DHCA 1401 Dental Radiography		5		**Class Preparation**	
				Student Counseling	
				Committee Activity	
				Other (Specify, and to include other programs or responsibilities assigned)	
A. Total Clock Hours Per Week:		5	6	**B. Total Clock Hours Per Week:**	22
Hours Per Week Devoted to Total Effort (A+B)				*33*	

Name of Faculty: *Zhen Qin*				**Term:** *February 2027*	
Full-Time Appointment:	x			**Part-Time Appointment:**	
A. Current Teaching Contact Hours	**Provide Number of Clock Hours Per Week** *6*			**B. Current Supplemental Responsibilities**	**Provide Number of Clock Hours Per Week** *26*
Course No and Title	***Lecture***	***Lab***	***Pre-Clinic/ Clinic***		
DHCA 2604 Dental Hygiene IV			6	**Program Administration**	26
				Class Preparation	
				Student Counseling	
				Committee Activity	
				Other (Specify, and to include other programs or responsibilities assigned)	
A. Total Clock Hours Per Week:			6	**B. Total Clock Hours Per Week:**	26
Hours Per Week Devoted to Total Effort (A+B)				*32*	

Name of Faculty: *Zhen Qin*				**Term:** *April 2027*	
Full-Time Appointment:	x			**Part-Time Appointment:**	
A. Current Teaching Contact Hours	**Provide Number of Clock Hours Per Week** *18*			**B. Current Supplemental Responsibilities**	**Provide Number of Clock Hours Per Week** *22*
Course No and Title	***Lecture***	***Lab***	***Pre-Clinic/ Clinic***		
DHCA 2505 Dental Hygiene V			6	**Program Administration**	22
DHCA 2502 Dental Hygiene II		4	8	**Class Preparation**	
				Student Counseling	
				Committee Activity	
				Other (Specify, and to include other programs or responsibilities assigned)	
A. Total Clock Hours Per Week:		4	14	**B. Total Clock Hours Per Week:**	22
Hours Per Week Devoted to Total Effort (A+B)				*40*	

Friday, July 17, 2026

Dental Hygiene Board of California

Education Committee Agenda Item 8.

Discussion and Possible Action to Approve the March 27, 2026, Education Committee Meeting Minutes.

Dental Hygiene Board of California
Education Committee
Meeting Minutes

DRAFT

Friday, March 27, 2026

DHBC Headquarters Building
2005 Evergreen Street
1st Floor Hearing Room
Sacramento, CA 95815

Education Committee Members Present:
Chair – Joanne Pacheco, Registered Dental Hygienist (RDH) Educator Member
Committee Member – Michael Long, Registered Dental Hygienist in Alternative Practice (RDHAP)
Committee Member – Sonia "Pat" Hansen, RDH Member
Committee Member – Dr. Sridevi Ponnala, Public Health Dentist Member
Committee Member – Dr. Julie Elginer, Public Member

DHBC Staff Present:
Anthony Lum, Executive Officer
Adina A. Pineschi-Petty, Doctor of Dental Surgery (DDS), Education, Legislative, and Regulatory Specialist
Crystal Yuyama, Administrative Analyst
Yuping Lin, Department of Consumer Affairs (DCA) Legal Counsel

1. EDU Committee Agenda Item 1: Roll Call and Establishment of a Quorum.

Joanne Pacheco, Education Committee Chair, called the Education Committee meeting to order at **10:14 a.m.** A quorum was established with five (5) members present.

2. EDU Committee Agenda Item 2: Public Comment for Items Not on the Agenda.

Committee Member comment: None.

Public comment: None.

3. EDU Committee Agenda Item 3: Presentation from the Dental Hygiene Educational Program Violation and Fine Rubric Taskforce; Discussion and Possible Action to Move Forward on Taskforce Recommendations.

Dr. Petty reported that at the March 22, 2025, Full Board meeting, the Board voted to create a penalty rubric to allow the Board to be fair and consistent to all DHEPs. The Board appointed Board members Joanne Pacheco and Julie Elginer as co-chairs of the DHEP Violation and Fine Rubric Taskforce (formerly named the Penalty Rubric Taskforce). After the meeting, the Taskforce co-chairs received requests from three interested stakeholders who were appointed to the taskforce based on their qualifications. These experts were JoAnn Galliano, Dr. Michelle Hurlbutt, and Lisa Kamibayashi who have extensive DHEP experience and knowledge of the subject to create an appropriate penalty rubric.

Since the Taskforce conducted their first meeting on June 4, 2025, the Taskforce has met ten (10) times and created a draft "Violation and Fine Rubric" which includes timeframes and penalties DHEPs shall be given to remediate violations and deficiencies, thereby providing structure to a potentially perceived subjective determination.

Staff recommends for the Education Committee to review the draft "Violation and Fine Rubric." If the Education Committee approves the draft "Violation and Fine Rubric," staff requests the Education Committee recommend to the Full Board to approve the final draft of the "Violation and Fine Rubric," allowing for future amendments to the rubric as deemed necessary by the Board, and allow for its application during DHEP reviews and site visits moving forward.

You may find a draft of the "Violation and Fine Rubric" on pages 42-73 with a sample of the rubric in use on pages 74 through 77 of the Board meeting materials.

Motion: Member Elginer moved for the Education Committee to recommend to the Full Board to approve the draft of the "Violation and Fine Rubric," allowing for future amendments to the rubric as deemed necessary by the Board, and allow for its applications during DHEP reviews and site visits moving forward.

Second: Member Long.

Committee Member discussion: Member Ponnala thanked staff for their work on the rubric, noting that it is more objective and easier to follow.

Member Long also expressed appreciation to the task force for the thoughtful effort put into developing the rubric. He stated that having a clear and structured approach to addressing program violations promotes consistency, transparency, and fairness in the Board's evaluation of educational programs, and helps programs better understand expectations and the steps needed to return to compliance.

The President added thanks to the subject matter experts who participated, as well as the public member, noting that the perspective provided by someone outside the dental profession was particularly valuable.

Public Member Julie Elginer reported that the task force met for a total of 20 hours to conduct a detailed review of the rubric, including identifying relevant code sections, implications, potential violations, and associated citations and fines. She emphasized the extensive review and consideration that went into the proposal, noting that it is important for the Board, the public, licensees, and educational programs to understand the depth of the work involved. She stated that the discussion, including areas of disagreement, contributed to developing a strong and thorough proposal.

Public comment: Amber Davis asked whether definitions were available for the severity levels (severe, moderate, minimal) referenced in the draft rubric. Dr. Petty responded that the information can be found on page 44 of the March 27-28, 2026, Board meeting materials.

Vote: Motion for the Education Committee to recommend to the Full Board to approve the draft of the "Violation and Fine Rubric," allowing for future amendments to the rubric as deemed necessary by the Board, and allow for its applications during DHEP reviews and site visits moving forward. Passed 5:0:0.

Name	Aye	Nay	Abstain/Absent
Joanne Pacheco, Chair	X		
Julie Elginer	X		
Sonia "Pat" Hansen	X		
Michael Long	X		
Sridevi Ponnala	X		

4. EDU Committee Agenda Item 4: Discussion and Possible Action to Approve a New Dental Hygiene Educational Program by Gurnick Academy of Medical Arts.

Dr. Petty reported that Gurnick Academy of Medical Arts (Gurnick Academy) is a private, California-based institution with six campuses offering Allied Health and Nursing Programs. On March 6, 2024, Gurnick Academy submitted a letter of intent to request Dental Hygiene Board of California (Board) approval to establish a new dental hygiene educational program based in Modesto, California. She stated that the letter can be found on page 81 of the March 27-28, 2026, Board meeting materials.

In August 2024, Gurnick Academy submitted a feasibility study which can be found on pages 144-657 of the Board meeting materials. In working with Gurnick Academy, Board

staff has now completed the review of Gurnick Academy's feasibility study. Staff's review is on pages 82-143 of the Board meeting materials.

Staff recommends for the Education Committee to review the results of the feasibility study as prepared by Board staff to determine if Gurnick Academy has met the Board's parameters to open a new dental hygiene educational program, Board staff requests for the Educational Committee to recommend to the full Board to consider conditional approval of a new dental hygiene educational program offered by Gurnick Academy.

Motion: Member Long moved for the Education Committee to recommend to the Full Board to conditionally approve the new Dental Hygiene Educational Program offered by Gurnick Academy of Medical Arts. The condition being an extendable 2-year probation period once the program begins operations.

Second: Member Ponnala.

Committee Member discussion: Member Long thanked staff and the representatives from Gurnick Academy for their work in developing the proposed program, commenting that expanding dental hygiene education supports workforce growth and improves access to care in California. He expressed appreciation for the recommendation of conditional approval, which allows the Board to support the program while ensuring all DHBC standards are met.

Member Ponnala also thanked staff, stating that the materials provided a thorough review.

Representatives from Gurnick Academy, including Lisa Deanda (Dean of Allied Health), Program Director Brandy Piper, campus leadership, and legal counsel, introduced themselves and thanked the Board and Dr. Petty for guidance throughout the feasibility process. Ms. Deanda described the Academy's history, program expansions, and commitment to serving the Central Valley through both education and community clinic services. Ms. Piper outlined her background in dental hygiene education and emphasized her commitment to relocating to California to be present throughout program development and launch.

Board members asked questions regarding faculty recruitment, staffing challenges, qualifications, and the program director's availability. Gurnick representatives acknowledged the difficulty of recruiting faculty but stated they plan to offer competitive salaries, supportive work culture, and manageable workloads to attract and retain qualified instructors. Dr. Petty outlined the ongoing oversight planned prior to program launch, including review of faculty biosketches and a required site visit.

Public comment: Tooka Zokaie, on behalf of the California Dental Association (CDA), expressed support for the proposed program, noting the positive employer feedback, the regional need for additional dental hygiene programs, and opportunities to strengthen the dental workforce and access to care.

Amber Davis expressed her support of the program, stating that the Central Valley is an appropriate location and that the plan to admit one cohort per year appears sustainable for staffing.

Program Director Kelly Donovan, speaking in a personal capacity, congratulated Gurnick Academy on completing its feasibility study and inquired whether the program intends to transition to or offer a bachelor's degree option in the future. Gurnick representatives responded that they recognize the value of a bachelor's degree and are exploring options for future development, including a potential bridge program.

Vote: Motion for the Education Committee to recommend to the Full Board to conditionally approve the new Dental Hygiene Educational Program offered by Gurnick Academy of Medical Arts. The condition being an extendable 2-year probation period once the program begins operations. Passed 5:0:0.

Name	Aye	Nay	Abstain/Absent
Joanne Pacheco, Chair	X		
Julie Elginer	X		
Sonia "Pat" Hansen	X		
Michael Long	X		
Sridevi Ponnala	X		

5. EDU Committee Agenda Item 5: Discussion and Possible Action Regarding Potential Enforcement Action Against the Cabrillo College Dental Hygiene Educational Program.

Chair Pacheco asked JoAnn Galliano, Educational Consultant to the DHBC and Dr. Petty, Education Specialist to present Agenda Item 5.

Dr. Petty reported that Board staff conducted an unannounced site visit at the Cabrillo College Dental Hygiene Educational Program (Cabrillo) on February 12, 2026. This site visit was generated due to a complaint. Evidence of program compliance with the minimum Dental Hygiene Educational Program (DHEP) standards set by the Business and Professions Code (BPC), the California Code of Regulations (CCR), and the Commission on Dental Accreditation (CODA) was deficient.

Cabrillo was determined to have eight (8) violations (see "Cabrillo Site Visit Report," attached.) The most egregious of the violations is that Cabrillo is failing to ensure dental hygiene students complete all required student clinical hours and requirements for competency established by Cabrillo, the Board, and CODA, as verified through documentation reviewed by Board staff.

JoAnn Galliano reported that she participated in the February 12, 2026, site visit and affirmed the accuracy of the findings in Dr. Petty's report. She stated that allegations made in Cabrillo's March letter claiming the findings were unfounded were not supported by the evidence and expressed concern that the letter included what she perceived as a threat to file a complaint against Board staff for performing their duties.

Ms. Galliano stated that faculty concerns have continued since the visit, with multiple emails and phone calls received. She stated that faculty and the program director appeared unable to operate the program appropriately due to administrative interference, particularly from the dean, which limited the program director's authority and contributed to a stressful and contentious environment. She emphasized the need for the Board to consider probation to restore appropriate decision-making authority to the program director and faculty and to support the program in meeting required educational standards.

Ms. Galliano noted that this was the fifth site visit to Cabrillo College since 2019, with the four most recent visits prompted by complaints from faculty, staff, and students. She emphasized that Board staff have invested significant time and resources working with the program and its administration and stated that, despite these efforts, the necessary corrective changes have not been observed.

Dr. Petty stated staff recommend the Education Committee to recommend to the Full Board to require the Cabrillo College Dental Hygiene Educational Program's Class of 2026 to complete all deficient clinical hours, requirements, and competencies prior to graduation of the class, issue a citation and the fine of $5,000, and place Cabrillo on a 3-year probation period with quarterly reporting requirements identifying corrective measures where the program will be reassessed. Additionally, during the probation period, Cabrillo may experience announced and unannounced site visits from Board staff to check on the progression toward compliance or further Board action.

The site visit report can be found on pages 758-779 of the March 27-28, 2026, Board meeting materials. The requirement deficiency documentation can be found on pages 780-796 in the Board meeting materials.

Motion: Vice President Hansen moved that as Cabrillo demonstrates repeated violations of California laws, regulations, and CODA Standards by promoting students lacking Cabrillo, CODA, and California state mandated requirements for licensure, she moves for the Education Committee to recommend to the Full Board to require the Cabrillo College Dental Hygiene Educational Program's Class of 2026 to complete all deficient clinical hours, requirements, and competencies prior to graduation of the class, issue a citation and fine of $5,000, and place Cabrillo on a 3-year probation period with quarterly reporting requirements identifying corrective measures where the program will be reassessed. Additionally, during the probation period, Cabrillo may experience announced and unannounced site visits from Board staff to check on the progression toward compliance or further Board action.

Second: Member Long.

Committee Member discussion: The Education Committee and the representatives of Cabrillo engaged in a robust discussion regarding the Cabrillo College's compliance issues and potential disciplinary action.

Member Elginer expressed significant concern regarding longstanding compliance issues at Cabrillo College, citing requests to change grades, advancing students without meeting requirements, and unresolved deficiencies dating back to 2019. She stated that such practices are unacceptable for public protection and educational integrity and noted that, while she supports probation, her personal view favors revocation. Members Long and Hansen agreed, emphasizing the seriousness of the violations and the impact on student education.

Board members sought clarification regarding the penalty amount and confirmed with staff that the new penalty rubric had been applied and that $5,000 is the maximum allowable fine. Staff also clarified the Board's authority to discipline licensed faculty or program directors who knowingly approve incomplete competencies or clinical hours. Representatives from Cabrillo College addressed the Board, stating their commitment to compliance, describing corrective actions taken, and explaining the context surrounding grade changes and clinic deficiencies. They acknowledged administrative challenges, noted new leadership, and outlined steps to improve clinical operations, faculty coverage, and student competency completion.

Board members raised concerns about administrative influence on academic decisions and asked how safeguards would prevent inappropriate overrides going forward. Staff clarified that probation requires student notification, quarterly reporting, and possible additional site visits. Cabrillo representatives affirmed plans to strengthen program oversight and ensure faculty and administration understand their professional and regulatory responsibilities.

Public comment: Dr. Zachary Castigulion, a local dentist and associate faculty member at Cabrillo College, expressed support for the program's faculty, stating that instructors are committed to ensuring student competence and understanding the professional responsibility associated with signing clinical competencies. He noted that community stakeholders, including local dental societies and service organizations, are aware of the program's challenges and wish to support efforts toward compliance.

Tooka Zokaie, on behalf of the California Dental Association (CDA), acknowledged ongoing violations but stated that CDA and the Monterey Bay Dental Society observed active efforts by Cabrillo to work toward compliance. She encouraged a supportive, solution-oriented approach to help the program meet requirements and continue serving the community's needs.

Heather Lawler, former program coordinator, raised concerns about administrative retaliation, suspension of established program policies, and actions she described as inconsistent with regulatory standards. She asserted that the issues were systemic and ongoing, and emphasized risks to patient safety and program integrity.

Several current students provided comments expressing support for faculty, noting positive educational experiences, and describing recent improvements under new leadership. Students stated that they were committed to meeting all requirements and appreciated the Board's attention to the matter.

Vote: Motion for the Education Committee to recommend to the Full Board to require the Cabrillo College Dental Hygiene Educational Program's Class of 2026 to complete all deficient clinical hours, requirements, and competencies prior to graduation of the class, issue a citation and fine of $5,000, and place Cabrillo on a 3-year probation period with quarterly reporting requirements identifying corrective measures where the program will be reassessed. Additionally, during the probation period, Cabrillo may experience announced and unannounced site visits from Board staff to check on the progression toward compliance or further Board action. Passed 5:0:0.

Name	Aye	Nay	Abstain/Absent
Joanne Pacheco, Chair	X		
Julie Elginer	X		
Sonia "Pat" Hansen	X		
Michael Long	X		
Sridevi Ponnala	X		

6. **EDU Committee Agenda Item 6: Dental Hygiene Educational Program Site Visit Update and Schedule.** (Informational Only).

Dr. Adina Petty reported on the current status of the following DHEPs at Pasadena City College (PCC), Taft College (Taft), Concorde Career College-San Diego (CCC-SD), Cerritos College (Cerritos), Concorde Career College-Garden Grove (CCC-GG), Concorde Career College-San Bernardino (CCC-SB), Diablo Valley College (DVC), and Cabrillo College (Cabrillo).

Dr. Petty also shared the upcoming Dental Hygiene Educational Program (DHEP) site visit schedule.

Information regarding Agenda Item 6 can be found starting on page 889 of the March 27-28, 2026, Board meeting materials and on pages 10-14 of Addendum #2.

Committee Member comment: Member Long expressed concern about the delay in receiving the student clinic direct patient care hours report, stating it was due March 26, 2026, but had not yet been provided. And asked staff to make a note if this becomes an ongoing issue in the future.

Regarding DVC's report, Member Elginer referenced page 944 of the Board materials and sought clarification from Dr. Petty regarding sequential correspondence dates in which compliance could not be confirmed. Dr. Petty explained that the program submitted three written responses, not three site visits, and that the information provided did not resolve the compliance issue, resulting in continued correspondence through February 25, 2026. A member stated that the five-month period in which compliance remained unconfirmed was concerning. Dr. Petty clarified that the compliance reports and responses have been included in one document in the materials.

Public comment: Program Director Tonette Steeb of DVC expressed concern regarding staff's determination that the program is not meeting minimum weekly direct patient care hour expectations. She stated that the program complies with CODA standards and that the clinical assistant rotation is essential for training students in infection control. She explained that while weekly hours may vary, students receive sufficient total direct patient care hours over the course of the program and begin patient care earlier than many programs.

Dr. Petty clarified that the Board evaluates compliance based on minimum weekly direct patient care hours, consistent with long-standing practice across all dental hygiene programs. She stated that the clinical assistant rotation reduces weekly patient care hours below the recommended minimums for some students. Staff emphasized that these standards have been applied uniformly among programs and that DVC's current schedule results in reduced weekly hours for affected students.

Board members and educational consultants discussed statutory definitions for direct and indirect patient care hours and acknowledged variation in CODA site visit findings. It was stated that while CODA recommendations include flexibility, the Board has historically relied on weekly minimums to ensure consistency and public protection. During the discussion, it was also suggested that a future task force may be needed to establish clearer, codified requirements.

The Board reiterated that this item was informational only and that no enforcement action is being taken against DVC at this time.

7. EDU Committee Agenda Item 7: Discussion and Possible Action to Create a Dental Hygiene Educational Program Taskforce to Address Minimum Student Requirements.

Dr. Petty reported that during the many reviews of DHEP Commission on Dental Accreditation of the American Dental Association (CODA) self-studies (approximately 52 reviews) and Board site visits to the DHEPs (62 site visits), staff discovered several DHEPs who are not holding students accountable to student requirement standards established by CODA, as the intent of the CODA Standards are open to a program's interpretation. Although most DHEPs are following the Standards, there should be more prescriptive requirements established so there's no misinterpretation of what's required. Therefore,

Board staff requests the Education Committee to recommend to the Board establishment of a "Minimum Student Requirement Taskforce" to review DHBC laws, regulations, and CODA Standards for potential amendments to regulations, thereby providing DHEPs with guidance as to the minimum requirements students are accountable for completing to ensure all graduates are competent in patient care and license ready at graduation.

Information regarding Agenda Item 7 can be found on pages 960-961 of the March 27-28, 2026, Board meeting materials.

Motion: President Pacheco moved for the Education Committee to recommend to the Full Board to establish a "Minimum Student Requirement Taskforce," accept two Board members as taskforce members, to allow the Board taskforce members to select subject matter experts to be appointed to the taskforce, and direct the taskforce to review DHBC laws, regulations, and CODA Standards for potential amendments to regulations establishing minimum student requirements to ensure all graduates are competent in patient care and license ready at graduation for recommendation to the Full Board.

Second: Member Elginer.

Committee Member discussion: Member Long expressed support for establishing a task force to review minimum student requirements for Dental Hygiene Educational Programs, commenting that such a group would allow for the opportunity to review current standards, gather input from educators and regulators, and ensure that our policies continue to align with the mission of public protection. He volunteered to serve on the task force. President Pacheco also volunteered to participate.

EO Lum emphasized that when creating a taskforce, the Board typically aims to include both licensee and public members; however, due to the educational focus of this subject, preference will be given to individuals with experience in both licensure and education.

Public comment: Dental Hygiene Program Directors: Tonette Steeb (current Director at Diablo Valley College), Amber Davis (former Director at Concorde Career Colleges and Founding Director at Stanbridge University), Brenda Serpa (current Director at San Joaquin Valley College), and Lisa Kamibayashi (current Director at West Los Angeles College) volunteered to serve on the taskforce.

Vote: Motion for the Education Committee to recommend to the Full Board to establish a "Minimum Student Requirement Taskforce," accept two Board members as taskforce members, to allow the Board taskforce members to select subject matter experts to be appointed to the taskforce, and direct the taskforce to review DHBC laws, regulations, and CODA Standards for potential amendments to regulations establishing minimum student requirements to ensure all graduates are competent in patient care and license ready at graduation for recommendation to the Full Board. Passed 5:0:0.

Name	Aye	Nay	Abstain/Absent
Joanne Pacheco, Chair	X		
Julie Elginer	X		
Sonia "Pat" Hansen	X		
Michael Long	X		
Sridevi Ponnala	X		

8. **EDU Committee Agenda Item 8: Discussion and Possible Action on the November 8, 2025, Education Committee Meeting Minutes.**

Motion: Member Long for the Education Committee to approve the November 8, 2025, Education Committee Meeting Minutes.

Second: Vice President Hansen.

Committee Member discussion: None.

Public comment: None.

Vote: Motion for the Education Committee to approve the November 8, 2025, Education Committee Meeting Minutes. Passed 4:0:1.

Name	Aye	Nay	Abstain/Absent
Joanne Pacheco, Chair	X		
Julie Elginer	X		
Sonia "Pat" Hansen	X		
Michael Long	X		
Sridevi Ponnala			Abstain.

9. **EDU Committee Agenda Item 9: Proposal of Future Agenda Items.**

Committee Member comment: None.

Public comment: None.

10. EDU Committee Agenda Item 10: Adjournment of the Education Committee.

Chair Pacheco adjourned the Education Committee at **2:26 p.m.**

DRAFT

DHBC
Dental Hygiene
Board of California

Friday, July 17, 2026

Dental Hygiene Board of California

Education Committee Agenda Item 9.

Proposal of Future Agenda Items.

DHBC
Dental Hygiene
Board of California

Friday, July 17, 2026

Dental Hygiene Board of California

Education Committee Agenda Item 10.

Adjournment of the Education Committee.

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DHBC
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Board of California

Friday, July 17, 2026
Legislation and Regulatory Committee
Meeting Materials

Member	Present	Absent
Julie Elginer, Chair		
Joanne Pacheco		
Lolly Agarwal		
Sridevi Ponnala		
Nicolas Kiet Quach		

Friday, July 17, 2026

Dental Hygiene Board of California

Legislation and Regulatory Committee Agenda Item 1.

Roll Call & Establishment of Quorum.

Friday, July 17, 2026

Dental Hygiene Board of California

Legislation and Regulatory Committee Agenda Item 2.

Public Comment for Items Not on the Agenda.

[The Legislation and Regulatory Committee may not discuss or act on any matter raised during the Public Comment section that is not included on this agenda, except whether to decide to place the matter on the agenda of a future meeting (Government Code Sections 11125 & 11125.7(a).]

Friday, July 17, 2026

Dental Hygiene Board of California

Legislation and Regulatory Committee Agenda Item 3.

Status of Dental Hygiene Board of California (DHBC) Regulatory Packages.

MEMORANDUM

DATE	July 17, 2026
TO	Legislation and Regulatory Committee Dental Hygiene Board of California
FROM	Adina A. Pineschi-Petty DDS Education, Legislative, and Regulatory Specialist
SUBJECT	**LEG REG 3: Status of Dental Hygiene Board of California (DHBC) Regulatory Packages**

Rulemaking File	Board Approved Language	Package Assembly Progress	Formal DCA Review	DCA Director Review	Agency Review	OAL Notice Filed/ Published	OAL Final Filed	Submitted to Secretary of State/ Effective Date
1119 (Formerly 1115) Retired License	1.29.19	X	X	X	X	5.28.21/ 6.11.21	4.11.22	11.16.22/ 1.1.23
1109 RDM/ITR	1.29.19	X	X	X	X	7.21.20/ 7.31.20	4.16.21	9.27.21/ 1.1.22
1107 SLN	11.17.18	X	X	X	X	7.21.20/ 8.14.20	1.4.21	4.20.21/ 7.1.21
1103 Definitions	5.29.20	X	X	X	X	3.26.21/ 4.9.21	8.2.21	11.1.21/ 1.1.22
1104 Approval/ Continuation of Approval of New RDH Programs	5.29.20	X	X	X	X	1.4.21/ 1.15.21	6.10.21	8.18.21/ 10.1.21
1105 Requirements for DHEPs	11.23.19	X	X	X	X	7.27.21/ 8.6.21	12.13.21	1.25.22/ 4.1.22
1104.3 Inspections, Cite, Fine, and Probation for DHEPs	5.29.20 modified text 7.23.22 modified text 2.4.23	X	X	X	X	9.6.22/ 9.16.22	11.22.22	3.27.23/ 7.1.23

Rulemaking File	Board Approved Language	Package Assembly Progress	Formal DCA Review	DCA Director Review	Agency Review	OAL Notice Filed/ Published	OAL Final Filed	Submitted to Secretary of State/ Effective Date
1105.2 DHEP Required Curriculum	5.29.20	X	X	X	X	11.2.21/ 11.12.21	2.16.22	3.30.22/ 7.1.22
1138.1 Unprofessional Conduct	11.21.20 Modified text 3.19.22	X	X	X	X	9.14.21/ 9.24.21	12.16.21	5.16.22/ 7.1.22
1117 RDHAP/ Dentist Relationship	8.29.20	X	X	X	X	10.18.21/ 10.29.21	2.16.22	4.1.22/ 7.1.22
1118 RDHAP STC & LA	7.17.21	X	X	X	X	11.2.21/ 11.12.21	12.30.21	2.10.22/ 4.1.22
1104.1 Process for Approval of New RDH Program	7.23.22 Due to SB 534	X	X	X	X	10.10.22 10.21.22	12.16.22	2.1.23/ 4.1.23
1114 Licensure: Veterans and Military Spouses	11.19.22 Due to AB 107 Modified Text 11.18.23	X	X	X	X	4.11.23/ 4.21.23	8.29.23 Withdrawn 10.10.23 Resubmitted 12.6.23	1.17.24/ 4.1.24
1116 Mobile Dental Hygiene Clinics	11.19.22 Due to SB 534	X	X	X	X	1.23.24/ 2.2.24	10.10.24	11.22.24/ 1.1.25
1116.5 RDHAP Practice Registration	11.19.22 Due to SB 534	X	X	X	X	1.23.24/ 2.2.24	10.10.24	11.22.24/ 1.1.25
1105(b)(4) Faculty to Student Ratio	7.22.23	X	X	X	X	12.28.23 1.12.24	4.18.24	5.29.24/ 7.1.24
1105.4 Appeals Process and Reinstatement of Withdrawn DHEPs	11.18.23 Modified Text 7.19.24	X	X	X	X	10.7.24 10.18.24	12.11.24	1.27.25 4.1.25

Rulemaking File	Board Approved Language	Package Assembly Progress	Formal DCA Review	DCA Director Review	Agency Review	OAL Notice Filed/ Published	OAL Final Filed	Submitted to Secretary of State/ Effective Date
1105.2(e) Periodontal Classifications	11.16.24	On hold.						
1116 and 1116.5 RDHAP MDHC and Physical Facilities	3.22.25 5.27.25 11.8.25	X	X	X	In process.			
1105.21, 1105.22, and 1128 RDHAP/ RDHEF EDU Programs (Formerly DBC sections 1073.1, 1073.3, and 1082.2.)	In process.							
1111, 1111.5, 1112, 1112,5, 1113, 1113.5, 1115 RDH/AP/EF Licensure	In process.							

Section 100	Submitted to Legal	OAL Submission	OAL Approved/ SoS Effective Date
Board Reference from DHCC to DHBC Division 11 Title and Sections 1100, 1101, 1104.2, 1105.1, 1105.3, 1105.4, 1106, 1108, 1122, 1124, 1126, 1127, 1131, 1138, 1139, 1142, 1143	X	3.30.22	5.10.22
1104.1 Process for Approval of New RDH Program Non-substantive changes	X	4.28.22	6.6.22
DBC sections 1073.1, 1073.3, and 1082.2.	X	10.23.23	12.6.23 Withdrawn due to need for regular rulemaking

Processing Times

- A rulemaking file must be completed within one year of the publication date of the Notice of Proposed Action. The Office of Administrative Law (OAL) issues the Notice File Number upon filing the Notice of Proposed Action.

- The DCA is allowed thirty calendar days to review the rulemaking file prior to submission to the Department of Finance (DOF).
- The DOF is allowed thirty days to review the rulemaking file prior to submission to the OAL.
- The OAL is allowed thirty working days to review the file and determine whether to approve or disapprove it. The OAL issues the Regulatory Action Number upon submission of the rulemaking file for final review.
- Pursuant to Government Code section 11343.4, as amended by Section 2 of Chapter 295 of the Statutes of 2012 (SB 1099, Wright), regulation effective dates are as follows:

Date Filed with the Secretary of State	**Effective Date**
September 1st – November 30th	January 1st
December 1st – February 29th	April 1st
March 1st – May 31st	July 1st
June 1st – August 31st	October 1st

DHBC
Dental Hygiene
Board of California

Friday, July 17, 2026

Dental Hygiene Board of California

Legislation and Regulatory Committee Agenda Item 4.

Discussion and Possible Action to Take a Position on 2025-2026 Legislative Bills of Interest and Legislative Calendar.

CALIFORNIA DEPARTMENT OF CONSUMER AFFAIRS
BUSINESS, CONSUMER SERVICES, AND HOUSING AGENCY • GAVIN NEWSOM, GOVERNOR
DENTAL HYGIENE BOARD OF CALIFORNIA
2005 Evergreen Street, Suite 1350 Sacramento, CA 95815
P (916) 263-1978 | F (916) 623-4093 | www.dhbc.ca.gov

MEMORANDUM

DATE	July 17, 2026
TO	Legislation and Regulatory Committee Dental Hygiene Board of California
FROM	Adina A. Pineschi-Petty DDS Education, Legislative, and Regulatory Specialist
SUBJECT	**LEG REG 3: 2025-2026 Legislative Bills of Interest as of July 6, 2026.**

2026 Legislation	Topic	Status	DHBC Position on 5.23.2026
2026 Bills of Primary Interest to the Board			
AB 1952 Berman **Sponsor(s):** California Dental Association	**Dentistry: dental hygienists: licensure.** This bill would **require** the Dental Hygiene Board of California **to license as a registered dental hygienist an applicant who has successfully completed the dental hygiene examination given by the American Board of Dental Examiners and submitted an application and appropriate fees.** The bill would require the board to certify an individual as eligible to take that dental hygiene examination if they have earned a degree from a nonaccredited dental school ~~equivalent to a doctor of dental surgery or doctor of dental medicine degree~~ and they meet certain other requirements**.** Among those requirements, the bill would include submission of verification of their degree's equivalence, as specified, satisfactory completion of specified examinations within the 5 years preceding application, and satisfactory completion of certain coursework, including, among other things, a board-approved course in soft-tissue curettage, local anesthesia, and nitrous oxide-oxygen analgesia, within the 2 years preceding application. The bill would deem an individual eligible to enroll in a board-approved course in soft-tissue curettage, local anesthesia, and nitrous oxide-oxygen analgesia if they have otherwise satisfied certain verification, examination, and coursework requirements, as specified.	4.22.26 Amended Assembly. 5.14.26 Assembly. Held under submission.	Oppose unless amended. Letter sent 3.20.26.

2026 Legislation	Topic	Status	DHBC Position on 5.23.2026
AB 350 Bonta **Sponsors:** Children Now and California Dental Association	**Health care coverage: fluoride treatments.** Requires a health plan contract or health insurance policy issued, amended, or renewed on or after January 1, 2026, to provide coverage for the application of fluoride varnish in the primary care setting for children under 21 years of age, without a deductible, co-insurance, copayment or other cost-sharing requirement for that coverage. Clarifies that Medi-Cal coverage of fluoride treatment is for children under 21 years of age rather than 17 years of age and specifies that this coverage includes the application of fluoride varnish in the primary care setting and expands which staff may apply the fluoride varnish, as specified	5.14.26 Senate Appropriations. Removed from Inactive file and in third reading.	Support. Letter sent 4.7.25.
AB 2140 Johnson **Sponsor(s):** No sponsor at this time.	**Healing arts: reports: claims against licensees**. Existing law makes failure of a licensee of the Medical Board of California, the Podiatric Medical Board of California, the Board of Psychology, the Dental Board of California, the **Dental Hygiene Board of California**, the Osteopathic Medical Board of California, the State Board of Chiropractic Examiners, the Board of Registered Nursing, the Board of Vocational Nursing and Psychiatric Technicians of the State of California, the State Board of Optometry, the Veterinary Medical Board, the Board of Behavioral Sciences, the Physical Therapy Board of California, the California State Board of Pharmacy, the Speech-Language Pathology and Audiology and Hearing Aid Dispensers Board, the California Board of Occupational Therapy, the Acupuncture Board, or the Physician Assistant Board, a claimant, or their counsel to report a settlement, judgment, or arbitration award over $3,000 of a claim or action for damages for death or personal injury caused by negligence, error or omission in practice, or by the unauthorized rendering of professional services, by a person who holds a license, certificate, or other	4.10.26 Hearing cancelled at the request of author.	Watch.

2026 Legislation	Topic	Status	DHBC Position on 5.23.2026
	similar authority from one of those boards, who does not possess professional liability insurance as to the claim, within 30 days to the agency that issued the license, certificate, or similar authority, punishable by a fine of not less than $50 or more than $500, as specified. **This bill would increase the minimum fine for a violation of that provision to $100.**		
SB 1311 Wahab **Sponsor(s):** Author	~~**Dentistry: dental assistants: infection control course.**~~ **Licensed Professions.** Existing law requires an unlicensed dental assistant not enrolled in a board-approved program for registered dental assisting or an alternative dental assisting program to complete an infection control certification course, as specified. In this regard, existing law allows the unlicensed dental assistant to complete a board-approved 8-hour course, with 6 hours being didactic instruction and 2 hours being laboratory instruction, as specified. **This bill would allow an unlicensed dental assistant to complete the Dental Assisting National Board's Infection Control examination instead of completing an infection control course.** The bill would also revise the requirements for those infection control courses **to allow an unlicensed dental assistant to complete one of specified courses approved by the board or a course with at least 4 hours of didactic instruction and at least 2 hours of laboratory instruction using video or a series of video training tools, as specified.** This bill would require the employer to ensure the dental assistant has successfully completed a course or examination in infection control, as described above, before performing any basic supportive dental procedures involving potential	5.18.26 Urgency clause adopted and ordered to the Assembly. 7.1.26 Amended. Assembly Appropriations.	Oppose unless amended. Letter sent 4.6.26.

2026 Legislation	Topic	Status	DHBC Position on 5.23.2026
	exposure to blood, saliva, or other potentially infectious material. *Board concerned with no "in house" oversite supervision ensuring unlicensed DA is competent.		
2025-2026 Bills of Interest			
AB 1130 Berman **Sponsor(s):** Author	~~**Dentistry: outreach and support program.**~~ ~~Would require the Dental Board of California to develop, implement, and maintain an outreach and support program to recruit students from underserved communities in the state to pursue education and licensure in the field of dentistry. The bill would establish duties the board would be required to carry out in that regard, including conducting at least 2 outreach activities per year focused on students from underserved communities. The bill would require the board to provide a summary of actions taken pursuant to the bill's provisions as part of its report to the Legislature through the sunset review process.~~ **Gutted and amended to "Political Reform Act of 1974: campaign disclosures."**	~~2 Year Bill.~~ ~~5.26.26 Assembly Business and Professions.~~	~~Watch.~~
AB 1629 Haney **Sponsor(s):** California Dental Association	**Dental Coverage.** Existing law provides for the regulation of health insurers by the Department of Insurance, prohibits a contract between a plan or insurer and a dentist from requiring a dentist to accept an amount set by the plan or insurer as payment for dental care services provided to an enrollee or insured that are not covered services under the enrollee's contract or the insured's policy, and requires a plan or insurer to make specified disclosures to an enrollee or insured regarding noncovered dental services. This bill would require a plan or insurer, including a specialized plan or insurer, covering dental services, upon written and dated consent of the enrollee or insured, to pay a noncontracting dental	6.29.26 Senate Appropriations.	Support. Letter sent 5.27.26.

2026 Legislation	Topic	Status	DHBC Position on 5.23.2026
	provider directly for covered services rendered to the enrollee or insured in accordance with the benefit provided in the contract or policy, prohibit a noncontracting dental provider accepting assignment of benefits from charging an enrollee or insured, prior to the plan payment, more than an estimate of the enrollee's or the insured's cost sharing for the treatment or a deposit that approximates that cost share, and require a noncontracting dental provider to make specified disclosures to an enrollee or insured before accepting an assignment of benefits.		
AB 1670 Arambula **Sponsor(s):** Association of Regional Center Agencies.	**Medi-Cal: dental care.** This bill would make behavior management and desensitization services without an accompanying dental procedure covered benefits under the Medi-Cal program, subject to utilization controls, when a patient's physical, behavioral, developmental, or emotional condition requires significant extra time, attention, or personnel, or requires such services preceding a dental visit, respectively, in order to safely deliver dental care. The bill would condition implementation of these provisions on the availability of federal financial participation and any necessary federal approvals having been obtained. The bill would, notwithstanding any other law, authorize the department to implement, interpret, or make specific these provisions by means of all-county letters, plan letters, plan or provider bulletins, or similar instructions without taking any further regulatory action.	5.14.26 Assembly. Held under submission.	Watch.
AB 1717 Castillo **Sponsor(s):** Tom Lovinger, CEO of Golden Age Dental Care	**Medi-Cal dental reimbursement: house/extended care facility call.** Under the Medi-Cal Dental Provider Handbook, the maximum allowance for a house/extended care facility call under a specified billing code is $20. This bill would require the State Department of Health Care Services to increase the Medi-Cal reimbursement base rate for a house/extended care	5.14.26 Assembly. Held under submission.	Watch.

2026 Legislation	Topic	Status	DHBC Position on 5.23.2026
	facility call in order to reflect the reasonable travel costs for purposes of delivering dental services in the patient's private residence or applicable facility instead of the location of the dental provider. The bill would require that the rate be adjusted to a minimum of $120 per patient per date of service, with subsequent readjustments every 2 years to account for inflation and provider cost data. The bill would require the department, every 2 years, to report to the Legislature about the impact of the rate adjustments on access, utilization, and reductions in emergency department visits for dental conditions.		
AB 1760 Arambula **Sponsor(s):** Dental Board of California	**Dentistry.** Existing law, the Dental Practice Act, establishes the Dental Board of California to license and regulate the practice of dentistry. This bill would delete the requirement to furnish satisfactory evidence of financial responsibility or liability insurance for certain dental patient injuries. This bill would update cross-references to clarify that an applicant is not prohibited from taking an examination for licensure because their foreign dental school program was exempt from the accreditation requirement. This bill would revise the subject reexamination exemption to instead require a grading of pass. The bill would remove the above-described education requirement for reexamination, and would instead require an applicant to retake the entire examination after 3 failed attempts at a section of the examination. This bill would revise and recast that credential requirement to clarify that 5,000 hours of clinical practice is required of an applicant who has been in active clinical practice out of state or an applicant who has been a full-time faculty member, as	6.24.26 Senate Appropriations.	Watch.

2026 Legislation	Topic	Status	DHBC Position on 5.23.2026
	described above. For an applicant whose credentials are based on engagement in nonclinical practice for an out-of-state public health program, as described above, the bill would instead require the applicant to have been engaged in that practice for a minimum average of 40 hours per week, as specified. The bill would require each of the 3 above-described types of applicants to submit certain documentation verifying compliance with the applicable requirements described above. By expanding the scope of the crime of perjury, the bill would impose a state-mandated local program. This bill would revise that provision by removing the requirement that the dental education program be approved by the board, and instead specifying that the program be accredited by CODA Existing law requires a dentist to possess an elective facial cosmetic surgery permit in order to perform specified procedures. This bill would delete the above-described provisions relating to the limitations that may be imposed on that permit, and would instead authorize the committee to recommend that an applicant who has applied for a permit to perform both categories of procedures be issued a permit limited to one category if the committee is not satisfied that the applicant has the training or competence to perform both categories of procedures. The bill would specify that the committee serves at the pleasure of the board, and would authorize the board to remove any member of the committee for continued neglect of duties required by law, incompetence, or unprofessional or dishonorable conduct. The bill would authorize the board to convene in closed session to consider any evidence relating to the removal of a member of the committee, as specified. This bill would add polishing and contouring existing amalgam restorations to that list of authorized duties for a registered dental assistant in extended functions and make conforming changes.		

2026 Legislation	Topic	Status	DHBC Position on 5.23.2026
	This bill would revise the list of procedures required to be covered by a course for a registered dental assistant in extended functions. Specifically, the bill would remove taking final impressions for permanent indirect restorations, would add performing post, core, and build-up procedures in conjunction with direct and indirect restorations, and would add polishing and contouring existing amalgam restorations. Existing regulations require a dental assisting program or course to meet certain criteria to secure and maintain board approval. This bill would modify the requirements for courses in radiation safety, and would codify those regulations with certain modifications, including requiring that provisional approval for a course in radiation safety expire after one year or upon subsequent board approval or denial, whichever occurs first, and that the board provide, in writing, the specific reasons for provisionally approving or denying a course to the course director within 90 days of that decision. The bill would authorize the board to, in lieu of conducting its own investigation for a course in radiation safety, accept the findings of a commission or accreditation agency approved by the board, or its designee, and adopt those findings as its own. This bill would authorize didactic instruction to be provided through distance learning modalities and would require providers to meet specified requirements, including providing technological assistance to students, as needed, to participate in instruction, and requiring didactic instruction to be completed before a student participates in laboratory instruction. The bill would require the course provider to, among other things, notify prospective students of the computer or communications technology necessary to participate in didactic and laboratory instruction.		
AB 1811 Rogers	**Health ~~professional shortage areas~~ professionals.**	7.2.26 Senate Appropriations.	Support. Letter sent 4.6.26.

2026 Legislation	Topic	Status	DHBC Position on 5.23.2026
Sponsor(s): Association of California Healthcare Districts and Rural County Representatives of California	This bill, until January 1, 2035, would define the term "health professional shortage area" to mean (1) an area determined by the Department of Health Care Access and Information to have a shortage of health professionals, (2) a health professional shortage area designated or recognized by the United States Department of Health and Human Services, or (3) an area designated or recognized as a health professional shortage area by the United States Department of Health and Human Services on January 1, 2025, regardless of whether that area remains designated or recognized by the United States Department of Health and Human Services as a health professional shortage area. For an area determined to be a health professional shortage area by the Department of Health Care Access and Information, the bill would authorize the department to revoke that designation. This bill would require the workforce data for future workforce planning to be collected or requested by boards at the time a license or registration is issued. The bill would require the information collected or requested by boards to also include, among other things, the hours worked in inpatient care, hours worked in outpatient care, and whether the licensee or registrant offers a formal sliding fee scale. *The bill would require each board to provide licensee and registrant data on a monthly basis.*		
AB 2029 Sharp-Collins **Sponsor(s):** California Dental Association	**Dental Plan Portal.** This bill would require a dental plan or dental insurer to establish a dental portal accessible to a treating dental provider to provide information regarding an enrollee's contract or insured's policy, including the actual payment or reimbursement amounts for covered services. The bill would require the portal to provide accurate, real-time benefit eligibility and benefits information in a clear and understandable format, provide specified information about a corresponding payment, accept	4.21.26 Hearing cancelled at the request of author.	Watch.

2026 Legislation	Topic	Status	DHBC Position on 5.23.2026
	attachments in an electronic format, and be made available at no cost to contracted and noncontracted dental providers, among other requirements. Because a willful violation of these provisions relative to health care service plans would be a crime, this bill would impose a state-mandated local program		
AB 2625 Solache **Sponsor(s):** Unknown at this time.	**Dental Practice Act: foreign dental schools.** Existing law, the Dental Practice Act, provides for the licensure and regulation of dentists by the Dental Board of California within the Department of Consumer Affairs. Existing law requires an applicant for licensure to meet specified requirements, including, among others, furnishing satisfactory evidence of having graduated from a dental college approved by the board or by the Commission on Dental Accreditation of the American Dental Association (CODA). Prior law provided for the approval of foreign dental schools by the board. Beginning January 1, 2024, existing law requires foreign dental schools seeking approval by the board to complete the international consultative and accreditation process with CODA or a comparable accrediting body approved by the board. Notwithstanding that requirement, existing law maintained the approval of any foreign dental schools whose program was renewed by the board prior to January 1, 2020, through any date between January 1, 2024, and June 30, 2026, through that renewal date. This bill would, instead, maintain the approval of a foreign dental school whose program was approved by the board prior to January 1, 2020, if that school applied for accreditation by an accrediting body, or CODA, on or before January 31, 2026, while that accreditation process is ongoing, as specified. The bill would require the foreign dental school to, commencing with January 1, 2027, and every 6 months thereafter, provide an update to the board on the status of the foreign dental school's accreditation application. The bill would authorize the board to terminate the	3.9.26 Assembly Business and Professions.	Watch.

2026 Legislation	Topic	Status	DHBC Position on 5.23.2026
	maintained approval of a foreign dental school for failure to submit that update, as specified. This bill contains other related provisions and other existing laws.		
AB 2694 Alvarez Pacheco **Sponsor(s):** Author.	**Public postsecondary education: community colleges: statewide baccalaureate degree program.** Existing law authorizes the Board of Governors of the California Community Colleges, in consultation with the California State University and the University of California, to authorize the establishment of community college district baccalaureate degree programs, as provided. Existing law prohibits a community college district baccalaureate degree program from offering a baccalaureate degree program or program curricula already offered by the California State University or the University of California. This bill would instead prohibit a community college district baccalaureate degree program from offering a baccalaureate degree program or program curricula substantially similar to a baccalaureate degree program offered by the California State University or the University of California within the geographic region served by the community college district, except where the California State University or the University of California does not enroll students from that geographic region in the same degree pathway or where documented unmet regional workforce needs justify the program.	6.3.26 Senate Education.	Support. Letter sent 5.27.26.
SB 1187 Durazo **Sponsor(s):** Author	**Open ~~meetings: majority~~ meetings.** Existing law, the Ralph M. Brown Act, requires, with specified exceptions, that all meetings of a legislative body, as defined, of a local agency be open and public and that all persons be permitted to attend and participate.	6.22.26 Assembly Local Government.	Watch.

2026 Legislation	Topic	Status	DHBC Position on 5.23.2026
	Existing law, beginning July 1, 2026, requires eligible legislative bodies, as defined, to have in place a system for electronically accepting and fulfilling requests for meeting agendas and documents. Existing law additionally requires these legislative bodies to translate the agenda for each meeting of that body and to reasonably assist members of the public who wish to translate a public meeting or receive interpretation, as specified. This bill would instead delete the above-described requirements on eligible legislative bodies. **The Board follows the Bagley-Keene Open Meeting Act.*		
SB 1391 Wahab **Sponsor(s):** Author	**Department of Consumer Affairs: retired category licenses.** Existing law authorizes any of the boards within the department, except as specified, to establish by regulation a system for a retired category of license for persons who are not actively engaged in the practice of their profession or vocation. This bill would additionally require a board that offers a retired category of licensure to disclose that information on its internet website	6.30.26 Assembly Appropriations.	Support. Letter sent 5.27.26.
SB 1416 Wahab **Sponsor(s):** Author	**Physicians and surgeons: dentists: unprofessional conduct.** Existing law, including the Medical Practice Act and the Dental Practice Act, deem certain violations by licensees to be unprofessional conduct subject to discipline by the licensee's licensing board. This bill would reduce the duration for a physician and surgeon or dentist to refund a duplicate payment following patient request or patient notification to 21 days from 30 days.	6.30.26 Assembly Business and Professions.	Watch.

2026 TENTATIVE LEGISLATIVE CALENDAR

COMPILED BY THE OFFICE OF THE SECRETARY OF THE SENATE AND THE OFFICE OF THE ASSEMBLY CHIEF CLERK

Revised September 29, 2025

JANUARY

S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY

S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH

S	M	T	W	TH	F	S
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL

S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY

S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

*Holiday schedule subject to Senate Rules committee approval.

DEADLINES

Jan. 1 Statutes take effect (Art. IV, Sec. 8(c)).

Jan. 5 **Legislature reconvenes** (J.R. 51(a)(4)).

Jan. 10 Budget must be submitted by Governor (Art. IV, Sec. 12 (a)).

Jan. 16 Last day for **policy committees** to hear and report to fiscal committees **fiscal bills** introduced in their house in the odd-numbered year (J.R. 61(b)(1)).

Jan. 19 Martin Luther King, Jr. Day.

Jan. 23 Last day for any committee to hear and report to the **Floor** bills introduced in that house in the odd-numbered year (J.R. 61(b)(2)). Last day to **submit bill requests** to the Office of Legislative Counsel.

Jan. 31 Last day for each house **to pass bills introduced** in that house in the odd-numbered year (Art. IV, Sec. 10(c)), (J.R. 61(b)(3)).

Feb. 16 Presidents' Day.

Feb. 20 Last day for bills to be **introduced** (J.R. 61(b)(4)), (J.R. 54(a)).

Mar. 26 **Spring Recess** begins upon adjournment (J.R. 51(b)(1)).

Mar. 30 Cesar Chavez Day observed.

Apr. 6 Legislature reconvenes from **Spring Recess** (J.R. 51(b)(1)).

Apr. 24 Last day for **policy committees** to hear and report to fiscal committees **fiscal bills** introduced in their house (J.R. 61(b)(5)).

May 1 Last day for **policy committees** to hear and report to the Floor **non-fiscal bills** introduced in their house (J.R. 61(b)(6)).

May 8 Last day for **policy committees** to meet prior to June 1 (J.R. 61(b)(7)).

May 15 Last day for **fiscal committees** to hear and report to the Floor bills introduced in their house (J.R. 61 (b)(8)). Last day for **fiscal committees** to meet prior to June 1 (J.R. 61 (b)(9)).

May 25 Memorial Day.

May 26 – 29 Floor Session only. No committees, other than conference or Rules committees, may meet for any purpose (J.R. 61(b)(10)).

May 29 Last day for each house to pass bills introduced in that house (J.R. 61(b)(11)).

2026 TENTATIVE LEGISLATIVE CALENDAR

COMPILED BY THE OFFICE OF THE SECRETARY OF THE SENATE AND THE OFFICE OF THE ASSEMBLY CHIEF CLERK

Revised September 29, 2025

JUNE						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

June 1 Committee meetings may resume (J.R. 61(b)(12)).

June 15 Budget Bill must be passed by **midnight** (Art. IV, Sec. 12(c)(3)).

June 25 Last day for a legislative measure to qualify for the Nov. 3 General Election ballot (Elections Code Sec. 9040).

JULY						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

July 2 Last day for **policy committees** to meet and report bills (J.R. 61(b)(13)). **Summer Recess** begins upon adjournment of session, provided Budget Bill has passed (J.R. 51(b)(2)).

July 3 Independence Day observed.

AUGUST						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Aug. 3 Legislature reconvenes from **Summer Recess** (J.R. 51(b)(2)).

Aug. 14 Last day for **fiscal committees** to meet and report bills to the Floor (J.R. 61(b)(14)).

Aug. 17 – 31 **Floor Session only**. No committee, other than conference and Rules committees, may meet for any purpose (J.R. 61(b)(15)).

Aug. 21 Last day to **amend** on the Floor (J.R. 61(b)(16)).

Aug. 31 Last day for **each house to pass bills** (Art. IV, Sec. 10(c)), (J.R. 61(b)(17)). **Final recess** begins upon adjournment. (J.R. 51(b)(3)).

*Holiday schedule subject to Senate Rules committee approval.

IMPORTANT DATES OCCURRING DURING FINAL RECESS

2026

Sept. 30 Last day for Governor to sign or veto bills passed by the Legislature before Sept. 1 and in the Governor's possession on or after Sept. 1 (Art. IV, Sec. 10(b)(2)).

Nov. 3 General Election.

Nov. 30 Adjournment *sine die* at midnight (Art. IV, Sec. 3(a)).

Dec. 7 12 Noon convening of the 2027-28 Regular Session (Art. IV, Sec. 3(a)).

2027

Jan. 1 Statutes take effect (Art. IV, Sec. 8(c)).

Friday, July 17, 2026

Dental Hygiene Board of California

Legislation and Regulatory Committee Agenda Item 5.

Discussion and Possible Action to Approve the March 27, 2026, Legislation and Regulatory Committee Meeting Minutes.

Dental Hygiene Board of California
Legislative & Regulatory Committee
Meeting Minutes

DRAFT

Friday, March 27, 2026

DHBC Headquarters Building
2005 Evergreen Street
1st Floor Hearing Room
Sacramento, CA 95815

Legislative & Regulatory Committee Members Present:
Chair – Dr. Julie Elginer, Public Member
Committee Member – Joanne Pacheco, Registered Dental Hygienist (RDH) Educator Member
Committee Member – Dr. Sridevi Ponnala, Public Health Dentist Member
Committee Member – Nicolas Kiet Quach, Public Member

Legislative & Regulatory Committee Members Absent:
Committee Member – Naleni "Lolly" Tribble-Agarwal, RDH Member

DHBC Staff Present:
Anthony Lum, Executive Officer
Adina A. Pineschi-Petty, Doctor of Dental Surgery (DDS), Education, Legislative, and Regulatory Specialist
Crystal Yuyama, Administrative Analyst
Yuping Lin, Department of Consumer Affairs (DCA) Legal Counsel

1. LEG REG Committee Agenda Item 1: Roll Call and Establishment of a Quorum.

Dr. Julie Elginer, Legislative and Regulatory Committee Chair, called the Legislative and Regulatory Committee to order at **2:36 p.m.**, completed the roll call, and a quorum was established with four (4) members present.

2. LEG REG Committee Agenda Item 2: Public Comment for Items Not on the Agenda.

Committee Member comment: None.

Public comment: None.

3. **LEG REG Committee Agenda 3: Regulatory Update: Status of Dental Hygiene Board of California Regulatory Packages.** (Informational Only).

Dr. Adina Petty stated that the information regarding the current status of DHBC regulatory packages can be found in the March 27-28, 2026, Board meeting materials on pages 969 - 971. Dr. Petty provided a brief update on the package(s) that have entered the formal rulemaking process as well as those currently under development by staff.

Committee Member comment: None.

Public comment: None.

4. **LEG REG Committee Agenda 4: Legislative Update: Discussion of 2025 Bills of Interest and Legislative Calendar.**

Dr. Adina Petty reported as to current legislation of interest to the Board on pages 991-2885, as well as reporting on the current legislative calendar on pages 989-990.

Legislation	Current Bill Information as of March 24, 2026	Committee Position taken at Today's March 27-28, 2026, Board Meeting
a) **Assembly Bill (AB) 1952** Berman: Dentistry: dental hygienists: licensure.	Assembly Business and Professions as of 3/2/2026.	Oppose unless amended.
b) **AB 350** Bonta: Health care coverage: fluoride treatments.	Senate inactive file as of 9/10/2025.	Support.
c) **AB 2140** Johnson: Healing arts: reports: claims against licensees. (New)	Assembly of Business and Professions as of 3/2/2026; No change.	Support.
d) **Senate Bill (SB) 1311** Wahab: Licensed Professions. (New)	Passed the Senate Business and Professions and Economic Development Committee on 3/23/2026.	Opposed unless amended position.
e) **Senate Resolution (SR) 82** Perez: Relative to Children's Dental Health Month. (New)	Passed in the Senate on 3/5/2026; Enrolled.	Support.
f) **AB 371** Haney. Dental coverage.	Died.	Watch.
g) **AB 873** Alanis. Dentistry: dental assistants: infection control course	No changes; Hearing canceled at the request of the author.	Oppose.
h) **AB 966** Carrillo. Dental Practice Act: foreign dental schools.	Died.	Watch.

Legislation	Current Bill Information as of March 24, 2026	Committee Position taken at Today's March 27-28, 2026, Board Meeting
i) AB 980 Arambula. Health care: medically necessary treatment.	Died.	Watch.
j) AB 1130 Berman: Dentistry: outreach and support program.	No changes since 9/4/2025.	Watch.
k) AB 1232 Ávila Farías. Administrative Procedure Act: proposed regulations: cost of living impact on residents of the state.	Died.	Watch.
l) AB 1307 Ávila Farías. Licensed Dentists from Mexico Pilot Program	As of 7/14/2025 at the Assembly of Appropriations; Hearing requested canceled by request of the author; Referred to the Senate Business and Professions and Economic Development.	Watch.
m) AB 1558 Arambula. Uniform Emergency Volunteer Health Practitioners Act (New)	Referred to Assembly Committee on Health on 3/16/2026.	Watch
n) AB 1563 Gabriel. Budget Act of 2026 (New)	Introduced on 1/9/2026; No changes.	Watch.
o) AB 1629 Haney: Dental Coverage. (New)	Assembly Appropriations Committee on 3/18/2026.	Watch.
p) AB 1696 Stefani. Department of Consumer Affairs: director: powers and duties. (New)	As of 3/16/2026, gutted and amended; no longer a concern to the Board.	Watch.
q) AB 1717 Castillo: Medi-Cal dental reimbursement: house/extended care facility call. (New)	Assembly of Health as of 2/23/2026; No changes.	Watch.
r) AB 1760 Arambula: Dentistry. (New)	Assembly Business and Professions; No changes.	Watch.
s) AB 2029 Sharp-Collins: Dental Plan Portal. (New)	Referred to Assembly Health on 3/23/2026.	Watch.
t) AB 2504 Bauer-Kahan. Dentistry: licensure. (New)	Gutted and amended; no longer concern to the Board.	Watch.
u) AB 2625 Solache: Dental Practice Act: foreign dental schools. (New)	Assembly Business and Professions.	Watch.

DRAFT

Legislation	Current Bill Information as of March 24, 2026	Committee Position taken at Today's March 27-28, 2026, Board Meeting
v) AB 2694 Alvarez: Public postsecondary education: community colleges: statewide baccalaureate degree program. (New)	Assembly Higher Education Committee as of 3/16/2026.	Watch.
w) SB 879 Laird. Budget Act of 2026. (New)	Budget and FI$CAL review.	Watch.
x) SB 1187 Durazo: Open meetings: majority.	Senate as of 3/4/2026; No changes.	Watch.
y) SB 1390 Menjivar. Healing arts: standards for licensure or certification. (New)	Senate Rules as of 3/4/2026.	Watch.
z) SB 1391 Wahab: Department of Consumer Affairs: retired category licenses. (New)	Passed Senate Business and Professions and Economic Development; Referred to Senate Appropriations.	Watch.
aa) SB 1416 Wahab: Physicians and surgeons: dentists: unprofessional conduct. (New)	Passed.	Watch.
bb) 2026 Tentative Legislative Calendar.		

The Legislation and Regulatory Committee reviewed multiple legislative bills and discussed positions previously taken by the Board. Staff confirmed that the Board's "oppose unless amended" letter on AB 1952 had been submitted to the author and the Assembly Business and Professions Committee. Members stated that AB 1952 is currently scheduled for hearing on April 21, 2026, and emphasized the importance of Board representation during the hearing. EO Lum reported that contingency planning is underway should AB 1952 advance without amendments, including projected fiscal impacts of approximately $500,000 for additional staffing and workload.

Committee members discussed how to access up-to-date bill information through the Legislative Counsel's website.

The Committee also reviewed several additional bills on the watch list, listing which measures had died, advanced, or been significantly amended. For bills that had been repurposed or no longer related to dental hygiene, the Committee agreed to remove them from the Bills of Interest to the Board. The remaining bills were retained as watch items.

There were two bills that required more lengthy discussion. The Legislation and Regulatory Committee moved to accept staff recommended positions on AB 2140 and SB 1311. The Committee's discussion, public comments, and actions are included below:

The Committee then considered AB 2140, relating to reporting of claims against licensees.

Motion: Member Ponnala moved for the Legislation and Regulatory Committee to recommend to the Full Board to take an "support" position on AB 1240.

Second: President Pacheco.

Committee Member discussion: The Committee reviewed AB 2140, a new bill concerning reporting requirements for claims against licensees within the healing arts boards. Staff stated that the bill would increase the minimum fine for violations of particular provision from $50 to $100. The recommended position was to support the measure. Committee members discussed the staff recommendation and expressed no concerns.

Public comment: None.

Vote: Motion for the Legislation and Regulatory Committee to recommend to the Full Board to take an "support" position on AB 1240. Passed 4:0:1.

Name	Aye	Nay	Abstain/Absent
Julie Elginer, Chair	X		
Lolly Agarwal			Absent.
Joanne Pacheco	X		
Sridevi Ponnala	X		
Nicolas Kiet Quach	X		

The Committee next discussed SB 1311 concerning dental assisting and infection control requirements.

Motion: President Pacheco moved for the Legislation and Regulatory Committee to recommend to the Full Board to take an "oppose unless amended" position on SB 1311.

Second: Member Ponnala.

Committee Member discussion: The Committee reviewed SB 1311 (Wahab), relating to dental assisting and infection control requirements. Members expressed concern that the bill would allow unlicensed dental assistants to qualify through passage of a national infection control examination without completing any formal education or hands-on training.

Members noted that this poses potential risks to patient safety, as the bill does not require demonstration of practical competency in infection control procedures.

Staff noted that SB 1311 has been designated as an urgency bill and has already passed out of the Senate Business, Professions, and Economic Development Committee. Members discussed that the bill's intent is to address workforce barriers, but reiterated that minimum hands-on training is essential for consumer protection.

Additional concerns were raised regarding the bill's allowance for 100% online training without opportunities to handle equipment or demonstrate competency. The Committee agreed that these issues warrant an "oppose unless amended" position and confirmed that staff had sufficient information to prepare the position letter.

Public comment: Susan McLearan of the California Hygienists' Association (CDHA) suggested an amendment to require dental offices to provide in-office, hands-on instruction conducted by a licensed professional, with the supervising dentist certifying completion and maintaining documentation.

Tooka Zokaie, on behalf of the California Dental Association (CDA) asked the Committee to not take an "opposed unless amended" position. Ms. Zokaie emphasized the importance of maintaining accessibility to online infection control coursework, particularly due to hiring challenges and geographic limitations. She stated that current law requires OSHA training before exposure to blood and saliva, and that removing online options could create barriers to employment and enforcement.

JoAnn Galliano stated that the CDHA supports allowing online infection control coursework under SB 1311, provided it is paired with required hands-on training before an unlicensed dental assistant is exposed to blood, saliva, or patient care. CDHA recommendation for hands-on instruction, approximately four to six hours, be overseen by a licensed professional in the dental office, with the supervising dentist certifying completion and maintaining documentation for compliance purposes.

Overall, commenters emphasized that infection control tasks must be performed safely and that hands-on competency is essential to consumer protection, while also acknowledging workforce and accessibility considerations.

After discussion and public comment, the President agreed to amend the original motion, which was then seconded by Member Ponnala.

Amended Motion: President Pacheco moved for the Legislation and Regulatory Committee to recommend to the Full Board to take an "oppose unless amended" position on SB 1311, with amendments to require hands-on training certified by a supervising dentist who is licensed.

Amended Second: Member Ponnala.

Committee Member discussion: None.

Public comment: None.

Vote: Motion for the Legislation and Regulatory Committee to recommend to the Full Board to take an "oppose unless amended" position, with amendments to require hands-on training certified by a supervising dentist who is licensed. Passed 4:0:1.

Name	Aye	Nay	Abstain/Absent
Julie Elginer, Chair	X		
Lolly Agarwal			Absent.
Joanne Pacheco	X		
Sridevi Ponnala	X		
Nicolas Kiet Quach	X		

5. **LEG REG Committee Agenda 5: Discussion and Possible Action to Approve the November 8, 2025, Legislative and Regulatory Committee Meeting Minutes.**

Motion: President Pacheco moved to approve the November 8, 2025, Legislation and Regulatory Committee Meeting Minutes.

Second: Chair Elginer.

Committee Member discussion: None.

Public comment: None.

Vote: Motion to approve the November 8, 2025, Legislation and Regulatory Committee Meeting Minutes. Failed 2:0:3.

Name	Aye	Nay	Abstain/Absent
Julie Elginer, Chair	X		
Lolly Agarwal			Absent.
Joanne Pacheco	X		
Sridevi Ponnala			Abstain.
Nicolas Kiet Quach			Abstain.

DRAFT

Second Motion: President Pacheco moved to approve the November 8, 2025, Legislation and Regulatory Committee Meeting Minutes.

Second Second: Member Quach.

Committee Member discussion: None.

Public comment: None.

Vote: Motion to approve the November 8, 2025, Legislation and Regulatory Committee Meeting Minutes. Passed 3:0:2.

Name	Aye	Nay	Abstain/Absent
Julie Elginer, Chair	X		
Lolly Agarwal			Absent.
Joanne Pacheco	X		
Sridevi Ponnala			Abstain.
Nicolas Kiet Quach	X		

6. LEG REG Committee Agenda 6: Proposal of Future Agenda Items.

Committee Member comment: Chair Elginer suggested that the Board set a date for a teleconference meeting to review the pieces of legislation that the Legislation and Regulatory Committee have opposed, supported, or taken position of and/or watching.

Public comment: Amber Davis, founding program director for a developing dental hygiene program, requested an update regarding Business and Professions Code section 1941. She recalled that this item was discussed at the November 2025 meeting and was scheduled to go before the full Education Board. Ms. Davis asked for the current status of the matter, specifically concerning the language related to regional or national accreditation.

7. LEG REG Committee Agenda 7: Adjournment of the Legislative and Regulatory Committee.

Legislation and Regulatory Chair Elginer adjourned the Legislative and Regulatory Committee at **3:39 p.m.**

Friday, July 17, 2026

Dental Hygiene Board of California

Legislation and Regulatory Committee Agenda Item 6.

Proposal of Future Agenda Items.

Friday, July 17, 2026

Dental Hygiene Board of California

Legislation and Regulatory Committee Agenda Item 7.

Adjournment of the Legislation and Regulatory Committee.

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DHBC
Dental Hygiene
Board of California

Friday, July 17, 2026
Licensing and Examination Committee
Meeting Materials

Member	Present	Absent
Michael Long, Chair		
Sonia “Pat” Hansen		
Sherman King		
Sridevi Ponnala		
Nicolas Kiet Quach		

Friday, July 17, 2026

Dental Hygiene Board of California

Licensing and Examination Committee Agenda Item 1.

Roll Call & Establishment of Quorum.

Friday, July 17, 2026

Dental Hygiene Board of California

Licensing and Examination Committee Agenda Item 2.

Public Comment for Items Not on the Agenda.

[The Licensing and Examination Committee may not discuss or act on any matter raised during the Public Comment section that is not included on this agenda, except whether to decide to place the matter on the agenda of a future meeting (Government Code Sections 11125 & 11125.7(a).]

DHBC
Dental Hygiene
Board of California

Friday, July 17, 2026

Dental Hygiene Board of California

Licensing and Examination Committee Agenda Item 3.

Discussion and Possible Action to Nominate and Approve an ADEX Dental Hygiene Board Representative.

MEMORANDUM

DATE	July 8, 2026 17, 2026
TO	Licensing and Examination Committee Dental Hygiene Board of California
FROM	Anthony Lum, Executive Officer
SUBJECT	**LIC 3: Discussion and Possible Action to Nominate and Approve and Dental Hygiene Board Representative for the ADEX Council on Examinations**

BACKGROUND

In the past, the Board has elected board members to serve on dental hygiene clinical examination councils or boards to provide input from a California perspective. It provides an opportunity to have a voice for California dental hygiene interests and professional goals submitted to the examination administrator for input. CDCA/ADEX/WREB, a board approved dental hygiene clinical examination administrator, has recently requested the Board to consider participation in their ADEX Council on Examinations to provide dental hygiene input to their discussions, decisions, and goals.

Although the Board eliminated the dental hygiene clinical examination requirement for licensure in 2024 for those applicants who apply within 3 years of graduation, the Board still requires and accepts passing clinical examination scores from CDCA/ADEX/WREB and CRDTS, who is a second board approved clinical examination administrator, for those CA applicants who apply after the 3 years from graduation have passed or for any out-of-state applicants who choose to apply for a CA Dental Hygiene license.

STAFF RECOMMENDATION

Staff recommends for the Licensing and Examination Committee to consider nominating and approving a board member to participate in the ADEX Council on Examinations and present this recommendation to the Full Board for approval.

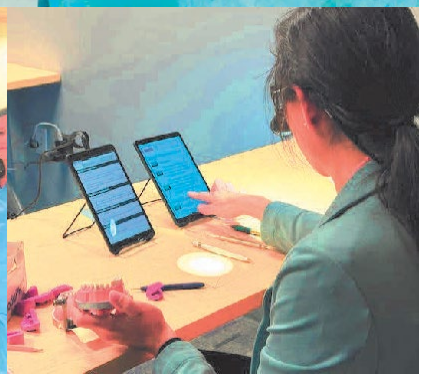
PROPOSED MOTION LANGUAGE

I move for the Licensing and Examination Committee to nominate <<Name of Board Member Nominee>> to be the Board's representative to participate in the ADEX Council on Examinations and forward this nomination to the full Board for approval.

AMERICAN BOARD of DENTAL EXAMINERS

SUPPORTING **STATE BOARDS'** MISSION TO **PROTECT THE PUBLIC**

- Accepted or required by law in 51 U.S. states and territories
- Hundreds of trained and calibrated examiners
- Exams accessible to all dental & dental hygiene candidates
- Nationally coordinated scoring and quality assurance



Who We Are

The American Board of Dental Examiners (ADEX) is a national, non-profit organization dedicated to protecting the public through close collaboration with state dental boards. Together, we develop and administer evidence-based licensure assessments that support safe and competent dental practice.

ADEX upholds the highest standards of fairness, validity, and reliability through uniform computer-based and clinical manikin hand skills examinations, trusted by state boards to evaluate candidates' readiness for licensure. Today, ADEX examinations are accepted across nearly all U.S. jurisdictions and are utilized by the vast majority of dental and dental hygiene candidates.

ADEX administers a comprehensive portfolio of clinical examinations used by dental boards across the United States and internationally. The Council on Examinations, representing every U.S. state and territory, continuously reviews and refines these assessments to ensure clinical relevance, fairness, and accuracy.

Our organization is led by a national network of state dental board and educator-examiners, united by a shared commitment to integrity, consistency, and public protection.

Our Mission

Assess
Deliver psychometrically sound clinical examinations in dental and dental hygiene licensure. ADEX delivers more than 24,000 assessments annually.

Support
Support state regulatory agencies in standardizing and evaluating candidate competence.

Strengthen
Strengthen public trust in the licensure process while enabling portability for professionals.

WHY **BECOME** AN **EXAMINER?**

State dental board members play a critical role by participating in the examination administration process. Participation in the American Board of Dental Examiners allows regulators to uphold public protection and contribute to national consistency in dental and dental hygiene competency standards. Engagement ensures that the licensure pathways align with real-world practice, regulatory priorities, and evolving standards of care.

Examine

All members of state boards may participate in administering ADEX examinations at 400+ sites nationwide as available.

Lead

Opportunity to serve on the ADEX board of directors or other committees.

Develop

States select representatives to the Council on Examinations, participating in exam development and policy.

Connect

Represent your state board at meetings, conferences, and regulatory summits.

ADEX
AMERICAN BOARD of DENTAL EXAMINERS

QUICK FACTS
FOR PROSPECTIVE EXAMINERS

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Training and calibration offered on demand

Professional development opportunities

PURSUE **EXCELLENCE** IN **LICENSURE**

Offering trusted, reliable examinations backed by professional expertise and a collaborative governance model, the American Board of Dental Examiners provides regulators with the tools they need to determine readiness for practice and standards for licensure.

JOIN TODAY

Ask your Executive Director to get started.

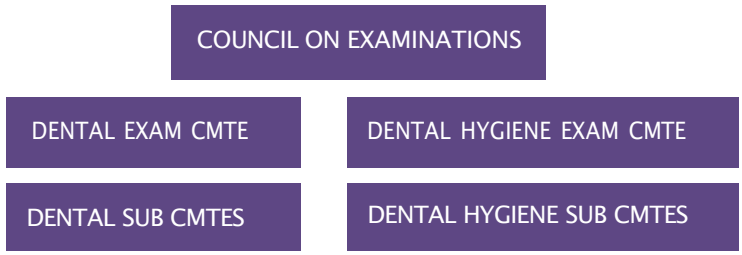
WHAT **IS** THE **COUNCIL ON EXAMINATIONS?**

State dental board members play a critical role in the examination process. Through participation with the American Board of Dental Examiners, regulators directly support public protection while serving as stewards of a consistent, national standard for dental and dental hygiene licensure.

Examiner engagement provides the opportunity to collaborate with fellow state board members and respected professionals from across jurisdictions, fostering shared insight and alignment. It also ensures that licensure pathways remain grounded in real-world clinical practice, aligned with regulatory priorities, and responsive to evolving standards of care.

Council Appointment Eligibility & Term Length

Each state is asked to appoint a dentist and dental hygienist to the Council to serve three year terms. Persons who are current members of their state dental board, or have served within the past five years, are eligible to be appointed to the Council. Appointees will onboard with ADEX to access materials, information and be invited to examine. Active ADEX participation of five years or more is required to hold an office on the Council.



Council Member Commitments & Expectations

The Council will meet in person during the ADEX Annual Meeting. Exam Committees will meet virtually in advance and may gather in person at the Annual Meeting event as well. Virtual meetings typically last one to two hours. The time requirement can vary slightly depending on what (if any) subcommittees the person is appointed to serve.

Participation in the examining process, and the Council on Examinations provides state board members insight into how their service protects the public, firsthand. Ask for a presentation to your board to learn more.

WWW.ADEXTESTING.ORG

Friday, July 17, 2026

Dental Hygiene Board of California

Licensing and Examination Committee Agenda Item 4.

Proposal of Future Agenda Items.

Friday, July 17, 2026

Dental Hygiene Board of California

Licensing and Examination Committee Agenda Item 5.

Adjournment of the Licensing and Examination Committee.

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DHBC
Dental Hygiene
Board of California

Saturday, July 18, 2026

Dental Hygiene Board of California

FULL Board Agenda Item 6.

Closed Session – Full Board.

Pursuant to Government Code Section 11126(c)(3), the Board will Deliberate on Disciplinary Actions and Decisions to be Reached in Administrative Procedure Act Proceedings. If there are no disciplinary actions and decisions to be addressed in Closed Session, it will be announced.

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DHBC
Dental Hygiene
Board of California

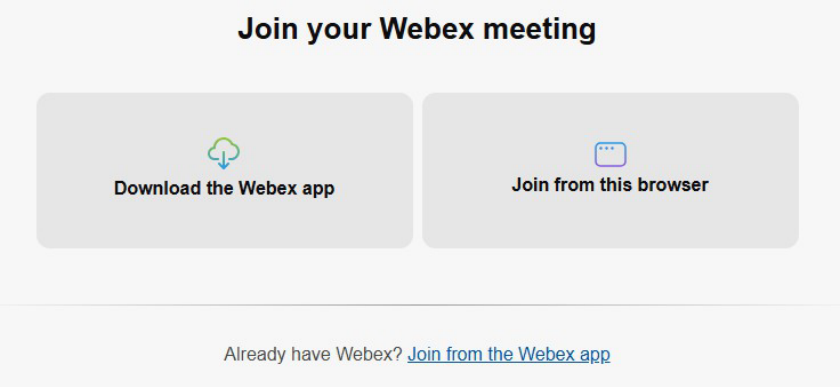
Saturday, July 18, 2026
Full Board
Meeting Materials
(Continued)

Recommended: Join using the meeting link.

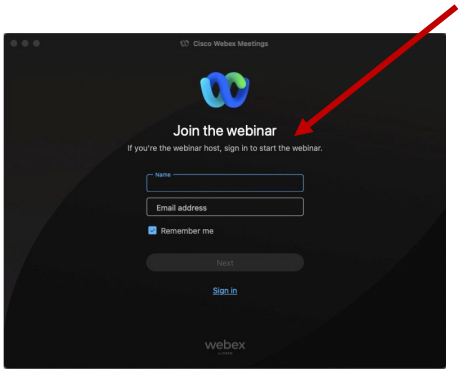
1. Click on the meeting link. This can be found in the meeting notice you received and is on the meeting agenda.

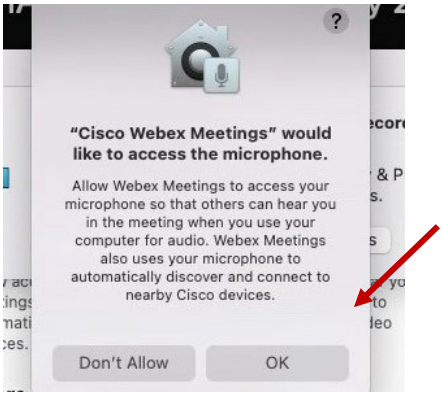
2. If you already have Webex on your device, click the bottom instruction, "Join from the Webex app."

   If you have **not** previously used Webex on your device, your web browser will offer "Download the Webex app." Follow the download link and follow the instructions to install Webex.



3. Enter your name and email address*. Click "Next."
   Accept any request for permission to use your microphone and/or camera.

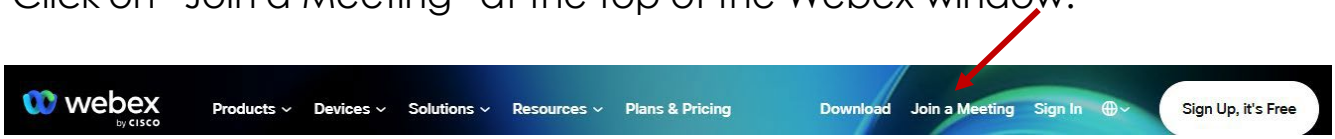




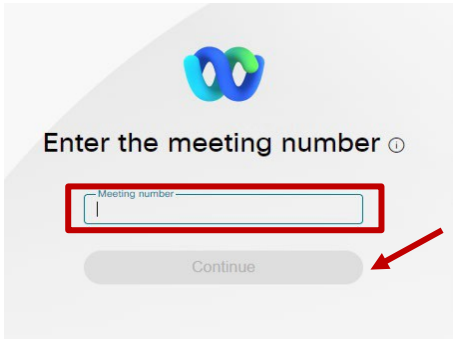
*Members of the public are not obligated to provide their name or personal information and may provide a unique identifier such as their initials or another alternative as well as a fictitious email address like in the following sample format: XXXXX@mailinator.com.

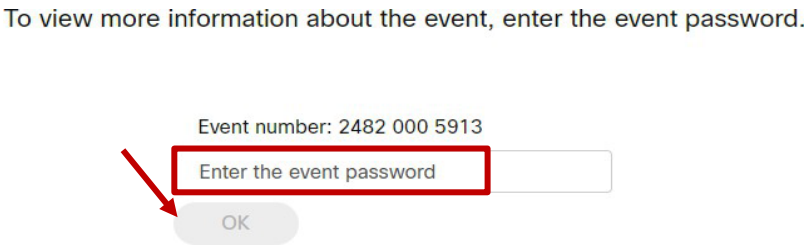
Alternative 1. Join from Webex.com

1 Click on "Join a Meeting" at the top of the Webex window.

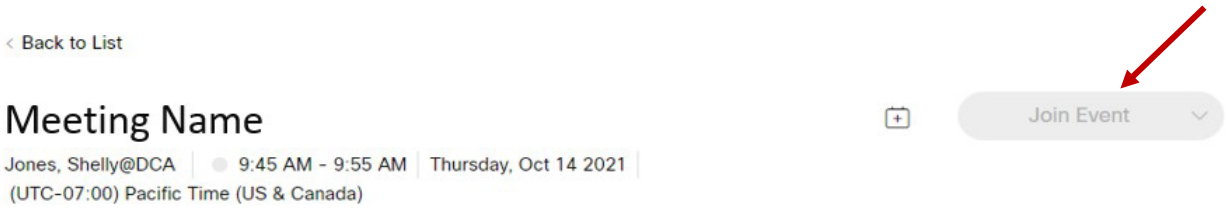


2 Enter the meeting/event number and click "Continue." Enter the event password and click "OK." This can be found in the meeting notice you received or on the meeting agenda.





3 The meeting information will be displayed. Click "Join Event."

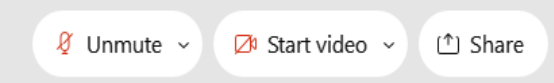


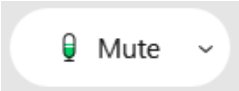
OR

Alternative 2. Connect via Telephone

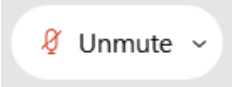
You may also join the meeting by calling in using the phone number, access code, and passcode provided in the meeting notice or on the agenda.

Microphone control (mute/unmute button) is located at the bottom of your Webex window.





Green microphone = Unmuted: People in the meeting can hear you.



Red microphone = Muted: No one in the meeting can hear you.

Note: Only panelists can mute/unmute their own microphones. Attendees will remain muted unless the moderator invites them to unmute their microphone. Only panelists will be offered starting their video camera.

Attendees/Members of the Public

Joined via Meeting Link

The moderator will call you by name and indicate a request has been sent to unmute your microphone. Upon hearing this prompt:

Click the Unmute me button on the pop-up box that appears.

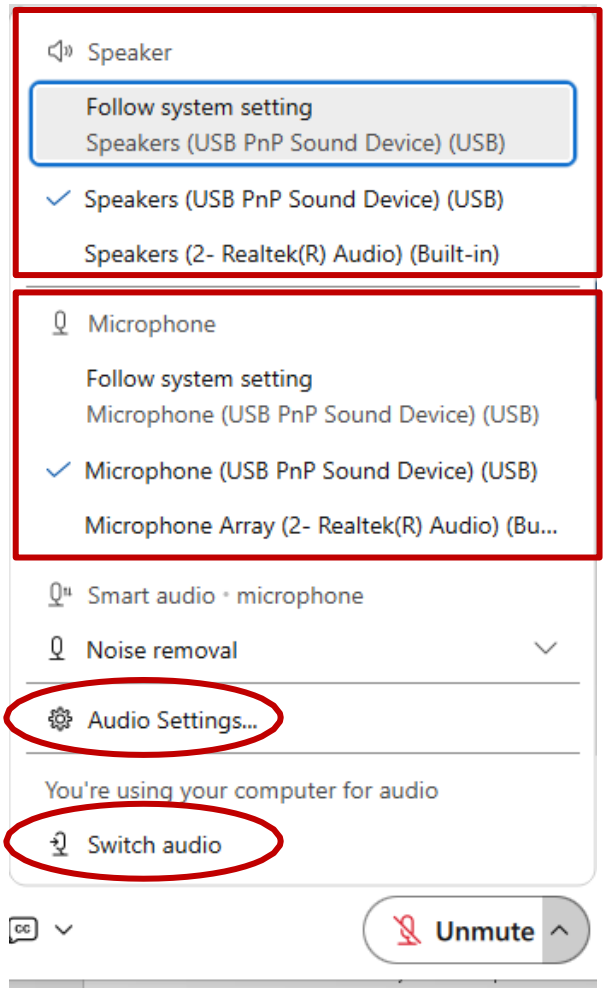
Joined via Telephone (Call-in User)

- When you are asked to unmute yourself, press *6.
- When you are finished speaking, press *6 to mute yourself again.

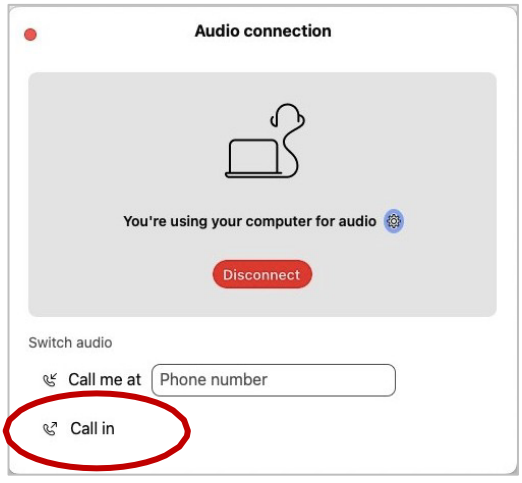
If you cannot hear or be heard

1. Click on the bottom facing arrow located on the Mute/Unmute button at the bottom of the Webex window.

2. From the drop-down menu, select different:
   A. Speaker options if **you can't hear** participants.
   B. Microphone options if **participants can't hear you**.
   C. Audio settings will offer testing of your devices, and let you choose a different device.



3. To link your phone to your Webex session, enabling your phone to become your microphone and speaker source:
   - Click on "Switch audio".
   - Select "Call in", which will show the phone number to call and the meeting login information.



Joined via Meeting Link

- Locate the hand icon at the bottom of the Webex window.
- Click the hand icon to raise your hand.
- Repeat this process to lower your hand.

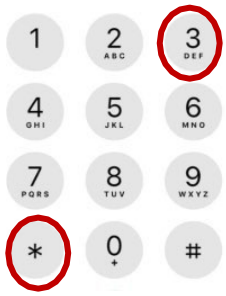
The moderator will call you by name and indicate a request has been sent to unmute your microphone.

Upon hearing this prompt:

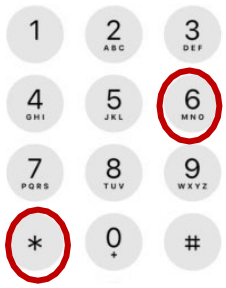
Click the Unmute me button on the pop-up box that appears.

Joined via Telephone (Call-in User)

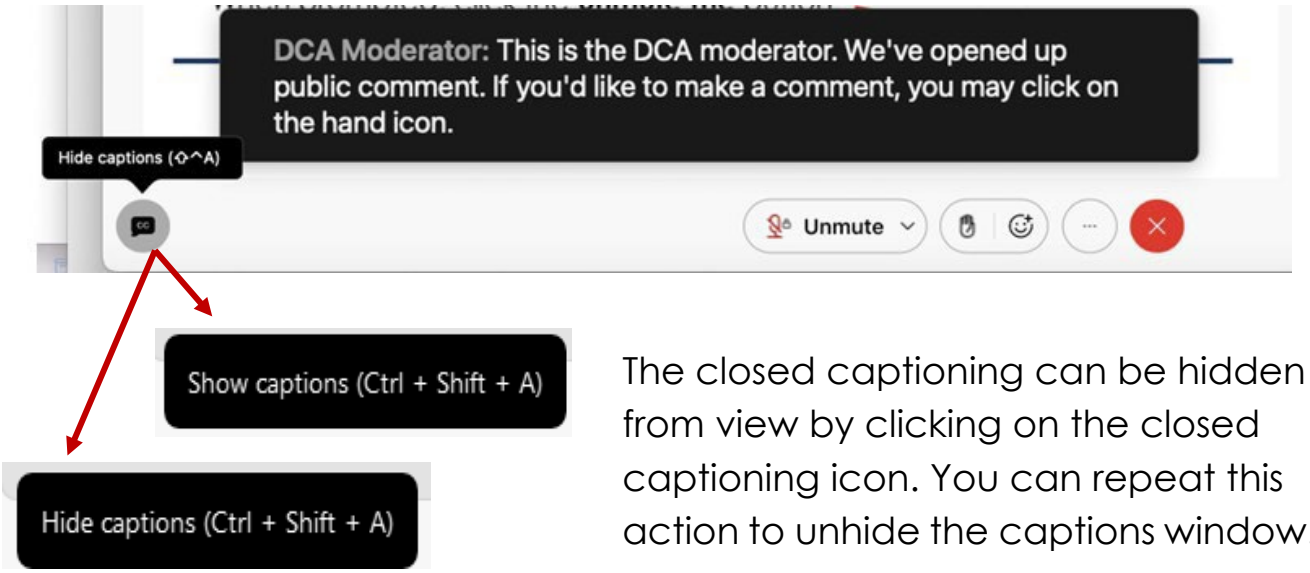
Press *3 to raise or lower your hand.



- When you are asked to unmute yourself, press *6.
- When you are finished speaking, press *6 to mute yourself again.

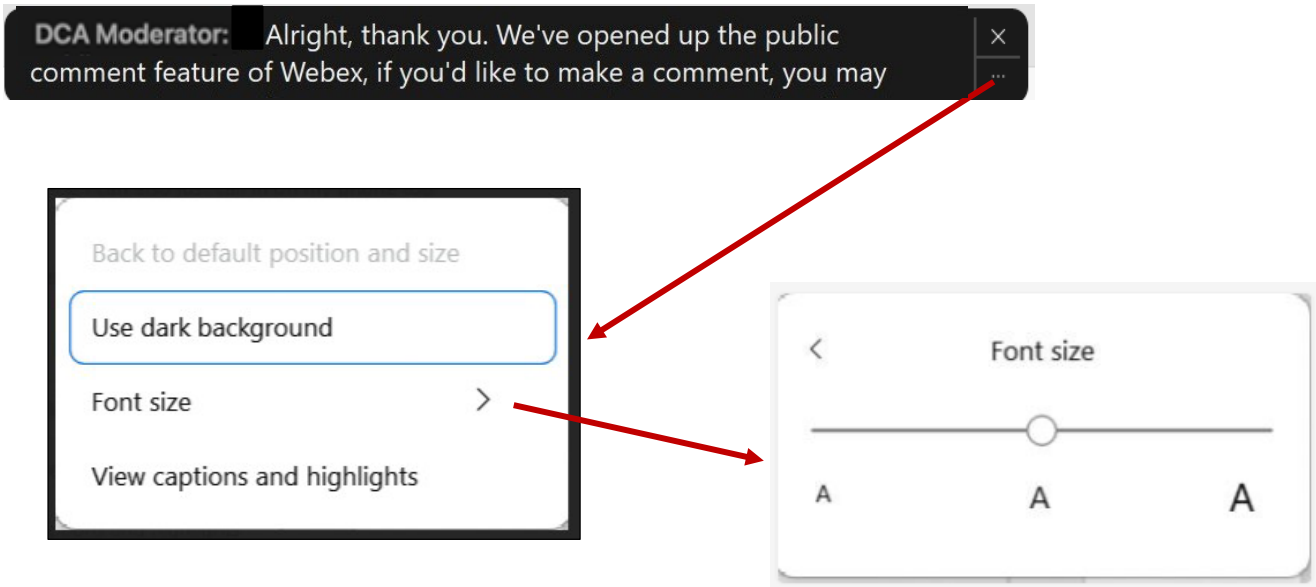


Webex provides real-time closed captioning displayed in a dialog box in your Webex window. The captioning box can be moved by clicking on the box and dragging it to another location on your screen.



The closed captioning can be hidden from view by clicking on the closed captioning icon. You can repeat this action to unhide the captions window.

You can view the closed captioning dialog box with a light or dark background or change the font size by clicking the 3 dots on the right side of the dialog box.



DHBC
Dental Hygiene
Board of California

Member	Present	Absent
Julie Elginer		
Sonia “Pat” Hansen		
Sherman King		
Michael Long		
Joanne Pacheco		
Sridevi Ponnala		
Nicolas Quach		
Lolly Agarwal		

Saturday, July 18, 2026

Dental Hygiene Board of California

FULL Board Agenda Item 7.

Reconvene the Full Board Meeting – Roll Call & Re-Establishment of a Quorum.

DHBC
Dental Hygiene
Board of California

Saturday, July 18, 2026

Dental Hygiene Board of California

FULL Board Agenda Item 8.

President's Report.

DHBC
Dental Hygiene
Board of California

Saturday, July 18, 2026

Dental Hygiene Board of California

FULL Board Agenda Item 9.

ADEX Presentation on the Dental Hygiene Clinical Examination.

AMERICAN BOARD of DENTAL EXAMINERS

ADEX

The National Exam Standard

Prepared for the
Dental Hygiene Board of California

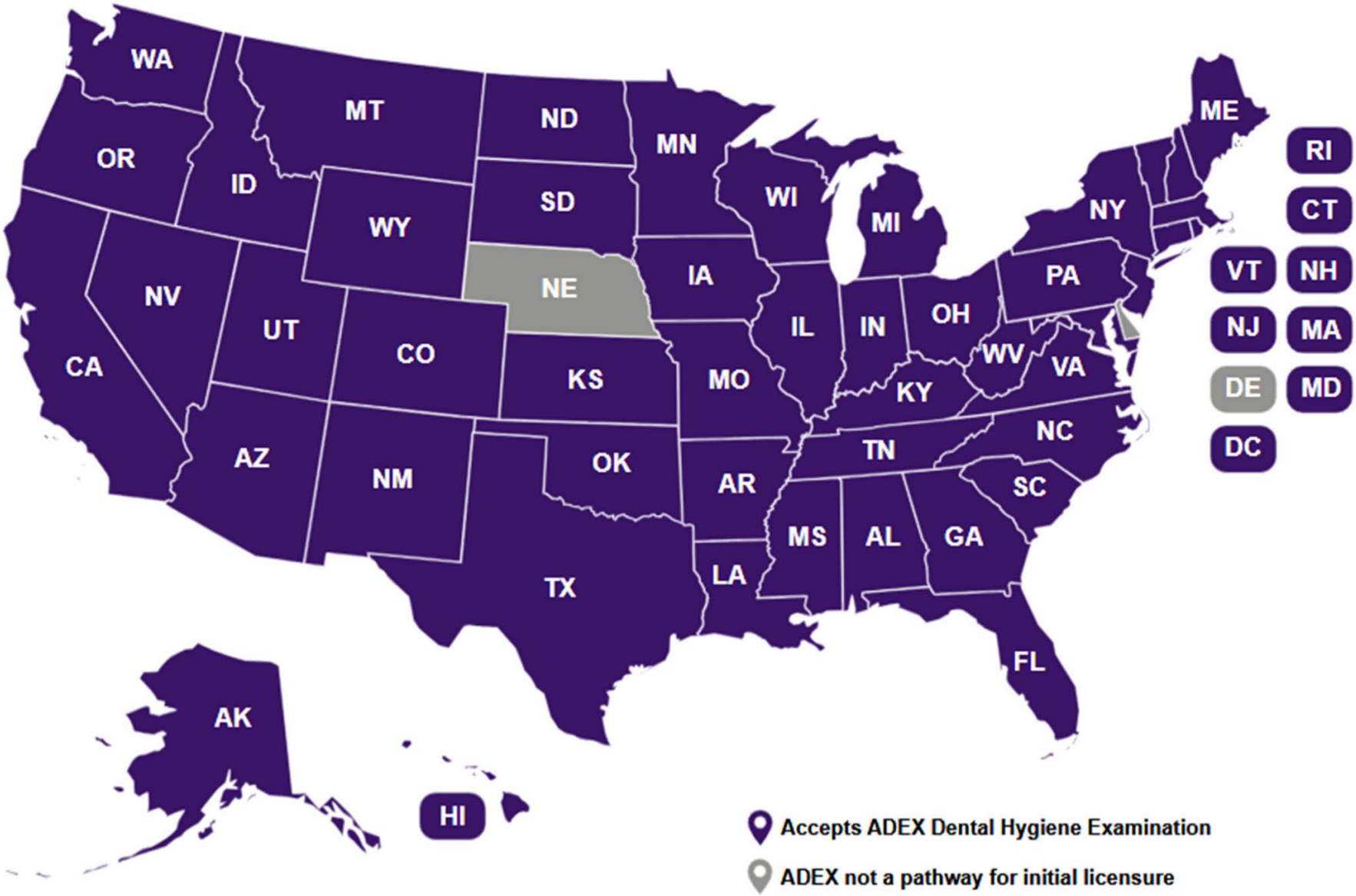
DHBC
Dental Hygiene
Board of California

Stephen Prisby, ADEX Regulatory and Educational Affairs Director

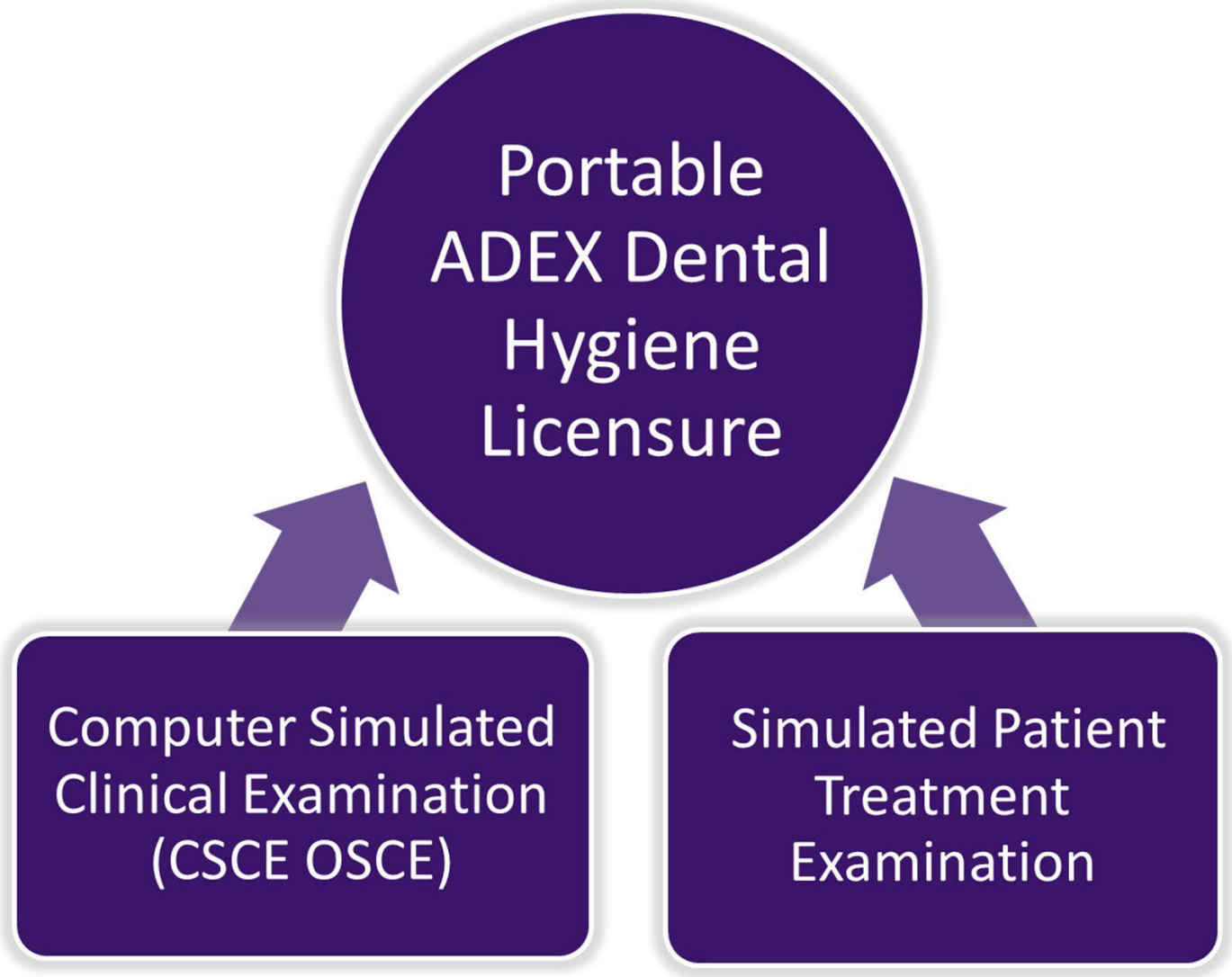
July 18, 2026

National Dental Hygiene Portability

ADEX
The National Exam Standard



ADEX Dental Hygiene Examination



Dental Hygiene Candidate Participation

ADEX
The National Exam Standard

7,209

Dental Hygiene Candidates in 2025

▲117
More Candidates

▲1.7%
Growth Over 2024

210
2025 Dental Hygiene Schools hosted ADEX EXAMS

7,092
2024 Dental Hygiene Candidates

ADEX continues to expand its national reach,
Serving more schools and more candidates than ever before.

2025 Dental Hygiene Candidates
Exam Year 2025 only

ADEX
The National Exam Standard

7,209
Dental Hygiene Candidates

5,445
Class of 2025

42
Class of 2026

1,722
Non-current Graduates

23.9%
Increase in Non-Current Graduates vs. 2024*

Continued momentum in dental hygiene licensure.
More candidates choosing ADEX to meet their professional goals.

2025 Dental Hygiene Candidates
Exam Year 2025 only

ADEX
The National Exam Standard

6,750
Other Exam Candidates

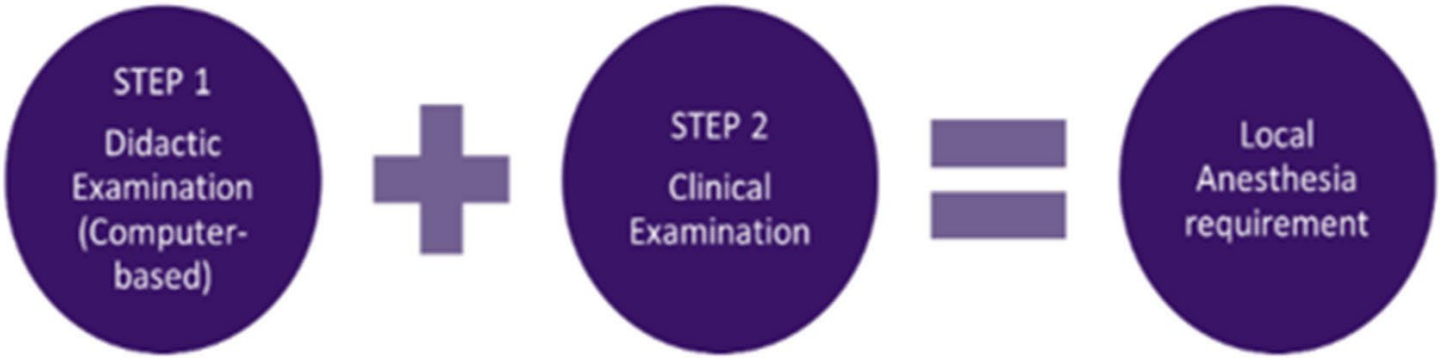
2,934	256	607	3,552	52
Local Anesthesia	EFDA – Restorative	Nitrous Oxide	Florida Laws & Rules	Dental Therapy

Comprehensive examinations supporting advanced dental hygiene credentials

Updates to Clinical Local Anesthesia Exam

AMERICAN BOARD of DENTAL EXAMINERS

Of the 25 states that require an Anesthesia Examination for licensure, only 5 require both the Didactic and Clinical Examination (Step 2): Alaska, Arizona, Idaho, Montana, and Washington.



The Future of Local Anesthesia Licensure Assessments has Arrived

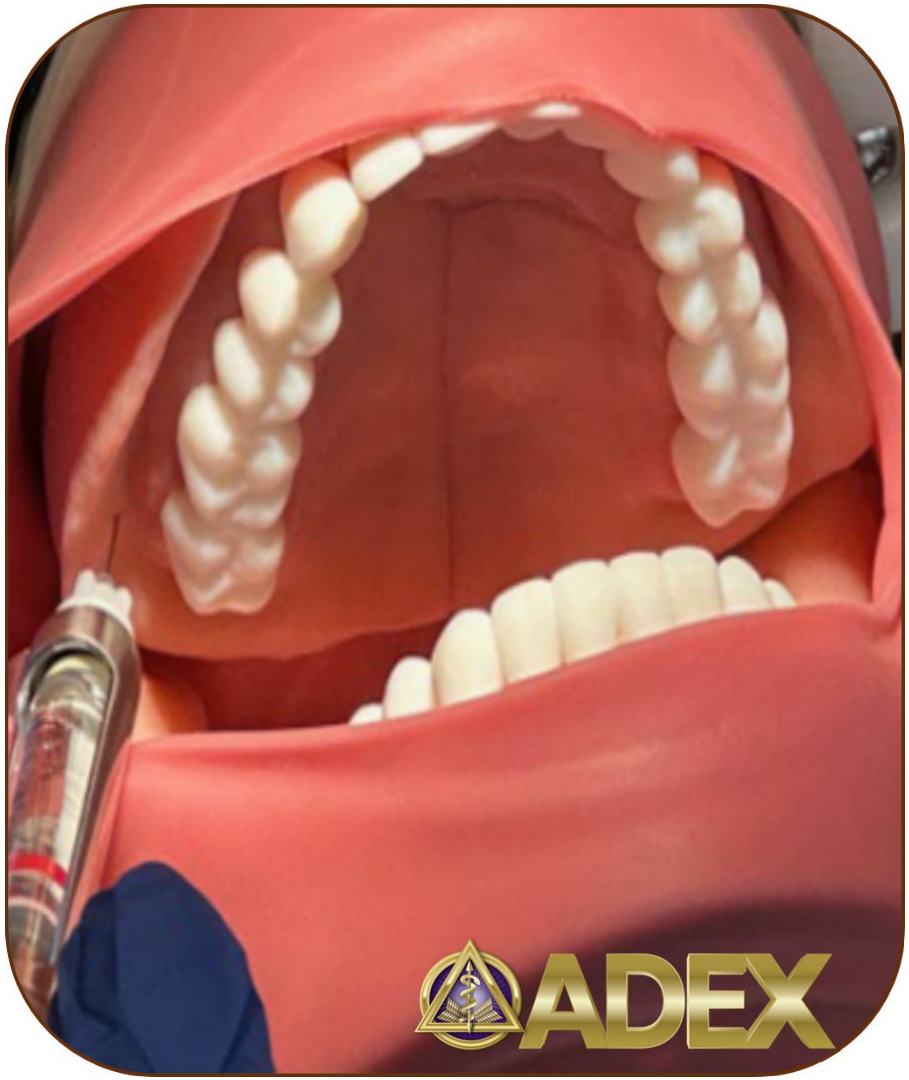
AMERICAN BOARD of DENTAL EXAMINERS

- Created through 12 months of innovation and collaboration with Acadental.

ACADENTAL

- Delivers a level of realism and clinical fidelity not previously available for licensure assessment.

- Advances ADEX's commitment to modern, competency-based examination standards



Updates to Local Anesthesia Exam

AMERICAN BOARD of DENTAL EXAMINERS

SimLA™

This transition to the ADEX proprietary simulation named SimLA, reflects ADEX's continued commitment to patient safety, ethical testing practices, and modern assessment methods that maintain the validity and reliability of the examination.

The use of high-fidelity simulation allows candidates to demonstrate proper injection technique, anatomical knowledge, infection control practices, and clinical decision-making in a controlled and standardized environment.

Updates to Local Anesthesia Exam

AMERICAN BOARD of DENTAL EXAMINERS

Simulation-based testing provides several important advantages:

- **Elimination of patient risk** associated with administering anesthesia solely for examination purposes
- **Standardization of testing conditions**, ensuring that each candidate is evaluated under the same clinical parameters.
- **Improved reliability and objectivity** in scoring, as examiners can assess clearly defined competencies and technique without variability introduced by individual patient factors.
- **Alignment with contemporary health professions education**, where simulation technology is increasingly used for competency-based assessment.

2027 ADEX Dental Hygiene Examinations - California

San Joaquin Valley College - Ontario Ontario, CA Site Info Sheet	July 9 - 10, 2026	May 31, 2026	**Exam Type:** Simulated **Outside Candidates:** Yes
West Los Angeles College Culver City, CA	August 14, 2026	July 2, 2026	**Exam Type:** Simulated **Outside Candidates:** No
Carrington College - San Jose Campus San Jose, CA Site Info Sheet	September 18, 2026	August 5, 2026	**Exam Type:** Simulated **Outside Candidates:** Yes
Carrington College - Visalia Visalia, CA Site Info Sheet	November 13, 2026	September 30, 2026	**Exam Type:** Simulated **Outside Candidates:** Yes
Carrington College - Ontario Ontario, CA Site Info Sheet	March 4 - 5, 2027	January 19, 2027	**Exam Type:** Simulated **Outside Candidates:** Yes
University of the Pacific San Francisco, CA Site Info Sheet	April 18, 2027	March 5, 2027	**Exam Type:** Simulated **Outside Candidates:** Yes
Carrington College - San Jose Campus San Jose, CA Site Info Sheet	April 30, 2027	March 17, 2027	**Exam Type:** Simulated **Outside Candidates:** No
Santa Rosa Junior College Santa Rosa, CA Site Info Sheet	May 25, 2027	April 11, 2027	**Exam Type:** Simulated **Outside Candidates:** Yes
Chabot College Hayward, CA Site Info Sheet	June 3, 2027	April 20, 2027	**Exam Type:** Simulated **Outside Candidates:** Yes
Foothill College Los Altos Hills, CA Site Info Sheet	June 18, 2027	May 5, 2027	**Exam Type:** Simulated **Outside Candidates:** Yes
Carrington College - Visalia Visalia, CA Site Info Sheet	July 16, 2027	June 2, 2027	**Exam Type:** Simulated **Outside Candidates:** Yes
West Los Angeles College Culver City, CA	August 13, 2027	June 30, 2027	**Exam Type:** Simulated **Outside Candidates:** No

All locations deliver ADEX Examinations with consistent standards, ensuring every candidate receives the same testing experience regardless of their chosen testing site.

Dental Examination Updates

ADA American Dental Association®

April 14, 2026

American Dental Association and American Board of Dental Examiners Advance Dental Licensure Examinations Through New Agreement

ADEX to incorporate the Dental Licensure Objective Structured Clinical Examination (DLOSCE) into the ADEX Dental Examination no later than Aug. 1, 2026

FOR IMMEDIATE RELEASE

ADA American Dental Association®

AMERICAN BOARD of DENTAL EXAMINERS

Contact:
ADA:
mediarelations@ada.org

ADEX:
communications@adextesting.org

n Dental Association and American Board of Dental
's Advance Dental Licensure Examinations Through New Agreement

corporate the Dental Licensure Objective Structured Clinical Examination SCE) into the ADEX Dental Examination no later than Aug. 1, 2026

ril 14, 2026 – The American Dental Association (ADA) and the American Board of ers (ADEX) have finalized an agreement to license the ADA's Dental Licensure ctured Clinical Examination (DLOSCE) for incorporation into the ADEX Dental harking a significant step forward in modernizing dental licensure and advancing

t benefits public health, dental licensure candidates, the dental profession, and s to help ensure dentists enter the profession with proven competence and uphold ndards for patient safety.

of the ADA's DLOSCE simplifies licensure pathways and supports licensure efiting candidates seeking to practice in 48 states and other jurisdictions—including .C., Puerto Rico, Jamaica, and the U.S. Virgin Islands — that currently accept or EX Dental Examination.

nt represents an important milestone for the dental profession," said Dr. Richard ., president of the ADA. "By aligning pathways to licensure and advancing ssment, we are strengthening licensure portability, supporting a more mobile and rkforce, and ensuring that patient safety remains paramount. The ADA has long lutions that modernize licensure while protecting the public, and this collaboration mmitment to shaping a strong, sustainable future for dentistry in service to public

ental Examination with its DLOSCE component represents a modernized, d approach to evaluating clinical competence and readiness for practice. The Examination will continue to assess candidates' clinical hand skills alongside their ning and decision-making abilities. Through inclusion of the DLOSCE, the ADEX Dental Examination will benefit from the DLOSCE's extensive use of images and 3D models that allow candidates to demonstrate their clinical judgment in scenarios that closely mirror real-world practice.

"ADEX has long served state dental boards to support licensure processes that reflect both public protection and clinical competence," said Dr. Mark Armstrong, Chair of ADEX. "This agreement

ADEX
AMERICAN BOARD of DENTAL EXAMINERS

Our Merger: What You Need to Know

Who

CDCA-WREB-CITA (the nation's leading dental exam administrator) and the American Board of Dental Examiners (ADEX), developer of the national ADEX licensure exam

What

Official merger into one organization:

American Board of Dental Examiners

What's Next

Now operating and initiating Council on Examinations appointment process and engagement opportunities

This strategic merger combines the strengths of both organizations to better serve dental professionals and regulatory boards across the nation.

What this Means for Candidates & Licensing

Reduced Travel Burden
More testing sites across the U.S. to minimize travel distance and expenses, making examinations more accessible to candidates the state and area.

Enhanced Scheduling Flexibility
Expanded geographic coverage reduces scheduling conflicts and provides more options for candidates to complete their licensure examinations at convenient times and locations.

Fully Equipped Facilities
All testing locations are equipped with necessary clinical resources, functional equipment and comprehensive protocols to ensure optimal examination conditions.

Accelerated Workforce Growth
Improved access to examinations supports timely licensure, helping address the growing demand for qualified oral healthcare professionals.

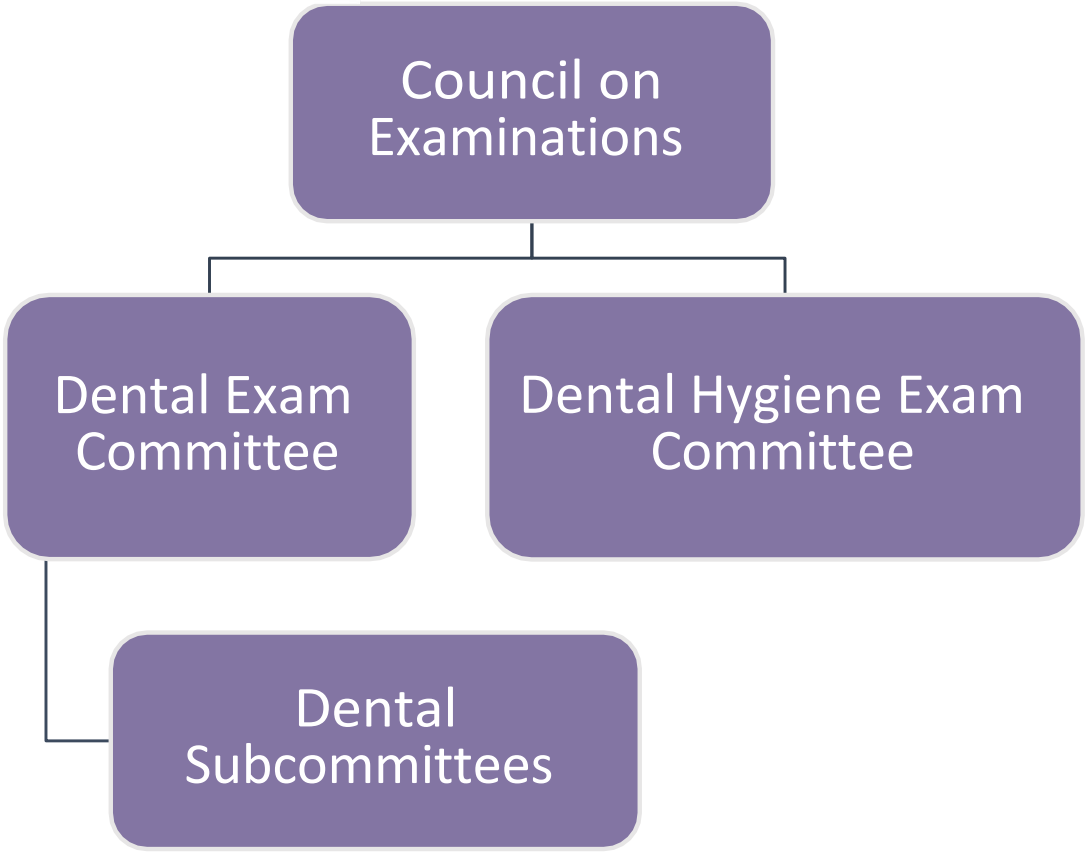
ADEX
The National Exam Standard

Council on Examinations Structure

California

Dr. Lilia Larin-Peralta *(Term Ends: 2028)*

Ms. Joanne Pacheco *(Term Ends: 2028)*



Subcommittees support exam sections and special needs:

Dental

Prosthodontics

Endodontics

Periodontics

Restorative

Calibration

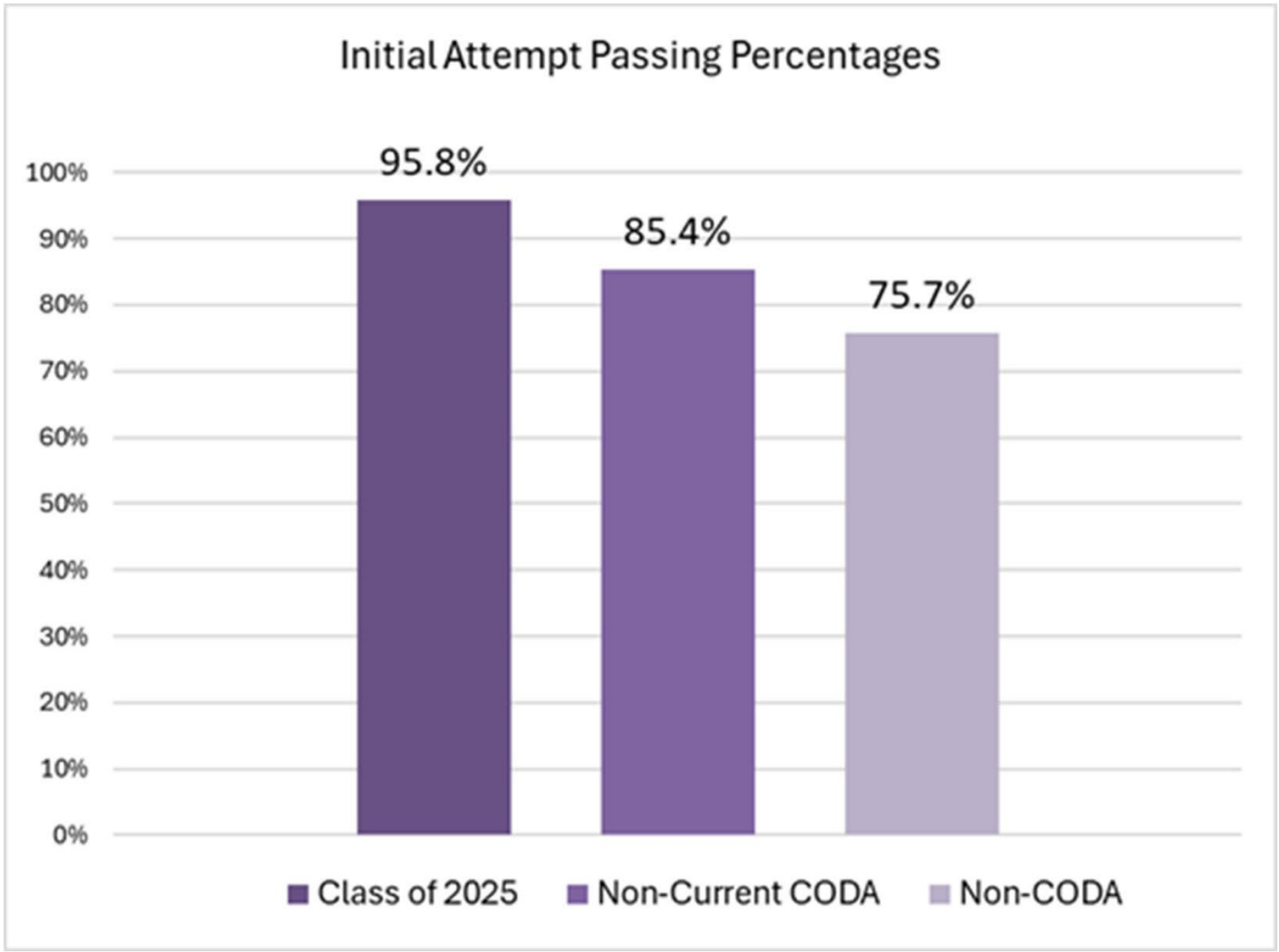
ADEX
The National Exam Standard

SHARED STANDARDS FOR PUBLIC PROTECTION

United States Medical Licensing Examination (USMLE – Medicine)	American Board of Dental Examiners (ADEX – Dentistry)
✓ National Licensure Exam for physicians	✓ National Licensure Exam for Dentist & Dental Hygienist
✓ Protection of Public through Standardized Exams	✓ Protection of Public through Standardized Exams – a single nationally recognized examination ensures consistent competency measures across all national candidates
✓ Portability of Licensure	✓ Portability of Licensure – Removes barriers to mobility increasing access to care nationally
✓ Continuous Evolution with Modern Healthcare	✓ Continuous Evolution with Modern Healthcare – OSCE and Patient Simulations

DH Clinical Exam - Initial Attempt Passing

Class of 2025, CODA Non-Current, Non-CODA



Highlights & Strategic Initiatives

AMERICAN BOARD of DENTAL EXAMINERS

- Dental Testing & Regulatory Summit – ADEX Annual Meeting Oct 14 - 17 at the Gaylord National Harbor outside Wash D.C.
- ADEX Exam in Saudi Arabia Jan 2026 – offered at first CODA-Accredited school in the Eastern Hemisphere
- Licensure Compact Monitoring
- ADA DLOSCE integration into ADEX Dental Exam
- ADEX is currently conducting an Occupational Job Task Analysis (OJTA) for the ADEX Dental Hygiene Exam
- ADEX Website updated

AMERICAN BOARD of DENTAL EXAMINERS

ADEX

The National Exam Standard

Thank You for your time today.

Stephen Prisby, ADEX Regulatory and Educational Affairs Director

sprisby@adextesting.org

Saturday, July 18, 2026

Dental Hygiene Board of California

FULL Board Agenda Item 10.

Discussion and Possible Action to Approve the March 13, 2026, Full Board Teleconference Meeting Minutes.

Dental Hygiene Board of California
Meeting Minutes

DRAFT

Friday, March 13, 2026

Public Access Teleconference Meeting Location:
DHBC Headquarters Building
2005 Evergreen Street
1st Floor Lake Tahoe Room 1290
Sacramento, CA 95815

Please note that the Board conducted Friday's meetings online through WebEx.

DHBC Members Present:
President – Joanne Pacheco, Registered Dental Hygienist (RDH) Educator Member
Registered Dental Hygienist in Alternative Practice (RDHAP) Member – Michael Long
Public Health Dentist Member – Dr. Sridevi Ponnala
Public Member – Dr. Julie Elginer
Public Member – Nicolas Kiet Quach

DHBC Members Absent:
Vice President – Sonia "Pat" Hansen, RDH Member
Secretary – Naleni "Lolly" Tribble-Agarwal, RDH Member
Public Member – Sherman King
Public Member – Vacant

DHBC Staff Present:
Anthony Lum, Executive Officer
Tifany Moore, Assistant Executive Officer
Adina A. Pineschi-Petty, Doctor of Dental Surgery (DDS), Education, Legislative, and Regulatory Specialist
Traci Napper, Licensing Program Manager
Crystal Yuyama, Administrative Analyst
Yuping Lin, Department of Consumer Affairs (DCA) Legal Counsel for the DHBC

1. FULL Board Agenda Item 1: Roll Call and Establishment of a Quorum

Joanne Pacheco, President of the Dental Hygiene Board of California (DHBC, Board), reviewed meeting guidelines and called the meeting to order at **11:07 a.m.** Board Staff, Crystal Yuyama completed the roll call, and a quorum was established with five (5) members present.

2. FULL BOARD Agenda Item 2: Public Comment for Items Not on the Agenda.

Board Member comment: None.

Public comment: None.

3. FULL Agenda Item 3: Discussion and Possible Action to Take a Position on Assembly Bill (AB) 1952 Berman: Dentistry: Dental Hygienists: Licensure.

Motion: President Pacheco moved for the Full Board to take a position of opposed unless amended to require the Dental Board of California (DBC) to regulate foreign trained dentists.

Second: Member Long.

Board Member discussion: The Board members engaged in a robust discussion on AB 1952 regarding licensure for internationally trained dentists. Board members expressed concerns about ensuring adequate clinical experience for foreign-trained dentists and discussed which board would be the most appropriate authority for issuing and regulating this license type.

Public comment: JoAnn Galliano, Educational Consultant for the DHBC, emphasized the need for clear duties regarding consumer protection between the DBC and the DHBC. Ms. Galliano stated that regulation of foreign-trained dentists should remain with the DBC and should be responsible for assessing competency, setting supervision standards, and enforcing scope of practice. She stated that dental hygiene is a separate profession and that it is inappropriate for the DHBC to regulate dentists performing hygiene duties, given limited verification of their training and education. Ms. Galliano recalled during her years of being an educator of a dental hygiene program that foreign-trained dentists often have little to no information on how to treat periodontal disease and hygiene care treatment.

Bryce Docherty, Executive Officer of the Dental Board of California (DBC), stated that the DHBC should seek clarification on the bill's intent directly from its author and sponsors. EO Docherty then read the sponsor's fact sheet, noting that it indicates AB 1952 is intended, in part, to expand the dental hygiene workforce by allowing internationally trained dentists to qualify for licensure.

Susan McLearan of the California Dental Hygienists' Association (CDHA) disputed claims of a dental hygienist shortage, arguing it is a maldistribution issue instead. She stated that the Department of Health Care Access and Information (HCAI) will report its findings on whether there is a shortage upon completion of the study. Ms. McLearan stated that claims of a workforce shortage are not factual at this point in time and should not be used as the reasons behind the intent of the bill. She added that she supports the comments made by President Pacheco and Ms. Galliano that the DBC should be responsible for the licensure of international dentists.

Susan Lopez, RDH and member of the CDHA, expressed support for establishing a pathway that would allow internationally trained dentists to participate in oral health care; however, she emphasized that the development and oversight of any such licensure pathway should reside solely with the DBC. She opposed assigning the financial or administrative burden of this program to licensed dental hygienists or to the DHBC. Ms. Lopez noted that the bill assumes that both domestic and internationally trained dentists possess sufficient education and clinical skills to provide essential oral health services, which contradicts their experience as a former clinical instructor in the dental student clinic at the University of the Pacific School of Dentistry. She stated that dental students receive limited clinical and dental hygiene instruction, and that international dentists often lack sufficient education and skills in this area to ensure the health and safety of Californians.

Tooka Zokaie on behalf of the California Dental Association (CDA) expressed appreciation for collaborating with the DHBC on equitable pathways into the dental hygiene profession. She emphasized that licensure must include rigorous evaluation of clinical and professional competencies to protect consumer safety and access to care. She clarified that AB 1952 does not alter oversight requirements for internationally trained dentists pursuing RDH licensure. Ms. Zokaie stated that California has a significant number of internationally trained dentists whose clinical training, cultural, and linguistic competencies are underutilized and who currently lack a pathway into the RDH profession. CDA encouraged the Board to consider licensure pathways that account for appropriate education and clinical training, stating that AB 1952 aims to establish a rigorous process for internationally trained dentists to enter the RDH workforce under the oversight of the DBC to ensure only qualified individuals enter the workforce.

Lisa Huitron, RDH, noted that a pathway currently exists for internationally trained dentists through dental hygiene programs. Ms. Huitron referenced a former classmate in her hygiene program who as an internationally trained dentist with more than 20 years of experience reported not receiving comparable dental hygiene education in their home county and found the hygiene program to be beneficial. Ms. Huitron stated that creating an alternative pathway could undermine or diminish the established competencies required in accredited dental hygiene education and urged careful consideration before altering existing standards.

Paula Snyder, Trustee of Santa Clara Valley Dental Hygienists' Association, stated that internationally trained dentists require the same level of dental hygiene education and clinical training as new hygiene students. She stated that foreign-trained dentists often relocate to urban areas, which are already well served, while workforce needs persist in underserved regions. Ms. Snyder acknowledged the University of the Pacific's remote dental hygiene program, which maintains rigorous standards and brings accredited education to underserved communities through small cohorts of local students and local hygienist educators. She concluded by supporting more accessible and affordable pathways for foreign-trained dentists to practice dentistry while preserving high standards in dental hygiene training.

Jeannette Diaz-Olivera, RDH and Dental Hygiene Educator, stated their opposition to the proposed amendment and to AB 1952 as it is currently written. She noted that the proposed 300 hours of training does not reflect the comprehensive didactic and competency-based clinical education required in accredited dental hygiene programs, which cannot be replaced by short-term work experience. Ms. Diaz-Olivera also questioned the practicality of requiring dentists to supervise these hours, given existing limitations in dentist oversight. She emphasized the Board's primary responsibility is consumer protection and stated that licensure pathways must ensure that individuals providing dental hygiene services receive education specifically designed for the profession, in order to maintain public confidence in the competency of licensed dental hygienists.

EO Lum addressed several points raised during public comment. He reiterated that the licensee population has remained stable and that the issue is one of maldistribution rather than a statewide shortage. The EO also stated that a pathway already exists for internationally trained dentists to obtain RDH licensure by applying to a DHBC approved dental hygiene program. He stated that there should be no shortcuts introduced into this process to uphold consumer protection. He added that the staff-recommended motion reflects the bill's current language and the potential operational impact on the Board should the Legislature assign these responsibilities to the DHBC without amendment. The EO stated that, while many commenters believe the Dental Board should oversee such pathways, the final decision rests with the Legislature. EO Lum encouraged the Board to consider all comments when deliberating on the motion.

Board members discussed whether to amend the motion to explicitly reflect two primary concerns: that any proposed pathway should be regulated by the DBC rather than the DHBC, and that the proposed 300 hours of training is significantly below the standards of accredited dental hygiene programs. Members noted that additional amendments could be made later but emphasized the need to take a position now to ensure timely communication with the Legislature.

A member clarified that dental hygiene services fall within the dental scope of practice. They noted that the DHBC has previously issued temporary licenses to military spouses and partners to practice dental hygiene and suggested that the DBC could similarly issue restricted licenses for foreign-trained dentists.

A member added that foreign-trained dentists are dentists, not dental hygienists, and that the DBC is the appropriate agency to determine competency, supervision requirements, and enforce any restricted dental license. They stated that the DHBC regulates dental hygienists, not dentists, and should not be assigned oversight of a dental licensure pathway.

After all discussion and comments took place, no amendments were made to the motion. The original motion was re-stated and voted upon.

Vote: Motion for the Full Board to take a position of opposed unless amended to require the Dental Board of California (DBC) to regulate foreign trained dentists. Passed 5:0:3.

Name	Aye	Nay	Abstain/Absent
Naleni "Lolly" Tribble-Agarwal			Absent.
Julie Elginer	X		
Sonia "Pat" Hansen			Absent.
Sherman King			Absent.
Michael Long	X		
Joanne Pacheco	X		
Sridevi Ponnala	X		
Nicolas Kiet Quach	X		

4. **FULL Agenda Item 4: Discussion and Possible Action to Approve the November 8, 2025, Full Board Meeting Minutes.**

Motion: Member Long moved for the Full Board to suspend the November 8, 2025, Full Board Meeting Minutes agenda item until the next board meeting on Friday and Saturday, March 27-28, 2026.

Second: President Pacheco.

Board Member discussion: None.

Public Comment: JoAnn Galliano stated her support for the motion.

Vote: Motion for the Full Board to suspend the November 8, 2025, Full Board Meeting Minutes. Failed 4:0:4.

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Name	Aye	Nay	Abstain/Absent
Naleni "Lolly" Tribble-Agarwal			Absent.
Julie Elginer	X		
Sonia "Pat" Hansen			Absent.
Sherman King			Absent.
Michael Long	X		
Joanne Pacheco	X		
Sridevi Ponnala			Abstain.
Nicolas Kiet Quach	X		

5. FULL Agenda Item 5: Future Agenda Items.

Board Member comment: Member Elginer requested that Assembly Bill (AB) 1952 be added as an agenda item to be addressed in the next Legislative Committee. Dr. Petty responded that the bill will be included in the materials for the March 27-28, 2026, Board Meetings.

Public comment: Jeannette Diaz-Olivera requested the board to provide an update on the HCAI pilot project to allow dental assistants to deliver anesthesia, as well as the data collection being completed on workforce distribution. EO Lum stated that he would provide an update at the upcoming board meeting and will wait to share results until HCAI is able to complete their data collection.

6. FULL Agenda Item 6: Adjournment.

President Pacheco adjourned the Full Board meeting at **12:07 p.m.**

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DHBC
Dental Hygiene
Board of California

Saturday, July 18, 2026

Dental Hygiene Board of California

FULL Board Agenda Item 11.

Discussion and Possible Action to Approve the March 27-28, 2026, Full Board Meeting Minutes.

Dental Hygiene Board of California
Full Board
Meeting Minutes

DRAFT

Friday and Saturday, March 27-28, 2026

DHBC Headquarters Building
2005 Evergreen Street
1st Floor Hearing Room
Sacramento, CA 95815

DHBC Members Present:
President – Joanne Pacheco, Registered Dental Hygienist (RDH) Educator Member
Vice President – Sonia "Pat" Hansen, RDH Member
Registered Dental Hygienist in Alternative Practice (RDHAP) Member – Michael Long
Public Health Dentist Member – Dr. Sridevi Ponnala
Public Member – Dr. Julie Elginer
Public Member – Sherman King
Public Member – Nicolas Kiet Quach

DHBC Members Absent/Vacant:
Secretary – Naleni "Lolly" Tribble-Agarwal, RDH Member
Public Member – Unappointed

DHBC Staff Present:
Anthony Lum, Executive Officer
Adina A. Pineschi-Petty, Doctor of Dental Surgery (DDS), Education, Legislative, and Regulatory Specialist
Crystal Yuyama, Administrative Analyst
Yuping Lin, Department of Consumer Affairs (DCA) Legal Counsel

Joanne Pacheco, President of the Dental Hygiene Board of California (DHBC, Board) reviewed meeting guidelines and called the meeting to order at **9:01 a.m.** The President stated that Lolly Agarwal and Michael Long have changed committee assignments. Lolly Agarwal moved to the Legislation and Regulatory Committee. Michael Long has moved to the Education Committee. Executive Officer (EO) Anthony Lum provided directions to the nearest emergency exits and restroom locations. EO Lum encouraged staff attending the meeting to introduce themselves to the Board.

The meeting began on Friday, March 27, 2026, with the Full Board meeting for Full agenda items one (1) through seven (7). Then transitioned to allow for the Education Committee meeting and the Legislative and Regulatory Committee to meet. Open Session was recessed

at the end of the committee meetings. The Full Board meeting then recessed until Saturday, March 28, 2026, at 9:00 a.m.

1. FULL Board Agenda Item 1: Roll Call and Establishment of a Quorum.

Joanne Pacheco, Board President called the meeting to order at **9:08 a.m.** Board Staff completed the roll call, and a quorum was established with seven (7) members present.

2. FULL Board Agenda Item 2: Public Comment for Items Not on the Agenda.

Board Member comment: None.

Public comment: None.

3. FULL Board Agenda Item 3: President's Report.

Joanne Pacheco, Board President, reported on the following:

- President Pacheco participated and co-chaired the Board's taskforce to address the creation of a violation rubric for the dental hygiene educational programs who are non-compliant of the California laws and Commission on Dental Accreditation Standards. Taskforce meetings took place in January and February 2026 to progress on a draft rubric. She stated that the draft will be presented at the Education Committee meeting for review and approval where more information and discussion will occur.

- She participated in the DCA President's Training in February where new updated information was presented for board members working in the Board's President role. The President stated that it was very informative and provided an opportunity for individuals to ask questions and directly interact with the DCA Executive staff.

- The Board conducted an additional teleconference meeting on March 13, 2026, where the members addressed the issues proposed in Assembly Bill 1952 – Berman. The bill has the Board license internationally trained dentists (ITD) to be registered dental hygienists once specific qualifications are fulfilled. The Board reviewed the bill and had a lengthy discussion on the issue and voted to take the position of "Oppose, unless Amended" to have the Dental Board of California (DBC) oversee this ITD population, as the members believe it's inappropriate for the Board to oversee "dentists."

- The President stated she and EO Lum maintain frequent communication for updates on Board issues and for items that need her attention.

Board Member comment: None.

Public comment: None.

4. FULL Board Agenda Item 4: Department of Consumer Affairs (DCA) Report on Departmental Activities.

Luci Saldiver, Deputy Director, Department of Consumer Affairs (DCA) Board and Bureau Relations reported on the following:

She announced that following the retirement of DCA Director Kimberly Kirkmeyer, Chief Deputy Director Christine Lally has been selected as Acting Director of DCA until a Director is formally appointed by the Governor's Office.

She reported that DCA continues outreach to licensees who received renewal fee postponements due to the 2025 wildfires, reminding them of the one-year deadline to submit renewal payments. Licensees can pay renewal fees through BreEZe where available, or by mail if their license type is not supported online.

Deputy Director Saldiver also summarized the state government reorganization approved July 5, 2025, which restructures the former Business, Consumer Services and Housing Agency into two new agencies: the California Housing and Homelessness Agency and the Business and Consumer Services Agency. DCA will fall under the latter. The reorganization becomes operative July 1, 2026, and DCA continues to participate in transition workgroups; updates will be provided to board leadership.

She reminded members to practice fiscal prudence when traveling for board business, including booking early, considering alternatives to rental cars, carpooling, and maintaining receipts for reimbursement of expenses such as baggage fees.

Deputy Director Saldiver provided training updates, noting that DCA has added an unconscious bias training to board members' Learning Management System (LMS) accounts as part of onboarding. She also announced upcoming Board Member Orientation Training (BMOT) sessions on April 1, June 24, and October 21, 2026. BMOT must be completed within one year of appointment, and registration is available through LMS. Members needing assistance may contact Member Relations at memberrelations@dca.ca.gov.

She concluded by thanking the board for its ongoing work to protect California consumers and made herself available for questions.

Board Member comment: Member Elginer asked whether directors for the two newly formed state agencies had been named. Deputy Director Saldiver responded that appointments had not yet been announced and confirmed that the Board would be notified when additional information becomes available.

President Pacheco congratulated Christine Lally on her new position as Acting Director of DCA.

Public comment: None.

5. FULL Board Agenda Item 5: Dental Board of California (DBC) Report on Matters of Interest to DHBC.

Bryce Docherty, Executive Officer of the Dental Board of California, thanked EO Lum and members of the Board for the opportunity to provide an update.

EO Docherty reported on the following:

- He stated that he was appointed Executive Officer on November 24, 2025, and has completed 122 days in the role.
- He expressed appreciation for the developing collaborative relationship with the DHBC's Executive Officer, Mr. Lum, and emphasized a shared commitment to consumer protection, acknowledging that the two boards may not always align but can work through differences respectfully.
- He congratulated the DBC's newly elected officers for 2026 and thanked the DHBC members and staff for their continued regulatory efforts on behalf of California's 104,000 dental licensees.
- EO Docherty reported that the DBC recently adopted its 2026-2029 Strategic Plan, with initiatives underway in licensing and examination, enforcement, consumer protection, communications, customer service, and administrative services.
- The upcoming Dental Board meeting dates in Sacramento are scheduled for May 13-14, August 12-13, and November 5-6, 2026.
- He concluded by expressing his commitment to ongoing partnership between the boards in support of protecting the oral health of Californians.

Board Member comment: President Pacheco and EO Lum congratulated EO Docherty on his new position and commented that they look forward to continuing the collaborative relationship between the DHBC and the DBC.

Public comment: None.

6. FULL Board Agenda Item 6: Presentation from the Attorney General's Office on their DHBC Annual Report.

Senior Assistant Attorney General Carl Sonne delivered the annual enforcement report via Webex. He explained that the Office of the Attorney General prepares a yearly report for the Legislature summarizing enforcement work performed for Department of Consumer Affairs (DCA) boards, including the DHBC. The report is mandated by Business and Professions Code section 312.2 and began after passage of SB 467 in 2015. Data used in the report is tracked electronically through the ProLaw case management system, which records key milestones such as referral dates, accusation filings, hearing requests, and adjudications.

Mr. Sonne stated that statewide accusation referrals increased from the prior year, with rejection and further-investigation rates remaining stable. He then reviewed data specific to the Dental Hygiene Board. The number of accusations referred to the Attorney General's Office increased by 13% between Fiscal Years 2023-2024 and FY 2024-2025. Accusations filed increased significantly, from eight (8) cases to 23, reflecting heightened enforcement activity. Only one matter was withdrawn. The number of adjudicated cases increased from seven (7) to 21.

He presented case-processing timeframes and stated that the average time from accusation referral to filing increased from 67 days to 98 days. He emphasized that processing times can cross fiscal years and vary by case complexity, the necessity of discovery, expert review, and licensee due-process rights. He noted statewide improvements in overall enforcement timeliness and advised against comparing agencies directly due to differences in caseloads, statutory frameworks, and enforcement procedures.

Mr. Sonne concluded by commending the Board's enforcement staff for their high quality of work and effective collaboration with the Attorney General's Office.

Board Member comment: President Pacheco thanked Mr. Sonne for his compliments and for delivering a comprehensive and thorough report.

Member Elginer thanked Mr. Sonne for his presentation and acknowledged the value of the enforcement data provided. She stated that during her prior service on the Chiropractic Board (2012-2017), similar information was not available, and she commended staff for their efforts in measuring, monitoring, and reporting enforcement trends. Member Elginer emphasized that the Board takes enforcement matters seriously and that the data significantly supports members in reviewing, adjudicating, and voting on cases. She expressed appreciation for the work involved in compiling and presenting this information.

Mr. Sonne thanked the Board for the opportunity to present and stated that providing context and summarizing publicly available data for boards is an important part of his role.

Member Quach asked why statewide Attorney General data showed approximately 3,400 referrals but only 2,500 adjudicated cases in Fiscal Year 2024-2025. Mr. Sonne explained that cases often take more than one year to resolve, so referrals and adjudications span different fiscal years, creating a natural lag. He added that during the COVID period, both referrals and adjudications were lower, but post-COVID, referrals have increased over the last three years.

Member Quach also asked about the Board's 188% increase in accusations filed in Fiscal Year 2024-2025 compared to FY 2023-2024, and what might be causing the rise. Mr. Sonne stated that trends are best evaluated by enforcement staff, as increases may relate to complaint volume, staffing capacity, or the nature of cases meeting the threshold for accusation. He added that similar increases are occurring across other agencies.

Public comment: None.

7. **FULL Board Agenda Item 7: Recess the Full Board Meeting Until Saturday, March 28, 2026, at 9:00 a.m.**

8. **FULL Board Agenda Item 8: Reconvene the Full Board Meeting – Roll Call & Re-Establishment of a Quorum.**

President Pacheco called the Full Board meeting to order at 9:03 a.m. Board staff called the roll and a quorum was established with seven (7) members present.

Executive Officer (EO) Anthony Lum provided directions to the nearest emergency exits and restroom locations. EO Lum also introduced the new Assistant Executive Officer, Tifany Moore, to the Board.

9. **FULL Board Agenda Item 9: Discussion and Possible Action to Approve the November 8, 2025, Full Board Meeting Minutes.**

Motion: Member Elginer moved to approve the November 8, 2025, Full Board Meeting Minutes.

Second: Member King.

Board Member discussion: None.

Public comment: None.

Vote: Motion to approve the November 8, 2025, Full Board Meeting Minutes. Passed 6:0:2.

Name	Aye	Nay	Abstain/Absent
Lolly Agarwal			Absent.
Julie Elginer	X		
Sonia "Pat" Hansen	X		
Sherman King	X		
Michael Long	X		
Joanne Pacheco	X		
Sridevi Ponnala			Abstain.
Nicolas Kiet Quach	X		

10. **FULL Board Agenda Item 9: Executive Officer's Report.** (Informational Only).

EO Anthony Lum reported on the following:

a. Personnel:

EO Lum reported that the DHBC has filled three positions including: an Assistant Executive Officer (Tifany Moore), a Continuing Education Analyst beginning in mid-April, and a Special Investigator scheduled to start in May. He stated that there is one remaining vacancy to fill. EO Lum emphasized that for a smaller program like the DHBC it is important to be very selective in who is hired to maintain the cohesiveness of the team and takes time to do this through the hiring process.

b. Budget:

EO Lum stated that the latest Budget Report documents were in the Full Board meeting materials on pages 2,893 through 2,895.

The Expenditure Projection Report on page 2,893 shows anticipated expenses through the end of the year. The EO stated that through January 2026 the Board is projected to have approximately 16% of its budget, or about $450,000, remaining at year-end. EO Lum states that it will be adjusted throughout the year depending on the expenses incurred including re-filling vacancies and the potential purchase of large expenditures, such as copier replacements, which may occur later this fiscal year.

The Board's Revenue Projection Report is on page 2,894 and shows the amount of revenue the Board has received this year. He stated that the Board has approximately $2.4 million received to date, with an estimated total of $3.5 million by year-end.

The Fund Condition Report, which is our "savings account" by fiscal year, shows the amount of dollars available in the fund to indicate the fiscal health of the Board and the duration in months the Board could operate without any further revenue. He reported the fund continues to be good standing and is near its maximum balance. He stated that there will be gradual decrease in subsequent years as vacancies are filled although he states that this should not have a significant impact on the report to require additional revenue to be considered.

c. Administration – EO Updates:

Executive Officer Lum reported that 2026 is a major preparation year for the 2027 Sunset Review. A first draft of the Sunset Review Report will be presented at the July 2026 Board meeting for edits, with a final version scheduled for consideration in November prior to submission to the Legislature in December 2026 or January 2027. He noted that legislative hearings typically occur in March of the sunset year.

He stated that proposed legislative language approved in November 2025 did not secure a sponsor, but the Board may pursue statutory changes through the forthcoming Sunset Review.

EO Lum reported participating in all violation rubric task force meetings, the Board Member Procedural Manual Committee meeting, and several DCA administrative meetings. He reaffirmed continued collaboration with the Dental Board of California (DBC), including attending its February 6-7, 2026, meetings and meeting with their new Executive Officer (Bryce Docherty) to discuss shared issues and maintain open communication.

He reported that staff assembled the March 13, 2026, teleconference meeting on a short timeline to address Assembly Bill 1952, which concerns licensure pathways for internationally trained dentists.

He acknowledged the quick turnaround time to assemble the March 27-28, 2026, Board meetings and thanked staff for their efforts during an especially busy month.

Board Member comment: When asked by a Member Elginer why unscheduled reimbursements do not appear in the Fund Condition Report, EO Lum stated that the exact amounts vary significantly and cannot be reliably projected. He also clarified where Board members per diem costs appear in the budget.

In response to Member Long's question, EO Lum clarified that existing statutes already allow dental hygiene students to participate in community health events, so there is no need for new legislation.

Member Quach inquired how the $500,000 projection for AB 1952 would impact the budget and where the funds would be taken from. EO Lum explained that if AB 1952 moves forward without amendments, the Board would require approximately $500,000 annually to absorb the associated workload and staffing costs, which would draw down the reserve fund more quickly.

Vice President Hansen expressed appreciation for staff's work in preparing for this meeting.

Public comment: JoAnn Galliano asked whether the Board's reserve funds could influence AB 1952's progress in Assembly Appropriations. He stated that the fund condition reflects how long the Board could operate without new revenue, but additional workload from AB 1952 would quickly deplete those reserves. He clarified that bills with projected costs exceeding $150,000 automatically move to suspense and the Assembly Appropriations does not consider an individual board's reserve level only the cost from the proposed legislation.

Susan McLearan of the California Dental Hygienists' Association (CDA) asked how the Dental Hygiene Board's overall budget compares with the DBC's reported $21 million budget. The Executive Officer responded that the Dental Hygiene Board's annual budget is approximately $3 million.

11. FULL Board Agenda Item 11: Discussion and Possible Action to Determine the November 2026 Date(s).

Motion: Member Long moved for the Board to accept November 13-14, 2026, as the November 2026 meeting dates.

Second: Member Elginer.

Board Member discussion: The Board revisited the selection of the November 2026 meeting dates, which had been tabled at the November 8, 2025, meeting due to multiple scheduling conflicts. Staff presented several available date options, including late October, early November, and the first week of December. Members discussed potential conflicts, including overlap with the Dental Board of California's November 5-6, 2026, Board meetings, and personal scheduling constraints related to holidays and family obligations.

Members noted a preference to avoid overlapping with the DBC's meeting to allow participation at both meetings. December dates were considered, though some members expressed concerns about holiday-related commitments and workload. Staff confirmed that all proposed dates would involve meeting in Sacramento and explained the cost considerations that have limited meetings outside the region since the pandemic.

Public comment: None.

Vote: Motion for the Board to accept November 13-14, 2026, as the November 2026 meeting dates. Passed 7:0:1.

Name	Aye	Nay	Abstain/Absent
Lolly Agarwal			Absent.
Julie Elginer	X		
Sonia "Pat" Hansen	X		
Sherman King	X		
Michael Long	X		
Joanne Pacheco	X		
Sridevi Ponnala	X		
Nicolas Kiet Quach	X		

12. FULL Board Agenda Item 12: Update Status on the Board Member Procedural Manual. (Informational Only).

EO Lum provided an update on the Board Member Procedural Manual. At the July 19, 2025, Board meeting, the Board requested that the manual be updated and that a two-member committee be established to complete this work. At the November 8, 2025, meeting, Members Long and Quach were appointed to the committee. The committee has met once, on February 13, 2026, to review and revise sections of the manual. Additional meetings will be scheduled in the coming months, with the goal of presenting a finalized draft for Board review and approval at the July 2026 Board meeting. No action was required for this item.

Board Member comment: President Pacheco thanked the committee members for their ongoing work on updating the Procedural Manual.

Public comment: None.

13. FULL Board Agenda Item 13: Discussion and Possible Action to Determine Board Member Per Diem Payments.

The Board revisited the topic of per diem payments, previously requested as a future agenda item at the November 8, 2025, meeting. EO Lum explained that, under Business and Professions Code section 103, Board members are entitled to a $100 per diem for

each day they perform official duties, regardless of the number of hours worked. He clarified that prior interpretations limiting per diem eligibility based on hours were incorrect. He stated that staff will develop a monthly tracking sheet for board members to record days spent on board duties, including time reviewing enforcement cases and meeting materials.

Second: Member Matthews.

Board Member discussion: Members expressed appreciation for the clarification and noted the significant amount of time required to review complex materials. Member Elginer offered her existing tracking template as a resource. Members discussed the possibility of retroactive reimbursement, and the Executive Officer stated he could apply the revised interpretation back to the start of the fiscal year if the Board wishes.

Questions were raised regarding auditing, budget impact, and fairness, especially given the extensive workload involved in enforcement review. The Executive Officer noted that increased per diem expenditures can be absorbed within the existing overall budget.

Public comment: Public comment sought clarification about whether per diem payments have a cap; staff confirmed the statutory amount is $100 per day with no additional limits. With EO Lum's clarification on Board member per diem payments going forward, the members collectively agreed that no motion was necessary for this agenda item.

14. FULL Board Agenda Item 14: Discussion and Possible Action on Education Committee Report and Recommendation(s).

Education Committee Chair Joanne Pacheco stated that because there were action items that required individual recommendations, she reported each item separately.

Chair Pacheco reported a quorum was established and asked for public comment for items not on the agenda. She stated there were no public comments.

FULL Board Agenda Item 14: EDU Agenda Item (3): Presentation from the Dental Hygiene Educational Program Violation and Fine Rubric Taskforce; Discussion and Possible Action to Move Forward on Taskforce Recommendations.

Education Committee Chair Pacheco reported that Dr. Petty informed the Education Committee In 2023, the Dental Hygiene Board of California (Board) promulgated regulations regarding "Reviews, Site Visits, Citations and Fines, and Probationary Status for Dental Hygiene Educational Programs" (California Code of Regulations, Title 16, section 1104.3). Within the regulation, subdivision (b)(3) established factors to be considered in the issuance of any citation or fine to a DHEP due to noncompliance of California laws, regulations, and CODA Standards.
Due to the variance and extent of violations discovered during Dental Hygiene Educational Program (DHEP) site visits, and the desire to ensure penalties are applied evenly among the DHEPs, at the March 22, 2025, Full Board meeting, the Board voted to create a penalty rubric to allow the Board to be fair and consistent to all DHEPs in violation of CA law and

Commission on Dental Accreditation (CODA) Standards. The Board appointed Board members Joanne Pacheco and Julie Elginer as co-chairs of the DHEP Violation and Fine Rubric Taskforce (formerly named the Penalty Rubric Taskforce). After the meeting, the Taskforce co-chairs received requests from three interested stakeholders who were appointed to the taskforce based on their qualifications. These experts were JoAnn Galliano, Dr. Michelle Hurlbutt, and Lisa Kamibayashi who have extensive DHEP experience and knowledge of the subject to create an appropriate violation rubric.

Since the Taskforce conducted their first meeting on June 4, 2025, the Taskforce has met ten (10) times and created a draft "Violation and Fine Rubric" which includes listed issues, timeframes, and penalties DHEPs shall be given to remediate violations and deficiencies, thereby providing structure to follow in its outcome determination and eliminating any potentially perceived subjective result.

Motion: Member Long moved for the Full Board to approve the draft of the "Violation and Fine Rubric," allowing for future amendments to the rubric as deemed necessary by the Board, and allow for its application during DHEP reviews and site visits moving forward.

Second: Vice President Hansen.

Board Member discussion: None.

Public comment: None.

Vote: Motion for the Full Board to approve the draft of the "Violation and Fine Rubric," allowing for future amendments to the rubric as deemed necessary by the Board, and allow for its application during DHEP reviews and site visits moving forward. Passed 7:0:1.

Name	Aye	Nay	Abstain/Absent
Lolly Agarwal			Absent.
Julie Elginer	X		
Sonia "Pat" Hansen	X		
Sherman King	X		
Michael Long	X		
Joanne Pacheco	X		
Sridevi Ponnala	X		
Nicolas Kiet Quach	X		

DRAFT

FULL Board Agenda Item 14: EDU Agenda Item (4): Discussion and Possible Action to Approve a New Dental Hygiene Educational Program by Gurnick Academy of Medical Arts

Gurnick Academy of Medical Arts (Gurnick Academy) is a private, California-based institution with six campuses located across the State. Gurnick Academy has offered Allied Health and Nursing Programs to Californians for over twenty years, since they opened the San Mateo campus in 2004. Gurnick Academy – Modesto began operations in 2007 with a Vocational Nursing program and is now seeking to expand their operations in the Central Valley to open a dental hygiene educational program.

On March 6, 2024, Gurnick Academy submitted a letter of intent to request Dental Hygiene Board of California (Board) approval to establish a new dental hygiene educational program based in Modesto, California to help meet the need for qualified dental hygienist graduates in the Central Valley

In August 2024, Gurnick Academy submitted a feasibility study to the Board for review. In working with Gurnick Academy, Board staff has now completed the review of Gurnick Academy's feasibility study.

Motion: Member Ponnala moved for the Full Board to conditionally approve the new Dental Hygiene Educational Program offered by Gurnick Academy of Medical Arts. The condition being an extendable 2-year probation period once the program begins operations.

Second: Member Long.

Board Member discussion: Education Committee Chair Pacheco commended Gurnick Academy on their thorough report.

Public comment: None.

Vote: Motion for the Full Board to conditionally approve the new Dental Hygiene Educational Program offered by Gurnick Academy of Medical Arts. The condition being an extendable 2-year probation period once the program begins operations. Passed 7:0:0.

DRAFT

Name	Aye	Nay	Abstain/Absent
Lolly Agarwal			Absent.
Julie Elginer	X		
Sonia "Pat" Hansen	X		
Sherman King	X		
Michael Long	X		
Joanne Pacheco	X		
Sridevi Ponnala	X		
Nicolas Kiet Quach	X		

FULL Board Agenda Item 14: EDU Agenda Item (5): Discussion and Possible Action Regarding Potential Enforcement Action Against the Cabrillo College Dental Hygiene Educational Program.

The Education Committee Chair then reported that Dr. Petty informed the Education Committee that Board staff conducted an unannounced site visit at the Cabrillo College Dental Hygiene Educational Program (Cabrillo) on February 12, 2026. This site visit was generated due to a complaint received about the program. Evidence of program compliance with the minimum Dental Hygiene Educational Program (DHEP) standards set by the Business and Professions Code (BPC), the California Code of Regulations (CCR), and the Commission on Dental Accreditation (CODA) was deficient.

Cabrillo was determined to have eight (8) violations (see "Cabrillo Site Visit Report," attached.) The most egregious of the violations is that Cabrillo is failing to ensure dental hygiene students complete all required student clinical hours and requirements for competency established by Cabrillo, the Board, and CODA, as verified through documentation reviewed by Board staff.

Motion: Member Elginer moved that as Cabrillo demonstrates repeated violations of California laws, regulations, and CODA Standards by promoting students lacking Cabrillo, CODA, and California state mandated requirements for licensure, she moves for the Education Committee to recommend to the Full Board to require the Cabrillo College Dental Hygiene Educational Program's Class of 2026 to complete all deficient clinical hours, requirements, and competencies prior to graduation of the class, issue a citation and fine of $5,000, and place Cabrillo on a 3-year probation period with quarterly reporting requirements identifying corrective measures where the program will be reassessed. Additionally, during the probation period, Cabrillo may experience announced and unannounced site visits from Board staff to check on the progression toward compliance or further Board action.

Second: Member King.

Board Member discussion: None.

Public comment: Member Quach expressed serious concern regarding Cabrillo College's longstanding compliance issues and disappointment in the explanations provided by program representatives. He stated that the Board's role is to protect consumers and that continued deficiencies pose risks to students and the public. Member Quach recalled the program's commitment to notifying faculty of its probationary status and asked staff to ensure follow-up. He emphasized the need for accurate documentation, completion of required clinical hours, and corrective action across all future cohorts. Member Quach concluded by expressing support for the motion.

Vote: Motion that as Cabrillo demonstrates repeated violations of California laws, regulations, and CODA Standards by promoting students lacking Cabrillo, CODA, and California state mandated requirements for licensure, she moves for the Education Committee to recommend to the Full Board to require the Cabrillo College Dental Hygiene Educational Program's Class of 2026 to complete all deficient clinical hours, requirements, and competencies prior to graduation of the class, issue a citation and fine of $5,000, and place Cabrillo on a 3-year probation period with quarterly reporting requirements identifying corrective measures where the program will be reassessed. Additionally, during the probation period, Cabrillo may experience announced and unannounced site visits from Board staff to check on the progression toward compliance or further Board action. Passed 7:0:1.

Name	Aye	Nay	Abstain/Absent
Lolly Agarwal			Absent.
Julie Elginer	X		
Sonia "Pat" Hansen	X		
Sherman King	X		
Michael Long	X		
Joanne Pacheco	X		
Sridevi Ponnala	X		
Nicolas Kiet Quach	X		

FULL Board Agenda Item 14: EDU Agenda Item (6): Dental Hygiene Educational Program Site Visit Report. (Informational Only).

Education Chair Pacheco stated that Dr. Adina Petty reported on the current status of the following DHEPs at Pasadena City College (PCC), Taft College (Taft), Concorde Career

College-San Diego (CCC-SD), Cerritos College (Cerritos), Concorde Career College-Garden Grove (CCC-GG), Concorde Career College-San Bernardino (CCC-SB), Diablo Valley College (DVC), and Cabrillo College (Cabrillo).

Dr. Petty also shared the upcoming Dental Hygiene Educational Program (DHEP) site visit schedule.

FULL Board Agenda Item 14: EDU Agenda Item (7): Discussion and Possible Action to Create a Dental Hygiene Educational Program Taskforce to Address Minimum Student Requirements.

Chair Pacheco reported that at the recommendation of the Dental Hygiene Board of California (Board), the California Legislature removed the requirement for graduates of California dental hygiene educational programs (DHEPs) to provide evidence of satisfactory performance of a clinical dental hygiene examination given by the Western Regional Examining Board or any other clinical or dental hygiene examination approved by the Board (Assembly Bill 1257, Chapter 677, Statutes of 2023), the Board was tasked with ensuring all graduates are competent in patient care and license ready at graduation.

During the many reviews of DHEP Commission on Dental Accreditation of the American Dental Association (CODA) self-studies (approximately 52 reviews) and Board site visits to the DHEPs (62 site visits), staff discovered several DHEPs who are not holding students accountable to student requirement standards established by CODA, as the intent of the CODA Standards are open to a program's interpretation. Although most DHEPs are following the Standards, there should be more prescriptive requirements established so there's no misinterpretation of what's required. Therefore, Board staff requests the Education Committee to recommend to the Board establishment of a "Minimum Student Requirement Taskforce" to review DHBC laws, regulations, and CODA Standards for potential amendments to regulations, thereby providing DHEPs with guidance as to the minimum requirements students are accountable for completing to ensure all graduates are competent with patient care and license ready at graduation.

Chair Pacheco stated that at the Education Committee meeting on Friday, March 27, 2026, it was noted that two licensee members would be allowed to join the taskforce to tackle the subject matter. There were two members who volunteered for the taskforce: Chair Pacheco and Michael Long.

Motion: Member Long moved for the Full Board to establish a "Minimum Student Requirement Taskforce," accept Michael Long and Joanne Pacheco as taskforce members, to allow the Board taskforce members to select subject matter experts to be appointed to the taskforce, and direct the taskforce to review DHBC laws, regulations, and CODA Standards for potential amendments to regulations establishing minimum student requirements to ensure all graduates are competent in patient care and license ready at graduation for recommendation to the Full Board.

Second: Member Elginer.

Board Member discussion: None.

Public comment: Jeanette Diaz-Olivera, Dental Hygiene Educator, thanked the Board for its work establishing standardized minimum requirements through the task force. She stated that educators have a responsibility to understand laws and requirements governing dental hygiene education and stated that clearer standards will help programs ensure competency.

Evangeline Ward, RDH, also expressed support for the task force. She highlighted the importance of safeguarding public health by ensuring students meet required hours and demonstrate competency before licensure, especially for those entering community health settings. She thanked the Board for its efforts to support dental hygienists and protect the public.

Vote: Motion for the Full Board to establish a "Minimum Student Requirement Taskforce," accept Michael Long and Joanne Pacheco as taskforce members, to allow the Board taskforce members to select subject matter experts to be appointed to the taskforce, and direct the taskforce to review DHBC laws, regulations, and CODA Standards for potential amendments to regulations establishing minimum student requirements to ensure all graduates are competent in patient care and license ready at graduation for recommendation to the Full Board. Passed 7:0:1.

Name	Aye	Nay	Abstain/Absent
Lolly Agarwal			Absent.
Julie Elginer	X		
Sonia "Pat" Hansen	X		
Sherman King	X		
Michael Long	X		
Joanne Pacheco	X		
Sridevi Ponnala	X		
Nicolas Kiet Quach	X		

FULL Board Agenda Item 14: EDU Agenda Item (8): Discussion and Possible Action on the November 8, 2025, Education Committee Meeting Minutes, and EDU Agenda Item (9): Proposal of Future Agenda Items.
Lastly, the Committee approved **EDU Committee Agenda Item 8** "Discussion and Possible Action on the November 8, 2025, Education Committee Meeting Minutes," of which there were no suggested changes. The Education Chair also stated that there were

no future agenda items suggested for **EDU Committee Agenda Item 9** "Proposal of Future Agenda Items."

Board Member discussion: None.

Public comment: None.

Motion: Member King moved for the Full Board to accept the Education Committee's full report.

Second: Member Elginer.

Board Member discussion: None.

Public comment: None.

Vote: Motion for the Board to for the Full Board to accept the Education Committee's full report. Passed 7:0:1.

Name	Aye	Nay	Abstain/Absent
Lolly Agarwal			Absent.
Julie Elginer	X		
Sonia "Pat" Hansen	X		
Sherman King	X		
Michael Long	X		
Joanne Pacheco	X		
Sridevi Ponnala	X		
Nicolas Kiet Quach	X		

15. FULL Board Agenda Item 15: Discussion and Possible Action on Legislation and Regulatory Committee Report and Recommendation(s).

Legislation and Regulatory Committee Chair Dr. Elginer reported that the Legislative and Regulatory Committee established a quorum and asked for public comment for items not on the agenda. There were not any public comments.

FULL Board Agenda Item 15: LEG REG Agenda Item (3): Status of Dental Hygiene Board of California (DHBC) Regulatory Packages.

Chair Elginer reported that the Legislation and Regulatory Committee was advised of the "informational only" items including LEG REG Committee Agenda Item 3 "Status of Dental Hygiene Board of California (DHBC) Regulatory Packages." This was an informational only item.

FULL Board Agenda Item 15: LEG REG Agenda Item (4): Discussion and Possible Action on 2025-2026 Legislative Bills of Interest and Legislative Calendar.

Legislative and Regulatory Committee Chair Elginer reported on the Committee's current position on the bills listed below:

Legislation	Board Position
a) **Assembly Bill (AB) 1952** Berman: Dentistry: dental hygienists: licensure.	Oppose unless amended.
b) **AB 350** Bonta: Health care coverage: fluoride treatments.	Support.
c) **AB 2140** Johnson: Healing arts: reports: claims against licensees. (New)	Support.
d) **Senate Bill (SB) 1311** Wahab: Licensed Professions. (New)	Opposed unless amended position.
e) **Senate Resolution (SR) 82** Perez: Relative to Children's Dental Health Month. (New)	Support.
f) **AB 371** Haney. Dental coverage.	Watch.
g) **AB 873** Alanis**.** Dentistry: dental assistants: infection control course	Oppose.
h) **AB 966** Carrillo. Dental Practice Act: foreign dental schools.	Watch.
i) **AB 980** Arambula. Health care: medically necessary treatment.	Watch.
j) **AB 1130** Berman: Dentistry: outreach and support program.	Watch.
k) **AB 1232** Ávila Farías. Administrative Procedure Act: proposed regulations: cost of living impact on residents of the state.	Watch.
l) **AB 1307** Ávila Farías. Licensed Dentists from Mexico Pilot Program	Watch.
m) **AB 1558** Arambula. Uniform Emergency Volunteer Health Practitioners Act (New)	Watch
n) **AB 1563** Gabriel. Budget Act of 2026 (New)	Watch.
o) **AB 1629** Haney: Dental Coverage. (New)	Watch.

Legislation	Board Position
p) AB 1696 Stefani. Department of Consumer Affairs: director: powers and duties. (New)	Watch.
q) AB 1717 Castillo: Medi-Cal dental reimbursement: house/extended care facility call. (New)	Watch.
r) AB 1760 Arambula: Dentistry. (New)	Watch.
s) AB 2029 Sharp-Collins: Dental Plan Portal. (New)	Watch.
t) AB 2504 Bauer-Kahan. Dentistry: licensure. (New)	Watch.
u) AB 2625 Solache: Dental Practice Act: foreign dental schools. (New)	Watch.
v) AB 2694 Alvarez: Public postsecondary education: community colleges: statewide baccalaureate degree program. (New)	Watch.
w) SB 879 Laird. Budget Act of 2026. (New)	Watch.
x) SB 1187 Durazo: Open meetings: majority.	Watch.
y) SB 1390 Menjivar. Healing arts: standards for licensure or certification. (New)	Watch.
z) SB 1391 Wahab: Department of Consumer Affairs: retired category licenses. (New)	Watch.
aa) SB 1416 Wahab: Physicians and surgeons: dentists: unprofessional conduct. (New)	Watch.
bb) 2026 Tentative Legislative Calendar.	

Board Member discussion: Member King asked whether Senate Resolution (SR) legislation required any board action. Legislation and Regulatory Chair Elginer explained that the bill in question had already been enrolled and therefore no board position was needed.

Member King then asked about “watch” positions and what happens if no amendments occur. Staff clarified that a watch position simply means monitoring a bill for potential changes that may affect the Board. If no relevant amendments occur, no official action or position is necessary. Chair Elginer noted that legislative language frequently changes during the process, making periodic review important.

Members discussed “spot bills,” which are introduced with placeholder language allowing authors to later amend or completely rewrite the bill after working with sponsors or staff. This practice helps legislators reserve a number of bills while developing substantive content.

Public comment: None.

FULL Board Agenda Item 15: LEG REG Agenda Item (5): Discussion and Possible Action on the November 8, 2025, Legislative and Regulatory Committee Meeting Minutes. LEG REG Agenda Item (6): Proposal of Future Agenda Items.

Lastly, the Committee approved **LEG REG Committee Agenda Item 5** "Discussion and Possible Action on the November 8, 2025, Legislation and Regulatory Committee Meeting Minutes," of which there were no suggested changes. The Chair also stated that there were no future agenda items suggested for **LEG REG Committee Agenda Item 6** "Proposal of Future Agenda Items."

Board Member discussion: None.

Public comment: None.

Motion: Member Ponnala moved for the Board to accept the Legislation and Regulatory Committee's full report.

Second: Vice President Hansen.

Board Member discussion: None.

Public comment: None.

Vote: Motion for the Board to accept the Legislative and Regulatory Committee's full report. Passed 7:0:1.

Name	Aye	Nay	Abstain/Absent
Lolly Agarwal			Absent.
Julie Elginer	X		
Sonia "Pat" Hansen	X		
Sherman King	X		
Michael Long	X		
Joanne Pacheco	X		
Sridevi Ponnala	X		
Nicolas Kiet Quach	X		

16. **FULL Board Agenda Item 16: Enforcement Update: Statistical Report.** (Informational Only).

Tifany Moore, Assistant Executive Officer, reported on the information for the Enforcement statistics consisting of complaint cases, investigation cases, citation and fines issued, and current number of probation cases current from July 1, 2025, through February 28, 2026 (pages 2904-2906). AEO Moore stated that she plans to update the way the statistics are entered and captured utilizing BreEZe and QBIRT programs.

Board Member comment: The AEO explained the definition of tolling, noting that a probationer's term is paused when the licensee is not practicing or has left the profession, including when they move out of state. Upon returning to active practice, the probation period resumes. She stated that additional data on delinquent licenses could be provided at a future meeting. The AEO added that probationers must maintain an active license, and licenses not renewed within five years are canceled.

In response to a board member question, AEO Moore described her initial priorities, stating that she has focused on enforcement activities, particularly citation and fine processing, improving coding accuracy in the database, and refining statistical reporting.

Board members asked about the recent increase in complaints. EO Lum and AEO Moore explained that complaint volume fluctuates year-to-year and may include matters outside the Board's jurisdiction. They noted that outreach and education for licensees may help address certain trends. They further clarified that many Attorney General (AG) cases relate to issues beyond dental hygiene practice, such as DUIs.

Board members requested additional breakdowns of complaint categories, including consumer versus AG cases and clinical versus non-clinical matters. Staff agreed to begin collecting this data. Members also requested a future report by county; the EO stated staff would explore developing this information.

Staff discussed improvements to the use of the Breeze system for enforcement tracking. AEO Moore noted she is reviewing current workflows to increase consistency and accessibility. Traci Napper, Licensing Manager, reported that new enforcement codes are being added to BreEZe to improve reporting capabilities.

Regarding aging cases, enforcement staff stated that older cases remain active until resolved and may be delayed due to external factors such as pending court actions, out-of-state proceedings, or difficulty obtaining third-party documentation. These cases are prioritized until a conclusion is reached.

Public comment: JoAnn Galliano asked how enforcement staff manages cases older than 24 months, noting that twelve cases currently exceed two years. Staff reported that these cases are prioritized, but delays often occur due to pending court actions, difficulties obtaining third-party documentation, and coordination with out-of-state or local law enforcement. Cases remain active until a final resolution is reached and are not closed due to age alone; long-aged cases typically involve ongoing investigative or disciplinary processes.

Shanda Wallace requested information on the types of citations issued. The AEO stated that since being at the DHBC most citations were for non-compliance with continuing education audits, with additional citations issued for unprofessional conduct and criminal matters such as DUIs. EO Lum stated that detailed breakdown could be provided separately, as staff did not have the information available.

Jeannette Diaz-Olivera supported distinguishing consumer-originated complaints from Attorney General cases, emphasizing that such data would help demonstrate the profession's overall responsibility and support policymaking. The Executive Officer reminded attendees that the Board is still relatively new compared to other DCA programs and continues to strengthen its reporting and enforcement systems.

Shanda Wallace commended the Board for its professionalism, thoroughness, and dedication to public protection.

17. **FULL Board Agenda Item 17: Licensing, Continuing Education Audits, and Examination Update: Statistical Report.** (Informational Only).

Traci Napper, Licensing Manager, reported on the current licensing statistics from July 1, 2025, through February 28, 2026 (pages 2907-2919). She reported on the number of applications and renewals issued for RDHs, RDHAPs, Fictitious Name Permits, and Military Temporary Licenses, as well as the breakdown of total licensee population, by both license status (e.g. active, inactive, delinquent, canceled, revoked, surrendered, and retired) and by county. She reported on the passage rates for the DHBC Law and Ethics exams for RDHs and RDHAPs and provided updates on the current failure and pass rates of the Continuing Education (CE) audits.

Board Member comment: Board members asked questions regarding delinquency counts, retired license requirements, CE audit trends, and year-over-year percentage changes. Members also requested future charts showing trends over multiple fiscal years. The Executive Officer noted that CE audit failure rates have increased from 40% to 42%. Licensing Manager Napper stated that staff are planning outreach events to present information to potential licensees at dental hygiene programs.

Board members discussed potential outreach opportunities, including presentations at CDHA events and development of an online informational recorded webinar. Staff stated that comprehensive CE guidance is already available on the Board's website.

Public comment: Susan McLearan of the California Dental Hygienists' Association (CDA) commented on the county-level licensing data, noting that licensees may list either a home or practice address as their address of record, which can affect the accuracy of geographic distribution analyses. She explained that when comparing hygienist counts with dentist counts by county, some areas initially appeared underserved until she reviewed both datasets together. Ms. McLearan commented that she hopes HCAI will be able to confirm distribution of hygienists by geographical location, particularly in relation to patient need in order to help identify areas with limited access to dental care.

Shanda Wallace commented on the topic of continuing education, stating that she had recently reactivated her inactive license and found the process straightforward. Ms. Wallace shared that one of her CE courses had been rejected because the provider's permit had expired, and she notified the provider of the issue. She suggested that additional public reminders be made through the CDHA to encourage licensees to verify that CE providers are approved and current before enrolling in a course, and to avoid taking non-qualifying courses. She thanked staff for their work behind the scenes.

In response to Ms. Wallace's comment, Member Long stated that while CDHA can assist in educating its members regarding continuing education requirements, many licensed hygienists in California are not CDHA members. He stated that responsibility for informing all licensees should not fall solely on CDHA.

Jeannette Diaz-Olivera thanked the Executive Officer for directing licensees to the comprehensive information available on the Board's website and stated that she regularly shares those resources with her students. She asked the Licensing Manager Napper about the data source used for county population comparisons and inquired why World Population Review was selected. She also asked whether the Board could begin reporting the number of brick-and-mortar practice locations in California, stating that this information would help illustrate where dental hygienists and RDHAPs are practicing and whether access to care is improving.

EO Lum responded that the Board intends to propose legislation requiring RDHAPs to report their practice locations at each renewal, and will allow the Board to collect and publish this information in the future.

18. FULL Board Agenda Item 18: Proposal of Future Agenda Items.

1. President Pacheco asked to schedule a teleconference meeting in May 2026 to discuss current legislation.

2. President Pacheco requested discussion on the location of future meetings.

3. JoAnn Galliano requested the Board staff to host a Townhall Meeting with Program Directors to gather their input.

19. FULL Board Agenda Item 19: Closed Session.

As announced earlier in the meeting, there was no closed session for this meeting.

20. FULL Board Agenda Item 20: Adjournment.

President Pacheco adjourned the Full Board meeting at **12:07 p.m.**

Saturday, July 18, 2026

Dental Hygiene Board of California

FULL Board Agenda Item 12.

Discussion and Possible Action to Approve the May 23, 2026, Full Board Teleconference Meeting Minutes.

Dental Hygiene Board of California
Meeting Minutes

DRAFT

Saturday, May 23, 2026

Public Access Teleconference Meeting Location:
DHBC Headquarters Building
2005 Evergreen Street
1st Floor Lake Tahoe Room 1290
Sacramento, CA 95815

Please note that the Board conducted the meeting online through WebEx.

DHBC Members Present:
President – Joanne Pacheco, Registered Dental Hygienist (RDH) Educator Member
Secretary – Naleni "Lolly" Tribble-Agarwal, RDH Member
Registered Dental Hygienist in Alternative Practice (RDHAP) Member – Michael Long
Public Member – Sherman King
Public Member – Nicolas Kiet Quach

DHBC Members Absent:
Vice President – Sonia "Pat" Hansen, RDH Member
Public Health Dentist Member – Dr. Sridevi Ponnala
Public Member – Dr. Julie Elginer
Public Member – Vacant

DHBC Staff Present:
Anthony Lum, Executive Officer
Tifany Moore, Assistant Executive Officer
Adina A. Pineschi-Petty, Doctor of Dental Surgery (DDS), Education, Legislative, and Regulatory Specialist
Crystal Yuyama, Administrative Analyst
Yuping Lin, Department of Consumer Affairs (DCA) Legal Counsel for the DHBC

1. FULL Board Agenda Item 1: Roll Call and Establishment of a Quorum

Joanne Pacheco, President of the Dental Hygiene Board of California (DHBC, Board), reviewed meeting guidelines and called the meeting to order at **10:26 a.m.** Board Secretary Naleni "Lolly" Tribble-Agarwal completed the roll call, and a quorum was established with five (5) members present.

2. FULL BOARD Agenda Item 2: Public Comment for Items Not on the Agenda.

Board Member comment: None.

Public comment: None.

3. **FULL Agenda Item 3: Discussion and Possible Action to Take a Position on the Following 2025-2026 Legislative Bills of Interest.**

a) Assembly Bill (AB) 1952 – Berman: Dentistry: dental hygienists: licensure.
b) AB 350 – Bonta: Health care coverage: fluoride treatments.
c) AB 2140 – Johnson: Healing arts: reports: claims against licensees.
d) Senate Bill (SB) 1311 – Wahab: Licensed Professions.
e) AB 1130 – Berman: Dentistry: outreach and support program.
f) AB 1629 – Haney: Dental Coverage.
g) AB 1670 – Arambula: Medi-Cal: dental care.
h) AB 1717 – Castillo: Medi-Cal dental reimbursement: house/extended care facility call.
i) AB 1760 – Arambula: Dentistry.
j) AB 1811 – Rogers: Health professional shortage areas.
k) AB 2029 – Sharp-Collins: Dental Plan Portal.
l) AB 2504 – Bauer Kahan: Formerly "Dentistry: licensure." Amended to "Community colleges: artificial intelligence: pilot program."
m) AB 2625 – Solache: Dental Practice Act: foreign dental schools.
n) AB 2694 – Alvarez: Public postsecondary education: community colleges: statewide baccalaureate degree program.
o) SB 1187 – Durazo: Open meetings: majority.
p) SB 1390 – Menjivar: Formerly "Healing arts: standards for licensure or certification." Amended to "Online dating services: background checks."
q) SB 1391 – Wahab: Department of Consumer Affairs: retired category licenses.
r) SB 1416 – Wahab: Physicians and surgeons: dentists: unprofessional conduct.

Dr. Adina Petty reported as to current legislation of interest to the Board and provided brief synopsis for each of the listed bills.

Motion: President Pacheco moved for the Full Board to approve the proposed positions as follows: Assembly Bill (AB) 1952 (Oppose unless amended), AB 350 (Support), AB 2140 (Watch), Senate Bill (SB) 1311 (Oppose unless amended), AB 1130 (Watch), AB 1629 (Watch), AB 1670 (Watch), AB 1717 (Watch), AB 1760 (Watch), AB 1811 (Support), AB 2029 (Watch), AB 2504 (Watch), AB 2625 (Watch), AB 2694 (Watch), SB 1187 (Watch), SB 1390 (Watch), SB 1391 (Watch), and SB 1416 (Watch).

Second: Member King.

Board Member discussion: Member Long asked if the board staff submitted a letter of opposition for Senate Bill (SB) 1311. EO Lum responded that a letter was sent to legislature later than planned due to competing workload demands on board staff. The EO stated that he would confirm if the letter that was submitted on the portal would also be available for the Assembly to view as well.

Regarding Assembly Bill (AB) 1629, Member Long asked to move the position to a support position.

Member Long stated his concern for public safety regarding the removal of liability insurance for AB 1760 and expressed his interest in changing to an opposed position.

For AB 2694, Member Long stated he would be interested in moving to a support position to enhance access to care and has the potential to expand the number of dental hygiene faculty through the development of additional bachelor's degree programs.

Member Long stated that his concerns regarding SB 1187 and the establishment of quorum being based upon the maximum number of members despite the Board not having control over the appointment of board members when there are vacancies. He recommended that the board take an opposed position. He asked that board staff submit a letter of opposition.

Member Long asked for clarification regarding SB 1391. Dr. Petty responded that the Board is already aligned with the contents of the bill regarding offering a retired license category and the disclosure of that information. Member Long stated his interest in assuming a watch position.

Public comment: Tooka Zokaie on behalf of the California Dental Association (CDA) expressed support for AB 1629 to move from a watch to a support position. Ms. Zokaie also requested clarification on the Board's watch position for AB 1760, noting that the bill maintains patient safety and aligns with the Dental Practice Act. Ms. Zokaie reiterated her recommendation to retain a watch position rather than oppose the bill and expressed support for discussion of a potential support position.

Susan McLearan of the California Hygienists' Association (CDHA) stated that the CDHA is concerned about the lack of clinical requirements in SB1311.

In response to the discussion on AB 1760, Tooka Zokaie clarified it is a cleanup bill and will update language regarding who is required under the Dental Practice Act to carry liability insurance during training. Dr. Petty added that all dental hygiene programs currently provide liability insurance, although it is not mandated by law.

Discussion on SB 1187 concluded with Member Long accepting the current watch position, as members determined that the Board is governed by Bagley-Keene Act and is not directly impacted by the revisions to the Brown Act contained in SB 1187.

After discussion of the bills, the Board amended the motion.

Amended Motion: President Pacheco moved for the Full Board to approve the proposed positions as follows: Assembly Bill (AB) 1952 (Oppose unless amended), AB 350 (Support), AB 2140 (Watch), Senate Bill (SB) 1311 (Oppose unless amended), AB 1130 (Watch), AB 1629 (Support), AB 1670 (Watch), AB 1717 (Watch), AB 1760 (Watch), AB

1811 (Support), AB 2029 (Watch), AB 2504 (Watch), AB 2625 (Watch), AB 2694 (Support), SB 1187 (Watch), SB 1390 (Watch), SB 1391 (Support), and SB 1416 (Watch).

Amended Second: Member Long.

Legislation	DHBC Position
a) **Assembly Bill (AB) 1952** Berman: Dentistry: dental hygienists: licensure.	Oppose unless amended.
b) **AB 350** Bonta: Health care coverage: fluoride treatments.	Support.
c) **AB 2140** Johnson: Healing arts: reports: claims against licensees.	Watch.
d) **Senate Bill (SB) 1311** Wahab: Licensed Professions.	Oppose unless amended.
e) **AB 1130** Berman: Dentistry: outreach and support program.	Watch.
f) **AB 1629** Haney: Dental Coverage.	Support.
g) **AB 1670** Arambula: Medi-Cal: dental care. (New)	Watch.
h) **AB 1717** Castillo: Medi-Cal dental reimbursement: house/extended care facility call.	Watch.
i) **AB 1760** Arambula: Dentistry.	Watch.
j) **AB 1811** Rogers: Health professional shortage areas. (New)	Support.
k) **AB 2029** Sharp-Collins: Dental Plan Portal.	Watch.
l) **AB 2504** Bauer Kahan: Formerly "Dentistry: licensure." Amended to "Community colleges: artificial intelligence: pilot program."	Watch.
m) **AB 2625** Solache: Dental Practice Act: foreign dental schools.	Watch.
n) **AB 2694** Alvarez: Public postsecondary education: community colleges: statewide baccalaureate degree program.	Support.
o) **SB 1187** Durazo: Open meetings: majority.	Watch.
p) **SB 1390** Menjivar: Formerly "Healing arts: standards for licensure or certification." Amended to "Online dating services: background checks."	Watch.
q) **SB 1391** Wahab: Department of Consumer Affairs: retired category licenses.	Support.
r) **SB 1416** Wahab: Physicians and surgeons: dentists: unprofessional conduct.	Watch.

Board Member discussion: None.

Public Comment: None.

Vote: Motion for the Full Board to approve the proposed positions as follows: Assembly Bill (AB) 1952 (Oppose unless amended), AB 350 (Support), AB 2140 (Watch), Senate Bill (SB) 1311 (Oppose unless amended), AB 1130 (Watch), AB 1629 (Support), AB 1670 (Watch), AB 1717 (Watch), AB 1760 (Watch), AB 1811 (Support), AB 2029 (Watch), AB 2504 (Watch), AB 2625 (Watch), AB 2694 (Support), SB 1187 (Watch), SB 1390 (Watch), SB 1391 (Support), and SB 1416 (Watch). Passed 5:0:3.

Name	Aye	Nay	Abstain/Absent
Naleni "Lolly" Tribble-Agarwal	X		
Julie Elginer			Absent.
Sonia "Pat" Hansen			Absent.
Sherman King	X		
Michael Long	X		
Joanne Pacheco	X		
Sridevi Ponnala			Absent.
Nicolas Kiet Quach	X		

4. FULL Agenda Item 4: Proposal of Future Agenda Items.

Board Member comment: Member Long proposed adding agenda items to determine March and May 2027 board meeting dates.

Public comment: Stephen Prisby on behalf of The American Board of Dental Examiners (ADEX), stated that he will be presenting an update to the Dental Board of California (DBC) in August 2026. Mr. Prisby stated that he would be willing to do his presentation for the Board (DHBC) as well.

5. FULL Agenda Item 5: Adjournment.

President Pacheco adjourned the Full Board meeting at **11:11 a.m.**

DHBC
Dental Hygiene
Board of California

Saturday, July 18, 2026

Dental Hygiene Board of California

FULL Board Agenda Item 13.

Executive Officer's Report.

- **Personnel.**
- **Budget.**
- **Sunset Review.**

Department of Consumer Affairs

Expenditure Projection Report

Dental Hygiene Board of California
Reporting Structure(s): 11111100 Support
Fiscal Month: 11
Fiscal Year: 2025 - 2026
Run Date: 07/01/2026

PERSONAL SERVICES

Fiscal Code	Line Item	PY Budget	PY YTD	PY Encumbrance	PY YTD + Encumbrance	PY FM13	Budget	Current Month	YTD	Encumbrance	YTD + Encumbrance	Projections to Year End	Balance
5100 PERMANENT POSITIONS		$1,022,000	$803,088	$0	$803,088	$858,437	$1,057,000	$84,875	$725,700	$0	$725,700	$813,703	$243,297
5100 TEMPORARY POSITIONS		$59,000	$0	$0	$0	$0	$59,000	$0	$341	$0	$341	$341	$58,659
5105-5108 PER DIEM, OVERTIME, & LUMP SUM		$24,000	$3,800	$0	$3,800	$6,004	$24,000	$0	$2,604	$0	$2,604	$4,700	$19,300
5150 STAFF BENEFITS		$535,000	$432,689	$121	$432,810	$466,379	$566,000	$47,425	$423,974	$0	$423,974	$475,363	$90,637
PERSONAL SERVICES		$1,640,000	$1,239,577	$121	$1,239,698	$1,330,821	$1,706,000	$132,300	$1,152,618	$0	$1,152,618	$1,294,107	$411,893

OPERATING EXPENSES & EQUIPMENT

Fiscal Code	Line Item	PY Budget	PY YTD	PY Encumbrance	PY YTD + Encumbrance	PY FM13	Budget	Current Month	YTD	Encumbrance	YTD + Encumbrance	Projections to Year End	Balance
5301 GENERAL EXPENSE		$217,000	$8,148	$1,519	$9,667	$13,797	$217,000	$497	$7,683	$1,472	$9,155	$19,281	$197,719
5302 PRINTING		$17,000	$6,297	$21,641	$27,938	$28,149	$17,000	$0	$3,906	$19,627	$23,533	$24,445	-$7,445
5304 COMMUNICATIONS		$13,000	$2,291	$0	$2,291	$2,757	$13,000	$345	$3,174	$0	$3,174	$3,808	$9,192
5306 POSTAGE		$20,000	$6,961	$0	$6,961	$10,063	$20,000	$0	$4,844	$0	$4,844	$9,159	$10,841
53202-204 IN STATE TRAVEL		$20,000	$17,126	$0	$17,126	$17,889	$20,000	$530	$9,736	$0	$9,736	$22,000	-$2,000
5322 TRAINING		$8,000	$4,400	$0	$4,400	$4,400	$8,000	$0	$1,875	$0	$1,875	$1,875	$6,125
5324 FACILITIES		$147,000	$137,097	$12,142	$149,240	$150,661	$147,000	$12,813	$138,734	$12,423	$151,157	$153,474	-$6,474
53402-53403 C/P SERVICES (INTERNAL)		$74,000	$187,514	$2,850	$190,364	$225,546	$74,000	$13,240	$146,859	$0	$146,859	$184,683	-$110,683
53404-53405 C/P SERVICES (EXTERNAL)		$57,000	$39,709	$11,739	$51,448	$45,816	$21,000	$875	$14,398	$4,090	$18,488	$21,696	-$696
5342 DEPARTMENT PRORATA		$554,000	$479,167	$0	$479,167	$522,426	$565,000	$44,833	$520,166	$0	$520,166	$565,000	$0
5342 DEPARTMENTAL SERVICES		$30,000	$79,938	$0	$79,938	$93,605	$30,000	$3	$41,633	$0	$41,633	$41,742	-$11,742
5344 CONSOLIDATED DATA CENTERS		$14,000	$0	$0	$0	$5,450	$14,000	$0	$0	$0	$0	$6,503	$7,497
5346 INFORMATION TECHNOLOGY		$3,000	$1,371	$831	$2,202	$2,203	$3,000	$137	$1,371	$274	$1,645	$2,305	$695
5362-5368 EQUIPMENT		$0	$1,319	$16,382	$17,701	$17,701	$0	$0	$6,544	$0	$6,544	$6,544	-$6,544
5390 OTHER ITEMS OF EXPENSE		$8,000	$0	$0	$0	$0	$8,000	$0	$0	$0	$0	$0	$8,000
54 SPECIAL ITEMS OF EXPENSE		$0	$175	$0	$175	$335	$0	$853	$910	$0	$910	$1,742	-$1,742
OPERATING EXPENSES & EQUIPMENT		$1,182,000	$971,512	$67,105	$1,038,618	$1,140,799	$1,157,000	$74,126	$901,834	$37,886	$939,720	$1,064,258	$92,742
OVERALL TOTALS		$2,822,000	$2,211,089	$67,227	$2,278,316	$2,471,619	$2,863,000	$206,426	$2,054,451	$37,886	$2,092,338	$2,358,365	$504,635
REIMBURSEMENTS		-$6,000				-$40,000	-$6,000					-$6,000	
OVERALL NET TOTALS		$2,816,000	$2,211,089	$67,227	$2,278,316	$2,431,619	$2,857,000	$206,426	$2,054,451	$37,886	$2,092,338	$2,352,365	$504,635
													17.66%

Department of Consumer Affairs

Revenue Projection Report

Reporting Structure(s): 11111100 Support
Fiscal Month: 11
Fiscal Year: 2025 - 2026
Run Date: 07/01/2026

Revenue

Fiscal Code	Budget	July	August	September	October	November	December	January	February	March	April	May	June	Year to Date	Projection To Year End
Delinquent Fees	$50,000	$3,480	$4,380	$4,090	$4,400	$4,280	$2,870	$6,180	$2,950	$4,560	$3,090	$3,800	$3,080	$44,080	**$47,160**
Other Regulatory Fees	$174,000	$12,788	$14,719	$11,002	$8,977	$7,194	$3,877	$17,903	$36,591	$19,950	$11,177	$17,354	$17,200	$161,532	**$178,732**
Other Regulatory License and	$186,000	$31,122	$19,380	$13,140	$16,652	$16,568	$9,775	$14,190	$17,385	$14,228	$15,755	$23,817	$10,500	$192,013	**$202,513**
Other Revenue	$164,000	$80	$0	$0	$56,238	$1,588	$1	$59,226	$185	$0	$58,536	$0	$50,000	$175,854	**$225,854**
Renewal Fees	$2,872,000	$250,380	$247,360	$357,340	$467,370	$217,350	$227,820	$264,120	$233,440	$255,860	$205,450	$149,770	$52,500	$2,876,260	**$2,928,760**
Revenue	$3,446,000	$297,851	$285,839	$385,572	$553,636	$246,980	$244,343	$361,620	$290,551	$294,598	$294,008	$194,741	$107,000	$3,449,740	**$3,583,020**

Reimbursements

Fiscal Code	Budget	July	August	September	October	November	December	January	February	March	April	May	June	Year to Date	Projection To Year End
Scheduled Reimbursements	$6,000	$98	$0	$49	$147	$98	$49	$98	$49	$49	$0	$147	$0	$784	**$784**
Unscheduled Reimbursements	$0	$406	$6,154	$1,337	$4,640	$1,120	$2,110	$5,511	$1,841	$15,368	$1,338	$1,043	$0	$40,871	**$41,276**
Reimbursements	$0	$504	$6,154	$1,386	$4,787	$1,218	$2,159	$5,609	$1,890	$15,417	$1,338	$1,190	$0	$41,655	**$42,060**

3140 - State Dental Hygiene Fund
Analysis of Fund Condition
(Dollars in Thousands)
2026 Budget Act w FM 11

Prepared 7.1.2026

	Actuals 2024-25	CY 2025-26	BY 2026-27	BY +1 2027-28
BEGINNING BALANCE	$ 3,834	$ 4,840	$ 5,881	$ 6,334
Prior Year Adjustment	$ 16	$ -	$ -	$ -
Adjusted Beginning Balance	$ 3,850	$ 4,840	$ 5,881	$ 6,334
REVENUES, TRANSFERS AND OTHER ADJUSTMENTS				
Revenues				
4121200 - Delinquent fees	$ 47	$ 47	$ 51	$ 51
4127400 - Renewal fees	$ 2,905	$ 2,929	$ 2,873	$ 2,873
4129200 - Other regulatory fees	$ 230	$ 179	$ 174	$ 174
4129400 - Other regulatory licenses and permits	$ 234	$ 203	$ 188	$ 188
4143500 - Miscellaneous Services to the Public	$ 2	$ -	$ -	$ -
4163000 - Income from surplus money investments	$ 208	$ 225	$ 241	$ 284
Totals, Revenues	$ 3,626	$ 3,583	$ 3,527	$ 3,570
TOTALS, REVENUES, TRANSFERS AND OTHER ADJUSTMENTS	$ 3,626	$ 3,583	$ 3,527	$ 3,570
TOTAL RESOURCES	$ 7,476	$ 8,423	$ 9,408	$ 9,904
Expenditures:				
1111 Department of Consumer Affairs (State Operations)	$ 2,439	$ 2,316	$ 2,839	$ 2,924
9892 Supplemental Pension Payments (State Operations)	$ 7	$ -	$ -	
9900 Statewide General Administrative Expenditures (Pro Rata) (State Operations)	$ 190	$ 226	$ 235	$ 235
TOTALS, EXPENDITURES AND EXPENDITURE ADJUSTMENTS	$ 2,636	$ 2,542	$ 3,074	$ 3,159
FUND BALANCE				
Reserve for economic uncertainties	$ 4,840	$ 5,881	$ 6,334	$ 6,745
Months in Reserve	22.8	23.0	24.1	24.9

NOTES:
1. Assumes workload and revenue projections are realized in BY+1 and ongoing.
2. Expenditure growth projected at 3% beginning BY+1.

ASSEMBLY COMMITTEE ON
BUSINESS & PROFESSIONS
(916) 319-3301 | abp.assembly.ca.gov

Sunset Review Schedule

2025	2026	2027	2028
Board of Behavioral Sciences	Board of Barbering and Cosmetology	Acupuncture Board	Architects Board & Landscape Architects
Board of Psychology	Board of Registered Nursing	Bureau of Automotive Repair	Board of Vocational Nursing and Psychiatric Technicians
Bureau of Real Estate Appraisers	Bureau for Private and Postsecondary Education	Bureau of Household Goods & Services	Bureau of Security and Investigative Services
California Board of Optometry	California Board of Naturopathic Medicine	California Tax Education Council	California Board of Accountancy
California State Board of Pharmacy	California Board of Occupational Therapy	Dental Hygiene Board of California	California State Athletic Commission
Department of Real Estate	California Council for Interior Design	Medical Board of California	Cemetery and Funeral Bureau
California Massage Therapy Council	Physical Therapy Board	Professional Fiduciaries Bureau	Contractors' State License Board
Physician Assistant Board	Respiratory Care Board	Structural Pest Control Board	Court Reporters Board
Podiatric Medical Board of California	Speech-Language Pathology & Audiology & Hearing Aid Dispensers Board	Osteopathic Medical Board of California	Dental Board of California
Veterinary Medical Board	State Board of Chiropractic Examiners		Professional Engineers, Land Surveyors, & Geologists

DHBC
Dental Hygiene
Board of California

Saturday, July 18, 2026

Dental Hygiene Board of California

FULL Board Agenda Item 14.

Discussion and Possible Action to Determine the 2027 Meeting Date(s).

CALIFORNIA DEPARTMENT OF CONSUMER AFFAIRS
BUSINESS, CONSUMER SERVICES, AND HOUSING AGENCY • GAVIN NEWSOM, GOVERNOR
DENTAL HYGIENE BOARD OF CALIFORNIA
2005 Evergreen Street, Suite 1350 Sacramento, CA 95815
P (916) 263-1978 | F (916) 623-4093 | www.dhbc.ca.gov

MEMORANDUM

DATE	July 18, 2026
TO	Dental Hygiene Board of California
FROM	Anthony Lum Executive Officer
SUBJECT	**FULL 14: Dental Hygiene Board of California 2027 Meeting Dates.**

The DHBC normally determines the board meeting dates for the following year at the November meeting; however, it was requested to address this issue at the July 2026 meeting so members have more advance notice of the meeting dates to appropriately plan their schedules for the following calendar year. Staff have reviewed potential meeting dates for 2027 and they are presented for your consideration.

2027 DHBC Proposed Meeting Dates (see 2027 calendar next page):

Friday, March 19 – Saturday, March 20, 2027.

Friday, May 14, 2027 - Teleconference to Address Proposed Legislation.

Friday, July 16 – Saturday, July 17, 2027.

Friday, November 19 – Saturday, November 20, 2027.

(Note: two-day meetings may be condensed into a single-day meeting, if warranted).

Member	Aye	Nay	Other
Joanne Pacheco			
Sonia “Pat” Hansen			
Sherman King			
Michael Long			
Justin Matthews			
Sridevi Ponnala			
Naleni “Lolly” Tribble-Agarwal			
Julie Elginer			
Nicolas Quach			

2027

January

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

DHBC
Dental Hygiene
Board of California

Saturday, July 18, 2026

Dental Hygiene Board of California

FULL Board Agenda Item 15.

Discussion, Possible Action, and Update on the Board's 2024 – 2028 Strategic Plan.

MEMORANDUM

DATE	July 9, 202618, 2026
TO	DHBC Board Members
FROM	Dental Hygiene Board of California
SUBJECT	**FULL 14: Status of DHBC 2024 – 2028 Strategic Plan Objectives**

The following chart identifies each DHBC program objective and provides updates to the 27 DHBC 2024 – 2028 Strategic Plan Objectives. The highlighted items are incomplete.

DHBC 2024-2028 STRATEGIC PLAN OBJECTIVE	OBJECTIVE'S CURRENT STATUS
LICENSING	
1.1 Simplify renewal language in BreEZe.	Ongoing process and open to revisions with DCA Legal's and Office of Information Service's (IT) approval. May need taskforce to identify what needs simplification in the renewal language.
1.2 Streamline the continuing education process to promote compliance.	Ongoing review process but complete, as continued CE audits are conducted to ensure compliance.
1.3 Explore A Spanish-language version of the California Law and Ethics exam to increase access.	After researching the possibility of a Spanish version of the Law & Ethics examination in conjunction with the DCA Office of Professional Examination Services (OPES), it is very cost prohibitive and labor intensive on an ongoing basis to create a Spanish version of the exam. Alternatives suggested by OPES to a Spanish exam are to allow translators into the examination or provide an English to Spanish translation book for the student to use during the exam. Please remember that students are required to be proficient in English to

	enroll in the dental hygiene educational programs, so they should already be familiar with the English language, and a general translation book may not accurately define medical or dental hygiene terms.
1.4 Improve information provided to schools to better prepare students for the California Law & Ethics examination.	Completed in communications with program directors. Multiple schools have reported they provide a law and ethics presentation or course to their graduating students. DHBC has frequently offered licensing presentations to schools for their graduating students, and many have accepted our offer to review licensure requirements.
ENFORCEMENT	
2.1 Increase the percentage of continuing education audits performed to improve compliance.	Ongoing and complete. There has been a decrease in the frequency of CE audits due to new staff being trained, but once up to speed, audit pace should improve to normal levels which is roughly 5%.
2.2 Identify efficiencies in the enforcement process to reduce processing times.	Ongoing and complete. Management is frequently assessing the enforcement processes and has implemented several procedural changes to improve efficiencies in the program. Many of the cases depend on submissions from third party entities which may delay or pend a case until the documents or reports are received to move cases forward. Internal procedures are constantly reviewed and modified for improved efficiency.
2.3 Develop a stronger onboarding and cross training process to support transition of new staff.	Complete and ongoing. All new staff are cross trained in other areas once they've become acclimated to their primary program roles.
2.4 Educate Board members on their role in the enforcement process to communicate expectations.	Ongoing.

2.5 Increase licensee awareness about the enforcement process.	Ongoing and drafts of ENF information to post on the website are under review. When ENF documents are sent to licensees, explanations and legal reference sections of the DHBC's authority are included for clarification. Please keep in mind that most licensees are law abiding and the specific enforcement processes to make licensees aware is TBD.
2.6 Develop accessible resources that assist consumers in filing complaints.	Ongoing and complete, as consumer complaint information is on the website under the Consumers tab.
2.7 Review and amend disciplinary guidelines to ensure clarity and understanding.	TBD.
LEGISLATION AND REGULATION	
3.1 Review current anesthesia supervision requirements and make recommendations for possible amendments to increase access to patient care.	Although access to care is an important issue, this is an expansion of scope/practice issue and should not be initiated by the DHBC, as its primary mission is *consumer protection*. Defer this issue to the California Dental hygienists' Association (CDHA).
3.2 Perform a comprehensive review of current scope of practice requirements and make recommendations for possible statutory changes to increase access to patient care.	Although access to care is an important issue, this is an expansion of scope/practice issue and should not be initiated by the DHBC, as its primary mission is *consumer protection*. Defer this issue to the CDHA for scope issues.
3.3 Pursue regulations to transfer California Code of Regulations Title 16 authority applicable to dental hygiene (Division 11) from existing Dental Board regulations (Division 10).	Ongoing and mostly complete.
EDUCATIONAL OVERSIGHT	
4.1 Evaluate workload and seek additional staff resources if needed to increase site visits and improve oversight.	Ongoing assessments, evaluation, and plans for a second site visit team are being reviewed.
4.2 Propose new laws to further define acceptable non-hygiene dental courses	Will need a DHBC taskforce to address the specifics of this objective (i.e., what type of non-hygiene dental courses), as

that fulfill continuing education requirements.	CE regulations are very specific to what is acceptable for CE credit.
4.3 Update regulations to allow credit for initial coursework from accredited programs.	Complete. California Code of Regulations section 1017(s) already provides *licensees* with CE credit if they are enrolled full time in educational programs of dentistry, dental hygiene (RDH & RDHAP) or RDA programs. Upon renewal, transcripts are required to provide CE credit.
4.4 Encourage expanded use of satellite campuses and distance education settings to provide access to care in rural settings.	Complete. The DHBC continues to encourage schools to use satellite campuses or distance education to increase access in rural settings. However, its use is determined by the respective school and not the DHBC to use these options to improve access, as there may be costs incurred for them to consider. Schools have informed us that tight budgets and appropriate locations limit their ability to establish satellite or extramural sites to provide dental hygiene services. The application for extramural clinic sites is on the DHBC website under Forms and Publications/Educational Programs.
4.5 Encourage schools to include student work in health care environments as curriculum related community service hours to increase access to public health care.	Complete. The DHBC always encourages schools to include student work for community service to increase access to care. However, it's determined by the respective school and not the DHBC to use these options to improve access, as there may be a cost to the school to implement this provision.
ADMINISTRATION	
5.1 Evaluate workload, reorganize, and/or seek additional management-level staff resources to improve oversight and increase effectiveness.	Complete. The Board obtained additional management-level staff to address oversight and increase program effectiveness.
5.2 Improve methods of organizing and distributing meeting materials to Board members.	Complete. Staff improved board members' access to meeting materials or other important information by using the online "Box" shared folder for access.

5.3 Update the Board Member Procedural Manual to ensure Board members are well-informed.	In progress, taskforce is addressing revision to manual and draft should be presented to Board for approval and completed in 2026.
5.4 Collaborate with DCA to update the Board's website to improve ease of use and accessibility.	DCA proposed updating our website in the past and is currently reviewing the effectiveness of streamlining all DCA websites to a more uniform configuration rather than having close to 40 different templates. Updates will be provided as DCA determines specifics for program websites. Outcome is TBD.
OUTREACH AND COMMUNICATION	
6.1 Provide more information to students about the Licensing process.	Complete but ongoing. Staff increased their outreach efforts to graduating students. They have conducted sixteen (16) outreach sessions (both RDH and RDHAP) over the past year. Staff have emailed reminders to the DHEP program directors in the past of the outreach service option available to them and to notify us when they want to schedule a session.
6.2 Increase outreach to consumers, applicants, and licensees through social media, newsletter, and website.	Staff respond quickly to communications from stakeholders and post updated information on the DHBC's website. Plans for additional staff are TBD to increase outreach on social media platforms and in-person or virtual events and program support. May request additional positions from Sunset Review bill, as they've been identified in the SR report.
6.3 Improve communication with stakeholders.	Complete but ongoing. As stated above, staff have increased communication with stakeholders.
6.4 Evaluate workload and seek additional staff resources if needed to perform more diverse outreach.	Always ongoing to assess whether staff resources are needed for any program. Outreach staff has been more difficult to obtain due to the administration's specific categories and restrictions on approving new staff positions.

DHBC
Dental Hygiene
Board of California

Saturday, July 18, 2026

Dental Hygiene Board of California

FULL Board Agenda Item 16.

Discussion and Possible Action on the Board Member Procedural Manual Draft Language.

- **Adopt Rosenberg Rules of Order.**
- **Review and Update Draft Language.**

MEMORANDUM

DATE	July 18, 2026
TO	Dental Hygiene Board of California
FROM	Anthony Lum Executive Officer
SUBJECT	**FULL 16: Discussion and Possible Action on Draft DHBC Board Member Procedural Manual.**

BACKGROUND

The DHBC updates its Board Member Procedural Manual every few years or when important changes are needed. The last update was completed in 2022, and the current Board requested to address reviewing and updating its procedural manual. At the November 2025 meeting, the Board assigned an Ad-hoc Committee to address the update of the manual. The committee has met twice (February 13, 2026, and June 18, 2026) and has made substantial progress but has a couple of issues to discuss with the Full Board. They are:

1) To vote to incorporate the use of Rosenberg Rules of Order when conducting public meetings (see meeting materials for information).
2) Obtain Full Board member input on draft language pertaining to an individual member's opposing viewpoints away from official Board actions while working in their professional or other capacity (non-board related activities). Pages 3 & 16 (highlighted).

Suggested Motion:
I move to enact the use of Rosenberg Rules of Order when the DHBC conducts its public meetings.

Member	Aye	Nay	Other
Joanne Pacheco			
Sonia "Pat" Hansen			
Sherman King			
Michael Long			
Justin Matthews			
Sridevi Ponnala			
Naleni "Lolly" Tribble-Agarwal			
Julie Elginer			
Nicolas Quach			

Suggested Motion:
I move to accept the proposed language for the DHBC Board member procedural manual pertaining to the issue of member opposition while working in their professional or other capacity away from Board activities.

Member	Aye	Nay	Other
Joanne Pacheco			
Sonia “Pat” Hansen			
Sherman King			
Michael Long			
Justin Matthews			
Sridevi Ponnala			
Naleni “Lolly” Tribble-Agarwal			
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DENTAL HYGIENE BOARD OF CALIFORNIA BOARD MEMBER PROCEDURAL MANUAL
(REVISED 2026)

- Revised Coverpage
- Revised Table of Contents
- End of Manual: Appendices and Revised Index (double spaced?)
- Entire manual double spaced?

Chapter 1: Introduction

The Dental Hygiene Board of California (DHBC) is the only self-regulating dental hygiene agency of its kind in the United States. The California Legislature established the Dental Hygiene Committee of California in 2008 as an independent committee within the Department of Consumer Affairs (DCA). In 2018 through Senate Bill 1482 (Ch. 858, Statutes of 2018), the Legislature approved for the Committee to become a full autonomous Board (DHBC) as of January 1, 2019, under the purview of DCA. In California, the DHBC holds authority to regulate the dental hygiene profession and dental hygiene educational programs under the guidance of statutes contained in the Business and Professions Code (BPC), Sections 1900 - 1967.4 and sections of the California Code of Regulations (CCR), Sections 1100 - 1153. The following is a summary of the DHBC's responsibilities in the interest of consumer protection:

- Issue, suspend, and enforce dental hygiene licenses and permits.
- Oversee licenses placed on probation or issued citation and fine for non-compliance of the law.
- Conduct investigation of and administer action for license violations.
- Conduct random continuing education audits to ensure licensees comply with license renewal laws.
- Pursue legislation.
- Create and enforce regulations.
- Grant, renew, and withdraw approval of dental hygiene educational programs.
- Conduct site visits to dental hygiene educational programs to ensure compliance of the law and Commission on Dental Accreditation (CODA) Standards.
- Review and approve feasibility studies for new dental hygiene educational

programs.

- Develop and maintain the dental hygiene Law and Ethics Examination in conjunction with the Office of Professional Examination Services.
- Collaborate with professional associations, stakeholders, other government agencies to resolve DHBC issues; and
- Participate in outreach and support of the dental and dental hygiene community.

DHBC Mission Statement

To protect the public and consumers by meeting the oral health needs of all Californians through equitable regulation, enforcement, and dental hygiene educational oversight.

DHBC members are appointed by the Governor and the Legislature. The Governor appoints seven board members, and the State Assembly Speaker appoints one public member while the Senate Rules Committee appoints a second public member. The standard term of appointment is four years in duration. The Governor and Legislature shall have the power to remove any member from the DHBC for neglect of duty required by law, for incompetence, or for unprofessional or dishonorable conduct. If a member resigns, the resigning member shall send a letter to the Governor or appropriate appointing authority notifying them of the member's resignation and effective last date of service. A copy of the letter of resignation shall be sent to the Director of DCA, the DHBC President, and the DHBC Executive Officer (EO).
This procedure manual is provided to guide members in the discharge of their duties and to ensure DHBC effectiveness and efficiency.

DHBC Governance Principles

(Proposed new section – insert in Chapter 1 or immediately following Chapter 2)

Purpose and Authority

The DHBC is a deliberative body established by statute to regulate the practice of

dental hygiene in order to protect the public. The DHBC acts collectively, and its authority is exercised through actions taken by a majority of members at properly noticed public meetings or as otherwise authorized by law. Individual members do not possess independent authority to act on behalf of the DHBC unless expressly authorized by statute, regulation, or formal Board action.

Fiduciary Responsibilities of DHBC Members

In carrying out their duties, DHBC members owe fiduciary responsibilities to the public and to the State of California. These responsibilities include:

- **Duty of Care** – to act in good faith, prepare for meetings, review materials, ask informed questions, and exercise independent judgment.
- **Duty of Loyalty** – to place the interests of the public above personal, professional, financial, or organizational interests.
- **Duty of Obedience** – to act within the scope of the DHBC's statutory authority and comply with applicable laws, regulations, and policies.

Collective Decision-Making

DHBC decisions are made through open deliberation and formal action in compliance with the Bagley-Keene Open Meeting Act and other applicable laws. Once the DHBC takes official action, members are expected to respect the DHBC's decision, even when individual members may have voted in the minority.

Chapter 2: Composition

Members - The DHBC shall consist of nine members. There shall be four public members, four registered dental hygienist (RDH) members, and one dentist member. Each licensed member shall possess, at the time of appointment and throughout the member's term on the DHBC, a valid California license in good standing to practice in the member's respective field of dentistry or dental hygiene.

- Public members - No public member shall have been licensed under this

chapter within five years of the public member's date of appointment, nor shall the public member possess or acquire any financial interest in a business related to the practice of dentistry or dental hygiene during the public member's term on the DHBC.

- RDH members - Of the RDH members, one shall be licensed either in alternative practice or in extended functions; one shall be a dental hygiene educator; and two shall be RDHs.
- Dentist member - The dentist member shall be licensed either as a general dentist or a public health dentist.

Mid-term vacancies shall be filled by Governor or Legislative appointment depending upon which board member creates the vacancy, and the newly appointed member shall serve the remainder of his or her predecessor's unexpired term.

Role of Individual Members

Each member contributes expertise, perspective, and judgment to DHBC deliberations. Members are encouraged to ask questions, express differing viewpoints, and engage in respectful discussion; however, members shall not:

- Direct staff outside of established channels.
- Commit the DHBC to a position or action without DHBC approval; or
- Represent personal opinions as official positions of the DHBC.

Professional Conduct and Public Trust

DHBC members shall conduct themselves in a manner that upholds public confidence in the integrity, independence, and fairness of the DHBC. Members shall avoid actions or statements that could reasonably be perceived as compromising the DHBC's objectivity, neutrality, or regulatory mission.

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Officers and Committees

DHBC officers and committees serve to facilitate the work of the DHBC but do not possess authority independent of the full DHBC, except as expressly delegated. Committees are advisory in nature and make recommendations for consideration by the full DHBC.

Member Officers - The DHBC shall elect a President, a Vice President, and a Secretary from its membership. The election shall be held at the final meeting of the calendar year. The newly elected member officers shall assume their respective offices on January 1st of the following year. Each term of service for a member officer position is one year. No person shall serve as a member officer for more than two consecutive years unless extenuating circumstances prevail, requiring the majority of the members vote in favor of an extension. If an office becomes vacant during the year, an election shall be held at the next meeting.

Suggestion (not a requirement): for DHBC officers, have at least one public and one licensee member in each slate of officers unless extenuating circumstances prevail, requiring the majority of the members vote in favor of an exemption.

DHBC Officer Nominations:
Interested candidates are requested to prepare a one-page written summary outlining their qualifications for the position they are applying for, which will serve as a self-nomination, and submitted to the EO one month prior to the final meeting of the calendar year. The nominations shall be distributed as part of the meeting materials. At the final meeting, the EO shall ask if there are any additional nominations for the officer positions. Any nominated member may be given up to 5 minutes of floor time to explain why they are qualified for the position.

President - The President is the spokesperson for the DHBC. The President represents the DHBC by attending hearings and other meetings with legislators, DCA, and stakeholders. The President attends Dental Board of California

meetings as necessary. The President may testify, sign letters, and address the media on behalf of the DHBC. The President shall copy the Executive Officer (EO) on all written communications made on behalf of the DHBC and the EO shall forward the communication to all members.

The President is the chief official responsible for DHBC business. The President chairs and facilitates DHBC meetings, approves DHBC meeting agendas, signs specified full DHBC enforcement orders, establishes committees, appoints the Chairperson and members of each committee, and when necessary, assigns members at large to serve in the absence of committee members. The President may establish task forces and Ad-hoc committees to research policy questions or other issues as needed.

The President is the immediate supervisor of the EO. Specific instructions for work on policy matters by the EO from DHBC members shall be coordinated through the President. The President shall meet and communicates with the EO on a regular basis. The President holds approval authority for the EO's timesheets, travel expense claims, and leave requests. The President performs the following duties to lead the EO evaluation process:

- The President shall obtain an Executive Officer Performance Evaluation Guide from DCA Office of Human Resources (DCA OHR). (Add this language to Appendix? Pull sample from prior EO evaluation to share).
- The President shall distribute the Executive Officer Performance Evaluation Guide to DHBC members.
- The President shall collect each member's input and creates a draft EO Performance Appraisal and Salary Administration.
- The President shall present a draft EO Performance Appraisal and Salary Administration to the DHBC annually.
- The President shall ensure that discussion of EO Performance Appraisal and Salary Administration is noticed on the DHBC meeting agenda for

which it will be deliberated. Deliberation on EO Performance Appraisal and Salary Administration shall be conducted annually. Deliberation on the EO Performance Appraisal and Salary Administration shall be conducted in closed session unless the EO requests to the President in writing that the matter be discussed in open session.

- Before the close of deliberations, the President shall ensure that the DHBC approves an EO Performance Appraisal and Salary Administration Report.
- The President shall provide the EO with a written EO Performance Appraisal and Salary Administration Report annually.
- The President shall initiate the Exempt Position Request (EPR) process through the DCA OHR should the board determine that a salary adjustment or elevation in exempt position level of the EO is warranted.

Vice President - The Vice President assists the President at the President's request and may assume the duties above in the President's absence.

Secretary - The Secretary calls the roll at each DHBC meeting and reports whether a quorum is established. The Secretary also calls the roll vote for each agendized action item voted upon and records the official vote results for the record. Performs other duties as requested from the President.

Executive Officer

Role of the Executive Officer (EO):

- Acts as the chief executive of the DHBC.
- Responsible for implementing DHBC policies and directives as established by DHBC members.
- Oversee all administrative and operational functions of the DHBC.
- Serves as the primary liaison between the DHBC, the Department of Consumer Affairs (DCA), other state agencies, stakeholders, and the public.
- Provides professional guidance and recommendations to the DHBC on

regulatory, licensing, enforcement, and policy matters.

- Ensures compliance with state law and regulations related to the dental hygiene profession's scope of practice.
- Ensures dental hygiene educational programs maintain compliance of the law and Commission on Dental Accreditation (CODA) Standards.
- Establishes working relationships with all DHBC members to be a resource for education, procedural, program, or administrative issues and is the point of contact for DHBC staff.

- Recruitment and Selection - The DHBC shall institute an open recruitment plan to maintain a pool of qualified candidates. The DHBC shall also work with the DCA Office of Human Resources for recruitment procedures. The selection of an EO shall be included as an item of business which must be noticed in a written agenda and transacted at a public meeting.
- Appointment - The appointed EO is exempt from civil service and serves at the pleasure of the DHBC. Appointment of the EO is subject to approval by the Director of the DCA.
  Supervision – The President is the direct supervisor of the EO. The EO, with the assistance of an Assistant EO, manages and supervises the staff.
- Vacancy – In the event the EO's position becomes vacant, the DHBC shall appoint the Assistant EO to serve as Interim EO until a permanent appointment can be made. The Interim EO's salary shall be set at an amount within the EO's salary range and the salary shall be applied to the first day of service as an Interim EO. The DHBC shall hold a special meeting within 30 days of the EO's vacancy to appoint an Interim EO, confirm the salary amount, and to initiate the selection process for a new EO.

Staff - Employees of the DHBC, with the exception of the EO, are civil service employees. Their conditions of employment (including pay, benefits, discipline, and evaluations) are governed by a myriad of civil service laws and regulations as well as collective bargaining labor agreements. Because of this complexity, it is appropriate that the DHBC delegate all authority and responsibility for

managing the DHBC staff to the EO and AEO.

Chapter 3: Training & Certification Requirements

Training resources, schedules, and delivery methods are provided or approved by DCA. Members shall complete required trainings within applicable timelines and may access training through DCA-designated platforms, including the Board Member Resource Center or DCA Learning Management System. Records of completed training may be maintained electronically in accordance with DCA policies.

DHBC members are required to complete the following training. Upon completion of each course, members shall send a copy of their Certificate of Completion to the EO or maintain the record in the online Learning Management System (LMS).

- Board Member Orientation Training (BMOT)
- California Ethics Training for State Officials
- Conflict of Interest Certification (Form 700)
- Defensive Driver Training
- Sexual Harassment Prevention

Board Member Orientation Training (BMOT) - Every newly appointed and/or reappointed member is required to complete a New Board Member Orientation training program presented by the DCA within one year of assuming office. The training covers functions, responsibilities, and obligations entailed in service as a DHBC member. For more information and assistance with scheduling, please contact:

Department of Consumer Affairs
SOLID Training Solutions
1747 No. Market Blvd., Ste. 270
Sacramento, CA 95834
(916) 574-8316
SOLID@dca.ca.gov

California Ethics Training for State Officials - Every newly appointed and/or reappointed member is required to complete the California Ethics Training for

State Officials course within six months of appointment and every two years thereafter. The Attorney General's Website contains the required training to be completed. The link to the training is provided below.

LINK: State Officials - Ethics Training Course | State of California - Department of Justice - Office of the Attorney General,

Conflict of Interest Certification (Form 700) - Every newly appointed and/or reappointed member is required to certify, within 30 days of appointment, and each year thereafter by April 1 of each year, specific documents to the general effect that he or she will perform all duties of a DHBC member in an impartial manner, free from bias caused by personal financial interests or the interest of persons who have supported the member. These documents, along with further explanation of conflict-of-interest restrictions and requirements, are available through the Board Member Resource Center on the DCA Website or through the Fair Political Practices Commission (FPPC) at the following link:

LINK: Form 700 Filing Officer Duties | FPPC

Defensive Driver Training - Each member who will drive a vehicle in the course of any official function as a DHBC member, including commuting to DHBC meetings, shall complete, within 10 days of appointment, and every four years thereafter, the Department of Consumer Affairs' Learning Management System (LMS) has Defensive Driver Training available through SOLID. This training can be accessed through the LMS online training system.

Sexual Harassment Prevention - Every newly appointed and/or reappointed member is required to complete Sexual Harassment Prevention training within six months of appointment and every two years thereafter. DCA's Equal Opportunity Employment Office can provide instructions on how to obtain this training which is available through the DCA LMS online system.

Department of Consumer Affairs
Equal Employment Opportunity Office
1625 N. Market St., Suite N330
Sacramento, CA 95834
(916) 574-8280

Note: DHBC member required training is now centralized within DCA's LMS system. Check on other required trainings and add to list.

Chapter 4: Bagely-Keene Open Meeting Act

Applicability

Meetings of the DHBC and its committees are subject to the Bagley-Keene Open Meeting Act (Government Code section 11120 et seq.). This act governs the conduct of meetings of state boards and committees and ensures that deliberations and actions are conducted openly and transparently. All members are encouraged to read the entire Bagley-Keene Open Meeting Act guide prepared by DCA Legal Affairs and accessible through the DCA Website at the following link:

LINK: http://www.dca.ca.gov/publications/bagleykeene_meetingact.pdf.

Key points include the following:

- The DHBC shall post a notice to the public on the Internet/website at least 10 calendar days before regular meetings are held. Alternate format notices shall be made available, upon request, for people with disabilities.
- The notice shall include the agenda.
- During the meeting, the only items that shall be discussed are the items on the noticed agenda, with the exception that the public may raise issues during the Public Comment portion of the meeting.

Meeting Formats: In-Person, Hybrid, and Virtual

DHBC meetings may be conducted in in-person, hybrid, or fully virtual formats, consistent with applicable law. Regardless of the meeting format, all requirements of the Bagley-Keene Open Meeting Act apply equally.

When meetings are conducted using teleconference, videoconference, or hybrid technology, the DHBC shall:

- Provide public access to observe and participate in the meeting as required by law.
- Post meeting notices, agendas, and access instructions on the DHBC website at least ten (10) calendar days in advance of regular meetings. Notices and meeting agendas are required to be posted at each physical location for teleconferences to appropriately notify the public.
- Ensure that the public could provide public comment through the available meeting platform; and
- Conduct all deliberations and actions in a manner that is observable by the public, except where closed session is authorized by law.
- Additional practice guidance regarding participation in remote or hybrid public meetings is provided in the Appendices to this Manual. *

Agenda and Notice Requirements

Only items appearing on the noticed agenda may be discussed or acted upon, except as expressly permitted by the Bagley-Keene Open Meeting Act.

Members may briefly respond to statements made during public comment or refer matters raised to staff for placement on a future agenda but shall not engage in substantive deliberation, discussion, or act on items not properly noticed.

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Prohibition on Serial Communications

Members shall not use direct or indirect communications to discuss, deliberate, or act on DHBC business outside of a properly noticed meeting.

Prohibited serial communications include, but are not limited to:

- Email chains, text messages, or messaging applications involving more than two members in communication.
- Sequential communications where one member relays information or viewpoints between other members individually.
- Group emails or messages that solicit or express opinions on matters within the DHBC's jurisdiction; and
- Use of intermediaries, including staff, to poll or coordinate member positions outside of a meeting.

Members may receive informational communications from staff, provided such communications do not solicit responses, opinions, or deliberation from members.

Use of Chat Functions and Electronic Communications During Meetings

When meetings are conducted using virtual or hybrid platforms that include chat or messaging features:

- Members shall not use private or direct chat functions to communicate with other members regarding DHBC business during the meeting.
- Any chat communications by members related to DHBC business shall be made publicly visible to all meeting participants and the public; and
- Members are discouraged from using chat functions for deliberation and should instead speak on the record whenever possible.

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Electronic Records and Retention

Electronic records related to DHBC meetings, including agendas, minutes, recordings, chat logs, and other electronic communications when applicable, shall be retained in accordance with DHBC record retention policies and applicable law.

Meeting recordings may be created to assist with public transparency and the preparation of minutes but are **not a substitute for official minutes**, which remain the authoritative record of DHBC action. Recordings shall be retained at least until the meeting minutes are approved or accepted, or for a longer period if required by law or policy.

Member Responsibility

Each member shares responsibility for ensuring compliance with the Bagley-Keene Open Meeting Act. Members who are uncertain whether a communication or action may violate open meeting requirements should consult with the Executive Officer or DHBC legal counsel prior to engaging in the communication.

Accessibility and Public Participation

The DHBC strives to ensure its meetings and activities are accessible to individuals with disabilities and that members of the public have meaningful opportunities to participate.

Reasonable accommodation will be provided upon request in accordance with applicable law. Accessibility considerations apply to in-person, hybrid, and virtual meetings and may include accessible meeting locations, assistive technologies, and accessible virtual platforms.

- Issues raised during the meeting but not agenized may, at the discretion of the President, be placed on a future meeting's agenda for discussion.
- For all action items at DHBC meetings, as well as committee meetings of three or more members, the law now requires the DHBC to conduct a roll

call vote for each action item voted upon for the record including the abstention of each member present for that action item. The DHBC shall include this information in its meeting minutes.

- Provision is made to allow special meetings for certain circumstances in which adherence to the 10-day notice requirement would impose a substantial hardship on the state body or where immediate action is required to protect public interest.
- Members shall not contact other members in order to discuss, deliberate, or take action outside the meeting on a matter within the subject matter of the DHBC.
- Members are strongly discouraged from using cell phones during any meeting as this may give the impression of unlawful member-to-member communication.
- Members may seek further clarification and instruction from the EO.
- With the advancement of technology, many meetings are now conducted through online teleconference or video methods. Unless there are new laws that change the parameters of the Open Meetings Act, the same key points must be followed for meetings consisting of two or more board or committee members.

Chapter 5: DHBC (Change name?):

General Rules of Conduct - (Note: move to beginning of Ch. 5)

- Members shall recognize the valuable contributions of all DHBC members.
- Members shall commit appropriate time and effort to DHBC responsibilities including reviewing meeting notes, administrative cases, and other materials provided by staff.
- Members shall adhere to the principles of fairness and impartiality in the discharge of their duty to protect the public, without bias, through the enforcement of DHBC laws and the creation of regulations to govern the practice of dental hygiene.

- Members shall conduct their business in an open manner so that the public may be both informed and involved in accordance with the Bagley-Keene Open Meeting Act.
- Members shall neither privately nor publicly lobby for, nor shall they publicly endorse, or otherwise engage in any personal efforts that would tend to promote their own personal or political views or goals when t… goals are in opposition to a position adopted by the DHBC.
- Members shall never participate in making a governmental d… any way attempt to use their official position to influence a g… decision, in which there is a financial interest to the member or the potential of such. Any DHBC member who feels they are entering into a situation where there is a potential for a conflict of interest shall immediately consult the EO or DHBC's legal counsel.
- Members shall never accept gifts from applicants, licensees, or members of the profession while serving on the DHBC.
- Members shall not disclose or otherwise make known the contents or nature of sensitive, private, or confidential documents or information related to DHBC business.
- Members shall not speak or act on behalf of the DHBC without first notifying the EO and obtaining permission from the President.

Lum, Anthony@DCA
2026-02-13 18:30:00

Obtain legal opinion if member has opposite viewpoint than what the Board has.

Speaking as a DHBC Member vs. Personal Capacity (Proposed new section?)

Identification of DHBC Role

DHBC members may identify their service on the DHBC for informational or biographical context only, provided that such identification does not suggest that the member is speaking or acting on behalf of the DHBC.

Identification of DHBC service shall not be used to imply DHBC endorsement, approval, or adoption of any position, policy, proposal, or activity unless the DHBC has taken formal action authorizing such representation.

Personal Views and Statements

When expressing personal, professional, academic, or policy views in any forum—including public meetings, legislative hearings, professional events, publications, interviews, social media, or other communications—members shall clearly and affirmatively state when such views are their own and not those of the DHBC. Members shall take reasonable steps to ensure that their statements are not reasonably interpreted as official DHBC positions.

Prohibition on Implied Endorsement

Members *shall not* use their DHBC title, position, or authority to:

- Suggest DHBC support for a specific organization, individual, legislative proposal, regulation, product, service, or advocacy position.
- Influence governmental or regulatory decisions outside of formal DHBC action; or
- Obtain preferential treatment or access for themselves or others.

Authorized Representation

Only the DHBC President, or another member expressly authorized by a majority vote of the DHBC, may speak or act on behalf of the DHBC. All authorized communications on behalf of the DHBC shall be coordinated with the Executive Officer.

Questions or Uncertainty

Members who are uncertain whether a communication, appearance, or statement may reasonably be perceived as representing the DHBC shall consult with the Executive Officer or DHBC legal counsel in advance.

Conflict Scenarios & Disclosure Expectations (Proposed new section?)

General Standard

DHBC members shall avoid participating in any DHBC matter in which they have a

financial interest, personal interest, or professional relationship that could reasonably be perceived as impairing the member's objectivity or independence.

The appearance of a conflict of interest issue may be as damaging to public trust as an actual conflict. Members are expected to err on the side of early disclosure and consultation.

Disclosure Expectations

Members shall disclose potential conflicts as soon as they become aware of them. Disclosure should be made to the Executive Officer and, when appropriate, DHBC legal counsel, prior to discussion or action on the matter.

Disclosure does not automatically require recusal; however, recusal is required when mandated by law or when advised by legal counsel.

a) Common Conflict Scenarios

The following examples are provided for guidance and are not exhaustive:

- Prior Professional Relationships:
  A member previously supervised, employed, educated, collaborated with, or was supervised by an individual or entity appearing before the DHBC.
- Organizational Leadership or Advocacy Roles:
  A member serves in a leadership, advisory, or advocacy role with a professional association, nonprofit organization, or educational institution that may be affected by DHBC action.
- Public Statements or Publications:
  A member has publicly expressed strong opinions, authored publications, or engaged in advocacy related to a matter pending before the DHBC.
- Personal Relationships:
  A matter involves a family member, close personal friend, business partner, or individual with whom the member has a significant personal relationship.
- Financial Interests:

A member or an immediate family member has a direct or indirect financial interest in an outcome of DHBC action.

a) Participation and Recusal

When a conflict or potential conflict exists, members may be required to:

- Refrain from participating in discussion.
- Abstain from voting; or
- Fully recuse themselves from the matter.

Members who recuse themselves shall refrain from attempting to influence the matter in any way, including through informal discussions or communications with other members or staff.

b) Consultation and Guidance

Members who are uncertain whether a situation constitutes a conflict of interest or creates the appearance of a conflict shall seek guidance from the Executive Officer or Board legal counsel before participating in the matter.

c) Relationship with FPPC Requirements

This section supplements, and does not replace, applicable conflict-of-interest laws and Fair Political Practices Commission (FPPC) requirements. Members remain responsible for complying with all statutory disclosure and recusal obligations.

Full Board Meetings - The DHBC shall meet at least two times each calendar year with an option for additional meetings, if necessary, to conduct DHBC business. The DHBC shall make a reasonable effort to vary the location of meetings, as economically feasible, to best serve the public and licensees.

Note: for hybrid or teleconference meeting specifications, please review specifics in Appendices.

Member attendance and active participation is critical to the success of DHBC meetings; therefore, if at any time a member cannot attend a meeting, it is

imperative that the member notify the EO as soon as possible so that the EO can verify that a sufficient number of members will be present at the meeting to establish a quorum. To vote on an item of business, a quorum must be present. The presence of five members is necessary to establish a quorum. When a quorum is not present, but members are in attendance at a noticed meeting, members may discuss items of business but they may not take any action.

The President may ascertain from any member whose level of attendance and active participation at noticed meetings and whose timely submittal of mail votes is below standard whether or not the member is able or willing to continue to serve.

Agendas - Any member may submit items to the EO for consideration for future meeting agendas. The President and EO shall review all proposed agenda items received at least 30 days prior to the noticed meeting and the President shall determine which items shall be placed on that meeting's agenda. The EO shall provide the agenda to all members at least 10 days prior to the meeting and the EO shall provide the meeting packet to all members by email no later than seven days prior to the meeting.

Agendas shall focus on the specific tasks assigned by the DHBC and shall include:

- Time for public comments.
- Time for members to recommend new issues to be brought to the DHBC's attention.
- Time for a lunch break if the meeting is a full day.
- Committee agendas shall only contain items dealing with subjects assigned to the respective committee.
- Teleconference agendas shall include the meeting identification and passcode for the public to access the meeting.
- Time accommodation for Closed Session.

Committees - Committees are advisory groups formed to research and

deliberate on specific categories of concern, then recommend actions to the full DHBC for approval. The President shall appoint members to fill positions on each standing committee. A member may serve on multiple committees. Members who attend a committee meeting when not appointed to that committee may sit in the audience but shall not participate in the meeting discussion or voting. There are four standing committees:

- Licensing and Examination Committee
- Enforcement Committee
- Legislative and Regulatory Committee
- Education Committee

Committee Authority & Limitations

Advisory Role of Committees

Committees of the DHBC are advisory in nature. Committees are established to review, analyze, and deliberate on matters assigned by the DHBC or the DHBC President and to make recommendations to the full DHBC for consideration.

Committees do not possess independent authority to act on behalf of the DHBC unless such authority is expressly delegated by statute or formal DHBC action.

Limitations on Committee Authority

Unless expressly authorized by the DHBC, committees shall not:

- Direct or supervise staff.
- Commit the DHBC to a position, policy, or course of action.
- Approve or implement regulations, enforcement actions, or expenditures.
- Represent the DHBC in communications with external entities or stakeholders; or
- Take any action that would bind the DHBC.

Staff Support and Communications

All requests for staff assistance by committees or committee members shall be

coordinated through the Executive Officer. Staff may provide information, analysis, and administrative support to committees consistent with DHBC direction.

Committee Meetings and Compliance

Committee meetings are subject to the Bagley-Keene Open Meeting Act when applicable. Committees shall conduct their meetings in accordance with open meeting requirements and DHBC policies, including notice, agenda, and public participation provisions.

Reporting to the Board

Committees shall report their findings, recommendations, and any proposed actions to the DHBC during a properly noticed public meeting. Final decisions rest solely with the DHBC.

Licensing and Examination Committee - The purpose of the Licensing and Examination Committee is to advise the DHBC on policy matters relating to examination and licensure.

Enforcement Committee - The purpose of the Enforcement Committee is to advise the DHBC on policy matters related to protecting the health and safety of consumers. This includes evaluation of disciplinary statutes and maintenance of regulations and guidelines pertaining to enforcement.

Legislative and Regulatory Committee - The purpose of the L
Regulatory Committee is to review and track legislation that affe
and to recommend positions on legislation. The committee also
information and recommendations on regulatory additions or ch
Note: Sample Legislative Calendar and legislative information is
Appendices. **

02.13.18:
Add leg chedule of annual event and terminology.
provided in each board meeting materials. The schedule due to its annual changes would not be an appropriate item to add to the Board

Education Committee - The purpose of the Education Committee is to advise the DHBC on granting, renewing, or withdrawing approval of educational programs and curriculum content. The committee also provides information and recommendations on feasibility studies for new educational programs.

Ad Hoc Committees - The President may establish ad hoc committees as needed. Any member may request that an ad hoc committee be established. The ad hoc committee is charged with an in-depth review of a specific issue and a recommendation to the DHBC.

Taskforces – The DHBC may establish taskforces to address issues to be returned to the committee or full DHBC for action. Taskforces may enlist the assistance of Subject Matter Experts to create a team to solve them.

Staff Assistance – The DHBC staff are available to provide support and consultation to the DHBC members and committees; however, members must funnel all communications and requests for staff assistance through the EO.

Recordkeeping - All public meetings are recorded using either audio and/or video recording equipment or both. Recordings shall be maintained until either 30 days from the meeting or until after the minutes are approved or accepted, whichever is later. Teleconferences may also be recorded for the minutes and record.

Minutes - Meeting minutes are a summary, not a transcript, of the proceedings. Only a quorum may approve meeting minutes and when less than a quorum is present, they may accept the minutes. A vote shall be taken regarding whether or not to accept/approve the minutes at the next meeting following the meeting for which the minutes pertain. Approved or accepted minutes for the open session portions of DHBC meetings shall be made available for distribution to the public and placed on the DHBC's Website within 30 working days of approval/acceptance.

Voting - All votes shall be captured in a roll call format pursuant to the Bagley-Keene Open Meeting Act and reflected as such in the minutes.

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Chapter 6: Disciplinary Matters Involving Licensees

When a disciplinary matter involving a licensee arises, the Enforcement Analyst shall prepare a comprehensive report on the issue and provide it to all DHBC members. At the close of the report, the Enforcement Analyst shall propose various positions or stipulations for members to consider regarding the matter and shall provide each member with a mail ballot and copy of the voting policy.

Voting on Disciplinary Matters - Each member may vote by mail ballot in favor of one of the proposed disciplinary positions or stipulations, or the member may vote to hold for discussion by writing on his or her ballot "hold for discussion" as well as the reason for the request to hold for discussion. If two or more members vote to hold for discussion, the matter is set aside until it can be discussed during a closed session at the next meeting. Members shall cast new votes after the discussion.

The DHBC shall approve, by a majority vote, any proposed decision or stipulation before the formal discipline becomes final and the penalty can take effect.

For stipulations, a background memorandum from the assigned deputy attorney general accompanies the mail ballot. A two-week deadline is generally given for return of the mail ballot to the DHBC's office.

If the matter is held for discussion, legal counsel will preside over the closed session to assure compliance with the Administrative Procedure Act and Open Meeting Act.

Security Regarding Disciplinary Matters - Members shall not directly participate in complaint handling or investigations. The following guidelines apply but members should contact the EO or DHBC legal counsel for answers to specific questions.

- No member shall access a licensee's or candidate's file.
- Members shall not intervene on behalf of a licensee, candidate for licensure, or respondent for any reason.

- If a member is contacted by a licensee, candidate for licensure, respondent, or by a respondent's attorney, the member shall refer the person making contact to the EO and shall immediately notify the EO of the contact event.

Chapter 7: Per Diem and Reimbursement (new proposed language)

Statutory Authority

Members of the DHBC are entitled to compensation in the amount of one hundred dollars ($100) per day for each day actually spent in the discharge of official duties, in accordance with applicable law.

Members are also entitled to reimbursement for necessary travel and related expenses incurred in the performance of official duties, consistent with DCA policies.

Definition of Official Duties

For purposes of per diem compensation, "official duties" are those activities authorized by the DHBC and performed in furtherance of the DHBC's regulatory responsibilities. Official duties include, but are not limited to:

- Attendance at DHBC and committee meetings
- Preparation for DHBC or committee meetings
- Review and voting on enforcement or licensure matters, including mail ballot items
- Participation in DHBC-required or DHBC-approved training
- Other Board-authorized activities as approved by the DHBC President and/or Executive Officer

These activities are consistent with the DHBC's adopted per diem reporting practices and documentation requirements.

Work Performed Outside of Scheduled Meetings

DHBC members may perform official duties outside of scheduled DHBC or committee meetings, including but not limited to:

- Enforcement case review and decision-making
- Review of licensure or disciplinary materials
- Meeting preparation
- Assigned DHBC-related tasks or projects

Such work may qualify as per diem compensation when it constitutes a full or substantial day of official DHBC business.

Work performed outside of meetings should be coordinated with and, where appropriate, authorized by the DHBC President and/or Executive Officer.

Documentation and Reporting

DHBC members shall document all days for which per diem is claimed using the DHBC-approved per diem reporting form.

The form shall:

- Identify the date(s) of service
- Specify the nature of the official duty performed
- Be signed and submitted in accordance with DHBC administrative procedures

Submission of the per diem form constitutes certification that the activities performed qualify as official duties under this Chapter.

Limitations and Conditions

Per diem compensation is:

- Paid on a per-day basis and not hourly
- Limited to days on which official duties are performed
- Subject to the availability of Board funds and applicable state policies

Per diem shall not be claimed for activities that are personal, political, or otherwise unrelated to DHBC business.

Travel and Expense Reimbursement

DHBC members shall be reimbursed for authorized travel and related expenses incurred in the performance of official duties, in accordance with DCA and state travel policies.

Members are responsible for complying with all documentation and submission requirements for reimbursement.

Member Responsibility

Each DHBC member is responsible for ensuring that per diem claims are accurate, appropriate, and consistent with this Chapter and applicable law.

Questions regarding eligibility for per diem or reimbursement should be directed to the Executive Officer prior to submission.

Chapter 8: Board Member Travel Reimbursement

Members shall obtain the President's approval prior to embarking on any travel in support of the DHBC except for DHBC meetings and mandatory training.

Rules governing members' reimbursement of authorized travel expenses are consistent with rules that apply to management-level state staff[redacted] coordinate with the EO as soon as possible upon return from tra[redacted] expense claims.

02 13 19:09:00

Additional information on travel for this section to provided details.

This consists of the following:

- Completion of the DHBC Travel Expense Claim form to account for time, mileage, and miscellaneous costs incurred while traveling.
- Any travel expense claims must have receipts submitted for reimbursement consideration. This includes transportation services (Lyft, Uber, taxi, bus, or other) to and from destination(s). Items such as bridge tolls, parking, and other travel fees will be reimbursed according to travel policies. Please note that the most cost-effective parking of vehicles must be used when parking at airports for full reimbursement. Otherwise, there may be a reduction in reimbursement of the

cost.

- Submit a $0.00 dollar balance hotel folio/receipt for any hotel stays, as they must be paid in full prior to submission for reimbursement.
- If airfare, rental vehicle, or other transportation methods are arranged by DHBC staff, they will provide proof of transportation costs to submit for reimbursement when submitting the claim. If the transportation is departmentally paid, the DHBC member will not be reimbursed for the costs but need to submit documentation as part of the travel reimbursement claim.
- Because the state does not currently have an active and efficient hotel accommodation reservation system where the cost is departmentally paid, DHBC staff reserve hotel accommodations using personal credit cards until the DHBC member assumes the cost upon check-in at the hotel. The only exception is when hotel arrangements are made through a block reservation provided by the hotel when a meeting room is reserved for the DHBC meetings.
- As of October 2024, meals and incidentals are reimbursed on a per day charge rather than per meal based on travel time while traveling. The system was created by the Department of General Services to streamline the reimbursement of meals and incidentals. Mileage is reassessed on an annual basis unless emergency provisions are approved to increase or decrease the amount of reimbursement per mile.
- All travel reimbursement provisions are based on departmental guidelines and are periodically updated as needed.

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Appendices

Sample Mail Ballot Model with Separate Hold Provisions

To: All DHBC Members
From: <<Enforcement Analyst>>
Date: <<XXX>>

RE: Mail Ballot for [First] [Last], License No. XXXX Case No. XXXX

THIS MAIL BALLOT MUST BE RETURNED TO THE DHBC NO LATER THAN <<Date>> (If the ballot does not reach the DHBC by this date your vote may not be counted and the DHBC may lose jurisdiction to act).

Please review the attached documents and vote on the above case. Upon completion of this mail ballot, please return it to me in the enclosed envelope or fax it to me at (916) 263-2688 by the date noted above.

The decision presented is a:

- Proposed Decision. The DHBC will lose jurisdiction to act on [Government Code Section 11517(d)].
- Stipulated Decision
- Default Decision
- Probationary License

Please choose one option:

- ○ I vote to adopt (Choose this option if you accept the decision as written).
- ○ I vote to reject (Choose this option if you have questions or concerns).
- ○ I vote to recuse myself (Choose this option if you believe you have a conflict).
- ○ I vote to hold for discussion (Choose this option if you would like to discuss at the next DHBC meeting)

_____ _____
DHBC Member Signature Date

If there are any procedural questions about the decision, please call me at (916) 576-5005.

EXPLANATION OF MAIL BALLOT TERMS

Adopt - A vote to adopt the proposed action means that you accept the action as presented.

Default Decision - If an accusation mailed to the last known address is returned by the post office as unclaimed, or if a respondent fails to file a Notice of Defense or fails to appear at the hearing, the respondent is considered in default. The penalty in a case resolved by default is generally revocation of the license. A default decision can be set aside and the case set for hearing if 1) the respondent petitions for reconsideration before the effective date of the decision; and 2) the DHBC grants the petition.

Hold for Discussion - In addition to voting, you should mark this box if you have a question or concern about the decision and would like to discuss the matter with fellow members during a closed session. If you vote to reject, you may also wish to hold the case. TWO votes must be received to hold a case. If the case is a stipulated decision, the DHBC staff can explain why they entered into the agreement. If the case is either type, you may contact the DHBC's assigned legal counsel to discuss the merits of the case.

Proposed Decision - Following a hearing, the administrative law judge shall draft a proposed decision recommending an outcome based on the facts and the DHBC's disciplinary guidelines. At its discretion, the DHBC may impose a lesser penalty than that in the proposed decision. If the DHBC desires to increase a proposed penalty, however, it must vote to reject or non-adopt the proposed decision, read the transcript of the hearing, and review all exhibits prior to acting on the case.

Recusal - Mark this box if you believe you cannot participate in making the decision because you have a specific conflict. Common examples are if the person is a member of your family, a close personal friend, or business partner. If you are unsure if you should recuse yourself, you should contact the EO or the assigned DHBC legal counsel.

Reject - A vote to reject (non-adopt) the proposed action means that you disagree with one or more portions of the proposed action and do not want it adopted as the DHBC's decision. This vote should be used if you believe an additional term or condition of probation should be added (or deleted) or would otherwise modify the proposed penalty.

Stipulated Decision - At any time during the disciplinary process, the parties to the matter (the EO and the respondent) can agree to a disposition of the case. With the EO's consent, the Deputy Attorney General can negotiate a stipulated decision (also referred to as a stipulated agreement) based on the DHBC's disciplinary guidelines. The DHBC may adopt the stipulated decision as proposed, may counter-offer and

recommend other provisions, or may reject the agreement. If respondent declines to accept a proposed counteroffer, the case continues in the standard disciplinary process.

Summary of Outcomes - If a proposed decision is rejected, the transcript will be ordered and the case scheduled for argument according to DHBC policy. After reviewing the record, the DHBC will be able to adopt the decision as previously written or modify the decision as it deems appropriate, except that a cost recovery order may not be increased. If a stipulated decision is rejected, the case will be set for hearing unless a counteroffer is made during a closed session. If a default decision is rejected, the case will be set for hearing.

EXPLANATION OF ENFORCEMENT TERMS

Accusation - Charges filed against a licensee alleging violations of the laws and regulations relating to the practice of dental hygiene.

Default Decision - Licensee fails to respond to the Accusation by filing a Notice of Defense or fails to appear at the administrative hearing.

Denied - The application for licensure as a dental hygienist is denied.

Decision - The order of the DHBC in a disciplinary action.

Interim Suspension Order (ISO) - An order issued upon petition by the DHBC, suspending a licensee from all or a part of his or her practice in dental hygiene.

Petition to Revoke Probation - Charges filed against a probationer seeking revocation of their license based upon violation(s) of probation.

Probation - Terms and conditions placed on a licensee for a specific period of time as a result of disciplinary action.

Probationary License - A conditional license issued to an applicant with terms and conditions for a specific period of time.

Public Reprimand - Licensee was reprimanded for a minor violation(s).

Revoked - Licensee's right to practice is ended and the license is taken back.

Revoked, Stayed, Probation - "Stayed" means the revocation is postponed. Professional practice may continue so long as the licensee complies with the specific terms and conditions ordered. Violation of probation may result in the revocation that was postponed.

Statement of Issues - Charges filed against an applicant to deny licensure.

Stipulated Decision - A Settlement agreed to in lieu of a formal hearing to resolve the accusation and impose discipline.

Surrender - Licensee stipulates to surrender the license. The right to practice is ended.

Suspension - Licensee is prohibited from practicing for a specific period of time.

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DHBC ACRONYMS

Agencies

AGO	Attorney General's Office
DBC	Dental Board of California
DCA	Department of Consumer Affairs
DHBC	Department of Consumer Affairs
DHBC	Dental Hygiene Board of California
DHCC	Dental Hygiene Committee of California
DOJ	Department of Justice
OAH	Office of Administrative Hearings
OAL	Office of Administrative Law
OPES	Office of Professional Examination Services
PSI	Psychological Services Incorporated

Organizations

ADA	American Dental Association
ADEA	American Dental Education Association
ADEX	American Board of Dental Examiners (CDCA-WREB-CITA)
ADHA	American Dental Hygienists Association
BPPE	Bureau for Private-Post Secondary Education
CAPPS	California Assoc. of Private Post-Secondary Schools
CCC	California Community Colleges
CDA	California Dental Association
CDHA	California Dental Hygienists Association
CDHEA	California Dental Hygiene Educators Association
CODA	Commission on Dental Accreditation
CRDTS	Central Regional Dental Testing Services, Inc.
DHCS	California Department of Healthcare Services
DPH	California Department of Public Health
FPPC	California Fair Political Practices Commission
HCAI	California Department of Health Care Access and Information
WREB	Western Regional Examination Board

California Legal Codes

BPC	Business and Professions Code
CCR	California Code of Regulations
CORP	California Corporations Code
EDC	California Education Code
GOV	California Government Code
HSC	California Health and Safety Code

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Titles/Degrees

AEO	Assistant Executive Officer
AG	Attorney General
ALJ	Administrative Law Judge
DA	Dental Assistant
DA	District Attorney
DAG	Deputy Attorney General
DDS	Doctor of Dental Surgery
DHEP	Dental Hygiene Educational Program
DMD	Doctor of Medicine in Dentistry
EO	Executive Officer
PD	Program Director (DHEP program director)

Licenses

FNP	Fictitious Name Permit
ITR	Interim Therapeutic Restoration
LBC	Licensure by Credential
MDHC	Mobile Dental Hygiene Clinic
RDA	Registered Dental Assistant
RDAEF	Registered Dental Assistant in Extended Functions
RDH	Registered Dental Hygienist
RDHAP	Registered Dental Hygienist in Alternative Practice
RDHEF	Registered Dental Hygienist in Extended Functions
RDM	Radiographic Decision Making
SLN	Soft Tissue Curettage, Local Anesthesia administration, and Nitrous Oxide and Oxygen analgesia

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***Appendix 1**

Remote and Hybrid Meeting Participation Protocol*

Purpose

This appendix provides guidance for DHBC members participating remotely in DHBC or committee meetings. Members participating remotely shall ensure compliance with the Bagley-Keene Open Meeting Act, support public access, and maintain the integrity of Board proceedings.

This appendix supplements Chapter 4 of this Manual and applicable legal requirements.

Advance Coordination with DHBC Staff

DHBC members participating remotely shall coordinate with DHBC staff in advance of the meeting and provide sufficient information to support required public notice and public access.

Members shall provide:

- The **name of the business, library, or public facility** serving as the remote meeting location.
- The **specific meeting room location**, when applicable (e.g., conference room name, library meeting room, floor, suite number, or office designation); and
- Any additional information reasonably necessary to assist members of the public in locating the meeting space.

First-Come, First-Served Public Meeting Spaces

When using a public facility in which meeting rooms are assigned on a **first-come, first-served basis** or are otherwise unavailable for advance reservation, members shall notify DHBC staff as early as practicable of the intended location.

Once the specific room or location is confirmed, members shall communicate final room information to DHBC staff **as soon as practicable** so that reasonable efforts may be made to assist the public in locating the meeting space. DHBC staff will arrange adequate set up time at each physical location to accommodate the teleconference schedule.

Examples may include public libraries, community centers, or other reservable public meeting facilities.

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Public Access Requirements

Members participating remotely from a publicly identified meeting location shall ensure that the public can reasonably access and observe the meeting.

At the remote meeting location:

- The **meeting agenda shall be printed and physically posted** at the meeting location.
- Members of the public attending the location must be able to **hear the meeting clearly**; and
- The meeting environment shall support public observation consistent with applicable law.

When meetings are held within larger buildings or public facilities (e.g., libraries, office buildings, conference centers, or government facilities), reasonable efforts should be made to assist members of the public in locating the designated meeting room.

Reasonable efforts may include:

- Posting signage at the entrance, front office, reception desk, or nearby location identifying the meeting room.
- Providing directional information to assist public access; and
- Clearly identifying the designated meeting space.

Voluntary Sign-In Sheet

When members of the public attend a remote meeting location in person, a **voluntary sign-in sheet** may be made available for logistical or administrative purposes.

Use of a sign-in sheet shall:

- Be entirely voluntary.
- Not be required as a condition of attendance or participation; and
- Not inhibit, discourage, or delay public access or comment.

Meeting Materials and Technology

Members participating remotely should:

- Have access to a printed or electronic copy of the meeting agenda and supporting materials.

- Arrive sufficiently early to set up the meeting location, post the agenda, and address any public access needs.
- Test internet, audio, and video functionality in advance of the meeting.
- Join the meeting early to resolve technical issues.
- Maintain a reliable connection throughout the meeting whenever possible; and
- Keep Board staff contact information readily available in the event technical or logistical issues arise.

Technical Difficulties

DHBC members participating remotely should make reasonable efforts to ensure reliable technology and uninterrupted participation.

If technical difficulties occur that interfere with public access, audibility, or member participation, the member shall promptly notify DHBC staff, the Chair, meeting Moderator, or the Executive Officer.

When feasible, members should attempt to:

- Reconnect to the meeting platform.
- Utilize alternative audio or internet access methods; or
- Relocate to a more suitable environment if necessary.

The Chair may briefly pause proceedings or take other reasonable action to support orderly participation and public access consistent with applicable law.

Confidentiality and Closed Session Participation

Board members participating remotely during a closed session shall take reasonable steps to preserve confidentiality.

Members shall:

- Participate from a location that reasonably protects confidential discussions from being overheard.
- Avoid public or shared environments where confidentiality cannot reasonably be maintained.
- Use headphones or other privacy measures when appropriate; and

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- Notify the Chair or Executive Officer immediately if privacy or technical issues arise that could compromise confidentiality.

Professional Participation

Members participating remotely should maintain a professional meeting environment and minimize unnecessary distractions or interruptions during DHBC proceedings.

Members should be prepared to actively participate in deliberations and ensure their audio and video settings support clear communication throughout the meeting.

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Rosenberg's Rules of Order

REVISED 2011

Simple Rules of Parliamentary Procedure for the 21st Century

By Judge Dave Rosenberg

LEAGUE OF CALIFORNIA CITIES

MISSION and CORE BELIEFS

To expand and protect local control for cities through education and advocacy to enhance the quality of life for all Californians.

VISION

To be recognized and respected as the leading advocate for the common interests of California's cities.

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Established in 1898, the League of California Cities is a member organization that represents California's incorporated cities. The League strives to protect the local authority and automony of city government and help California's cities effectively serve their residents. In addition to advocating on cities' behalf at the state capitol, the League provides its members with professional development programs and information resources, conducts education conferences and research, and publishes Western City magazine.

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About the Author

Dave Rosenberg is a Superior Court Judge in Yolo County. He has served as presiding judge of his court, and as presiding judge of the Superior Court Appellate Division. He also has served as chair of the Trial Court Presiding Judges Advisory Committee (the committee composed of all 58 California presiding judges) and as an advisory member of the California Judicial Council. Prior to his appointment to the bench, Rosenberg was member of the Yolo County Board of Supervisors, where he served two terms as chair. Rosenberg also served on the Davis City Council, including two terms as mayor. He has served on the senior staff of two governors, and worked for 19 years in private law practice. Rosenberg has served as a member and chair of numerous state, regional and local boards. Rosenberg chaired the California State Lottery Commission, the California Victim Compensation and Government Claims Board, the Yolo-Solano Air Quality Management District, the Yolo County Economic Development Commission, and the Yolo County Criminal Justice Cabinet. For many years, he has taught classes on parliamentary procedure and has served as parliamentarian for large and small bodies.

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Introduction

The rules of procedure at meetings should be simple enough for most people to understand. Unfortunately, that has not always been the case. Virtually all clubs, associations, boards, councils and bodies follow a set of rules — *Robert's Rules of Order* — which are embodied in a small, but complex, book. Virtually no one I know has actually read this book cover to cover. Worse yet, the book was written for another time and for another purpose. If one is chairing or running a parliament, then *Robert's Rules of Order* is a dandy and quite useful handbook for procedure in that complex setting. On the other hand, if one is running a meeting of say, a five-member body with a few members of the public in attendance, a simplified version of the rules of parliamentary procedure is in order.

Hence, the birth of *Rosenberg's Rules of Order.*

What follows is my version of the rules of parliamentary procedure, based on my decades of experience chairing meetings in state and local government. These rules have been simplified for the smaller bodies we chair or in which we participate, slimmed down for the 21st Century, yet retaining the basic tenets of order to which we have grown accustomed. Interestingly enough, *Rosenberg's Rules* has found a welcoming audience. Hundreds of cities, counties, special districts, committees, boards, commissions, neighborhood associations and private corporations and companies have adopted *Rosenberg's Rules* in lieu of *Robert's Rules* because they have found them practical, logical, simple, easy to learn and user friendly.

This treatise on modern parliamentary procedure is built on a foundation supported by the following four pillars:

1. **Rules should establish order.** The first purpose of rules of parliamentary procedure is to establish a framework for the orderly conduct of meetings.
2. **Rules should be clear.** Simple rules lead to wider understanding and participation. Complex rules create two classes: those who understand and participate; and those who do not fully understand and do not fully participate.
3. **Rules should be user friendly.** That is, the rules must be simple enough that the public is invited into the body and feels that it has participated in the process.
4. **Rules should enforce the will of the majority while protecting the rights of the minority.** The ultimate purpose of rules of procedure is to encourage discussion and to facilitate decision making by the body. In a democracy, majority rules. The rules must enable the majority to express itself and fashion a result, while permitting the minority to also express itself, but not dominate, while fully participating in the process.

Establishing a Quorum

The starting point for a meeting is the establishment of a quorum. A quorum is defined as the minimum number of members of the body who must be present at a meeting for business to be legally transacted. The default rule is that a quorum is one more than half the body. For example, in a five-member body a quorum is three. When the body has three members present, it can legally transact business. If the body has less than a quorum of members present, it cannot legally transact business. And even if the body has a quorum to begin the meeting, the body can lose the quorum during the meeting when a member departs (or even when a member leaves the dais). When that occurs the body loses its ability to transact business until and unless a quorum is reestablished.

The default rule, identified above, however, gives way to a specific rule of the body that establishes a quorum. For example, the rules of a particular five-member body may indicate that a quorum is four members for that particular body. The body must follow the rules it has established for its quorum. In the absence of such a specific rule, the quorum is one more than half the members of the body.

The Role of the Chair

While all members of the body should know and understand the rules of parliamentary procedure, it is the chair of the body who is charged with applying the rules of conduct of the meeting. The chair should be well versed in those rules. For all intents and purposes, the chair makes the final ruling on the rules every time the chair states an action. In fact, all decisions by the chair are final unless overruled by the body itself.

Since the chair runs the conduct of the meeting, it is usual courtesy for the chair to play a less active role in the debate and discussion than other members of the body. This does not mean that the chair should not participate in the debate or discussion. To the contrary, as a member of the body, the chair has the full right to participate in the debate, discussion and decision-making of the body. What the chair should do, however, is strive to be the last to speak at the discussion and debate stage. The chair should not make or second a motion unless the chair is convinced that no other member of the body will do so at that point in time.

The Basic Format for an Agenda Item Discussion

Formal meetings normally have a written, often published agenda. Informal meetings may have only an oral or understood agenda. In either case, the meeting is governed by the agenda and the agenda constitutes the body's agreed-upon roadmap for the meeting. Each agenda item can be handled by the chair in the following basic format:

First, the chair should clearly announce the agenda item number and should clearly state what the agenda item subject is. The chair should then announce the format (which follows) that will be followed in considering the agenda item.

Second, following that agenda format, the chair should invite the appropriate person or persons to report on the item, including any recommendation that they might have. The appropriate person or persons may be the chair, a member of the body, a staff person, or a committee chair charged with providing input on the agenda item.

Third, the chair should ask members of the body if they have any technical questions of clarification. At this point, members of the body may ask clarifying questions to the person or persons who reported on the item, and that person or persons should be given time to respond.

Fourth, the chair should invite public comments, or if appropriate at a formal meeting, should open the public meeting for public input. If numerous members of the public indicate a desire to speak to the subject, the chair may limit the time of public speakers. At the conclusion of the public comments, the chair should announce that public input has concluded (or the public hearing, as the case may be, is closed).

Fifth, the chair should invite a motion. The chair should announce the name of the member of the body who makes the motion.

Sixth, the chair should determine if any member of the body wishes to second the motion. The chair should announce the name of the member of the body who seconds the motion. It is normally good practice for a motion to require a second before proceeding to ensure that it is not just one member of the body who is interested in a particular approach. However, a second is not an absolute requirement, and the chair can proceed with consideration and vote on a motion even when there is no second. This is a matter left to the discretion of the chair.

Seventh, if the motion is made and seconded, the chair should make sure everyone understands the motion.

This is done in one of three ways:

1. The chair can ask the maker of the motion to repeat it;
2. The chair can repeat the motion; or
3. The chair can ask the secretary or the clerk of the body to repeat the motion.

Eighth, the chair should now invite discussion of the motion by the body. If there is no desired discussion, or after the discussion has ended, the chair should announce that the body will vote on the motion. If there has been no discussion or very brief discussion, then the vote on the motion should proceed immediately and there is no need to repeat the motion. If there has been substantial discussion, then it is normally best to make sure everyone understands the motion by repeating it.

Ninth, the chair takes a vote. Simply asking for the "ayes" and then asking for the "nays" normally does this. If members of the body do not vote, then they "abstain." Unless the rules of the body provide otherwise (or unless a super majority is required as delineated later in these rules), then a simple majority (as defined in law or the rules of the body as delineated later in these rules) determines whether the motion passes or is defeated.

Tenth, the chair should announce the result of the vote and what action (if any) the body has taken. In announcing the result, the chair should indicate the names of the members of the body, if any, who voted in the minority on the motion. This announcement might take the following form: "The motion passes by a vote of 3-2, with Smith and Jones dissenting. We have passed the motion requiring a 10-day notice for all future meetings of this body."

Motions in General

Motions are the vehicles for decision making by a body. It is usually best to have a motion before the body prior to commencing discussion of an agenda item. This helps the body focus.

Motions are made in a simple two-step process. First, the chair should recognize the member of the body. Second, the member of the body makes a motion by preceding the member's desired approach with the words "I move … "

A typical motion might be: "I move that we give a 10-day notice in the future for all our meetings."

The chair usually initiates the motion in one of three ways:

1. **Inviting the members of the body to make a motion,** for example, "A motion at this time would be in order."
2. **Suggesting a motion to the members of the body,** "A motion would be in order that we give a 10-day notice in the future for all our meetings."
3. **Making the motion.** As noted, the chair has every right as a member of the body to make a motion, but should normally do so only if the chair wishes to make a motion on an item but is convinced that no other member of the body is willing to step forward to do so at a particular time.

The Three Basic Motions

There are three motions that are the most common and recur often at meetings:

The basic motion. The basic motion is the one that puts forward a decision for the body's consideration. A basic motion might be: "I move that we create a five-member committee to plan and put on our annual fundraiser."

The motion to amend. If a member wants to change a basic motion that is before the body, they would move to amend it. A motion to amend might be: "I move that we amend the motion to have a 10-member committee." A motion to amend takes the basic motion that is before the body and seeks to change it in some way.

The substitute motion. If a member wants to completely do away with the basic motion that is before the body, and put a new motion before the body, they would move a substitute motion. A substitute motion might be: "I move a substitute motion that we cancel the annual fundraiser this year."

"Motions to amend" and "substitute motions" are often confused, but they are quite different, and their effect (if passed) is quite different. A motion to amend seeks to retain the basic motion on the floor, but modify it in some way. A substitute motion seeks to throw out the basic motion on the floor, and substitute a new and different motion for it. The decision as to whether a motion is really a "motion to amend" or a "substitute motion" is left to the chair. So if a member makes what that member calls a "motion to amend," but the chair determines that it is really a "substitute motion," then the chair's designation governs.

A "friendly amendment" is a practical parliamentary tool that is simple, informal, saves time and avoids bogging a meeting down with numerous formal motions. It works in the following way: In the discussion on a pending motion, it may appear that a change to the motion is desirable or may win support for the motion from some members. When that happens, a member who has the floor may simply say, "I want to suggest a friendly amendment to the motion." The member suggests the friendly amendment, and if the maker and the person who seconded the motion pending on the floor accepts the friendly amendment, that now becomes the pending motion on the floor. If either the maker or the person who seconded rejects the proposed friendly amendment, then the proposer can formally move to amend.

Multiple Motions Before the Body

There can be up to three motions on the floor at the same time. The chair can reject a fourth motion until the chair has dealt with the three that are on the floor and has resolved them. This rule has practical value. More than three motions on the floor at any given time is confusing and unwieldy for almost everyone, including the chair.

When there are two or three motions on the floor (after motions and seconds) at the same time, the vote should proceed *first* on the *last* motion that is made. For example, assume the first motion is a basic "motion to have a five-member committee to plan and put on our annual fundraiser." During the discussion of this motion, a member might make a second motion to "amend the main motion to have a 10-member committee, not a five-member committee to plan and put on our annual fundraiser." And perhaps, during that discussion, a member makes yet a third motion as a "substitute motion that we not have an annual fundraiser this year." The proper procedure would be as follows:

First, the chair would deal with the *third* (the last) motion on the floor, the substitute motion. After discussion and debate, a vote would be taken first on the third motion. If the substitute motion *passed*, it would be a substitute for the basic motion and would eliminate it. The first motion would be moot, as would the second motion (which sought to amend the first motion), and the action on the agenda item would be completed on the passage by the body of the third motion (the substitute motion). No vote would be taken on the first or second motions.

Second, if the substitute motion *failed*, the chair would then deal with the second (now the last) motion on the floor, the motion to amend. The discussion and debate would focus strictly on the amendment (should the committee be five or 10 members). If the motion to amend *passed*, the chair would then move to consider the main motion (the first motion) as *amended*. If the motion to amend *failed,* the chair would then move to consider the main motion (the first motion) in its original format, not amended.

Third, the chair would now deal with the first motion that was placed on the floor. The original motion would either be in its original format (five-member committee), or if *amended*, would be in its amended format (10-member committee). The question on the floor for discussion and decision would be whether a committee should plan and put on the annual fundraiser.

To Debate or Not to Debate

The basic rule of motions is that they are subject to discussion and debate. Accordingly, basic motions, motions to amend, and substitute motions are all eligible, each in their turn, for full discussion before and by the body. The debate can continue as long as members of the body wish to discuss an item, subject to the decision of the chair that it is time to move on and take action.

There are exceptions to the general rule of free and open debate on motions. The exceptions all apply when there is a desire of the body to move on. The following motions are not debatable (that is, when the following motions are made and seconded, the chair must immediately call for a vote of the body without debate on the motion):

Motion to adjourn. This motion, if passed, requires the body to immediately adjourn to its next regularly scheduled meeting. It requires a simple majority vote.

Motion to recess. This motion, if passed, requires the body to immediately take a recess. Normally, the chair determines the length of the recess which may be a few minutes or an hour. It requires a simple majority vote.

Motion to fix the time to adjourn. This motion, if passed, requires the body to adjourn the meeting at the specific time set in the motion. For example, the motion might be: "I move we adjourn this meeting at midnight." It requires a simple majority vote.

Motion to table. This motion, if passed, requires discussion of the agenda item to be halted and the agenda item to be placed on "hold." The motion can contain a specific time in which the item can come back to the body. "I move we table this item until our regular meeting in October." Or the motion can contain no specific time for the return of the item, in which case a motion to take the item off the table and bring it back to the body will have to be taken at a future meeting. A motion to table an item (or to bring it back to the body) requires a simple majority vote.

Motion to limit debate. The most common form of this motion is to say, "I move the previous question" or "I move the question" or "I call the question" or sometimes someone simply shouts out "question." As a practical matter, when a member calls out one of these phrases, the chair can expedite matters by treating it as a "request" rather than as a formal motion. The chair can simply inquire of the body, "any further discussion?" If no one wishes to have further discussion, then the chair can go right to the pending motion that is on the floor. However, if even one person wishes to discuss the pending motion further, then at that point, the chair should treat the call for the "question" as a formal motion, and proceed to it.

When a member of the body makes such a motion ("I move the previous question"), the member is really saying: "I've had enough debate. Let's get on with the vote." When such a motion is made, the chair should ask for a second, stop debate, and vote on the motion to limit debate. The motion to limit debate requires a two-thirds vote of the body.

Note: A motion to limit debate could include a time limit. For example: "I move we limit debate on this agenda item to 15 minutes." Even in this format, the motion to limit debate requires a two-thirds vote of the body. A similar motion is a ***motion to object to consideration of an item.*** This motion is not debatable, and if passed, precludes the body from even considering an item on the agenda. It also requires a two-thirds vote.

Majority and Super Majority Votes

In a democracy, a simple majority vote determines a question. A tie vote means the motion fails. So in a seven-member body, a vote of 4-3 passes the motion. A vote of 3-3 with one abstention means the motion fails. If one member is absent and the vote is 3-3, the motion still fails.

All motions require a simple majority, but there are a few exceptions. The exceptions come up when the body is taking an action which effectively cuts off the ability of a minority of the body to take an action or discuss an item. These extraordinary motions require a two-thirds majority (a super majority) to pass:

Motion to limit debate. Whether a member says, "I move the previous question," or "I move the question," or "I call the question," or "I move to limit debate," it all amounts to an attempt to cut off the ability of the minority to discuss an item, and it requires a two-thirds vote to pass.

Motion to close nominations. When choosing officers of the body (such as the chair), nominations are in order either from a nominating committee or from the floor of the body. A motion to close nominations effectively cuts off the right of the minority to nominate officers and it requires a two-thirds vote to pass.

Motion to object to the consideration of a question. Normally, such a motion is unnecessary since the objectionable item can be tabled or defeated straight up. However, when members of a body do not even want an item on the agenda to be considered, then such a motion is in order. It is not debatable, and it requires a two-thirds vote to pass.

Motion to suspend the rules. This motion is debatable, but requires a two-thirds vote to pass. If the body has its own rules of order, conduct or procedure, this motion allows the body to suspend the rules for a particular purpose. For example, the body (a private club) might have a rule prohibiting the attendance at meetings by non-club members. A motion to suspend the rules would be in order to allow a non-club member to attend a meeting of the club on a particular date or on a particular agenda item.

Counting Votes

The matter of counting votes starts simple, but can become complicated.

Usually, it's pretty easy to determine whether a particular motion passed or whether it was defeated. If a simple majority vote is needed to pass a motion, then one vote more than 50 percent of the body is required. For example, in a five-member body, if the vote is three in favor and two opposed, the motion passes. If it is two in favor and three opposed, the motion is defeated.

If a two-thirds majority vote is needed to pass a motion, then how many affirmative votes are required? The simple rule of thumb is to count the "no" votes and double that count to determine how many "yes" votes are needed to pass a particular motion. For example, in a seven-member body, if two members vote "no" then the "yes" vote of at least four members is required to achieve a two-thirds majority vote to pass the motion.

What about tie votes? In the event of a tie, the motion always fails since an affirmative vote is required to pass any motion. For example, in a five-member body, if the vote is two in favor and two opposed, with one member absent, the motion is defeated.

Vote counting starts to become complicated when members vote "abstain" or in the case of a written ballot, cast a blank (or unreadable) ballot. Do these votes count, and if so, how does one count them? The starting point is always to check the statutes.

In California, for example, for an action of a board of supervisors to be valid and binding, the action must be approved by a majority of the board. (California Government Code Section 25005.) Typically, this means three of the five members of the board must vote affirmatively in favor of the action. A vote of 2-1 would not be sufficient. A vote of 3-0 with two abstentions would be sufficient. In general law cities in

California, as another example, resolutions or orders for the payment of money and all ordinances require a recorded vote of the total members of the city council. (California Government Code Section 36936.) Cities with charters may prescribe their own vote requirements. Local elected officials are always well-advised to consult with their local agency counsel on how state law may affect the vote count.

After consulting state statutes, step number two is to check the rules of the body. If the rules of the body say that you count votes of "those present" then you treat abstentions one way. However, if the rules of the body say that you count the votes of those "present and voting," then you treat abstentions a different way. And if the rules of the body are silent on the subject, then the general rule of thumb (and default rule) is that you count all votes that are "present and voting."

Accordingly, under the "present and voting" system, you would **NOT** count abstention votes on the motion. Members who abstain are counted for purposes of determining quorum (they are "present"), but you treat the abstention votes on the motion as if they did not exist (they are not "voting"). On the other hand, if the rules of the body specifically say that you count votes of those "present" then you **DO** count abstention votes both in establishing the quorum and on the motion. In this event, the abstention votes act just like "no" votes.

How does this work in practice? Here are a few examples.

Assume that a five-member city council is voting on a motion that requires a simple majority vote to pass, and assume further that the body has no specific rule on counting votes. Accordingly, the default rule kicks in and we count all votes of members that are "present and voting." If the vote on the motion is 3-2, the motion passes. If the motion is 2-2 with one abstention, the motion fails.

Assume a five-member city council voting on a motion that requires a two-thirds majority vote to pass, and further assume that the body has no specific rule on counting votes. Again, the default rule applies. If the vote is 3-2, the motion fails for lack of a two-thirds majority. If the vote is 4-1, the motion passes with a clear two-thirds majority. A vote of three "yes," one "no" and one "abstain" also results in passage of the motion. Once again, the abstention is counted only for the purpose of determining quorum, but on the actual vote on the motion, it is as if the abstention vote never existed — so an effective 3-1 vote is clearly a two-thirds majority vote.

Now, change the scenario slightly. Assume the same five-member city council voting on a motion that requires a two-thirds majority vote to pass, but now assume that the body **DOES** have a specific rule requiring a two-thirds vote of members "present." Under this specific rule, we must count the members present not only for quorum but also for the motion. In this scenario, any abstention has the same force and effect as if it were a "no" vote. Accordingly, if the votes were three "yes," one "no" and one "abstain," then the motion fails. The abstention in this case is treated like a "no" vote and effective vote of 3-2 is not enough to pass two-thirds majority muster.

Now, exactly how does a member cast an "abstention" vote? Any time a member votes "abstain" or says, "I abstain," that is an abstention. However, if a member votes "present" that is also treated as an abstention (the member is essentially saying, "Count me for purposes of a quorum, but my vote on the issue is abstain.") In fact, any manifestation of intention not to vote either "yes" or "no" on the pending motion may be treated by the chair as an abstention. If written ballots are cast, a blank or unreadable ballot is counted as an abstention as well.

Can a member vote "absent" or "count me as absent?" Interesting question. The ruling on this is up to the chair. The better approach is for the chair to count this as if the member had left his/her chair and is actually "absent." That, of course, affects the quorum. However, the chair may also treat this as a vote to abstain, particularly if the person does not actually leave the dais.

The Motion to Reconsider

There is a special and unique motion that requires a bit of explanation all by itself; the motion to reconsider. A tenet of parliamentary procedure is finality. After vigorous discussion, debate and a vote, there must be some closure to the issue. And so, after a vote is taken, the matter is deemed closed, subject only to reopening if a proper motion to consider is made and passed.

A motion to reconsider requires a majority vote to pass like other garden-variety motions, but there are two special rules that apply only to the motion to reconsider.

First, is the matter of timing. A motion to reconsider must be made at the meeting where the item was first voted upon. A motion to reconsider made at a later time is untimely. (The body, however, can always vote to suspend the rules and, by a two-thirds majority, allow a motion to reconsider to be made at another time.)

Second, a motion to reconsider may be made only by certain members of the body. Accordingly, a motion to reconsider may be made only by a member who voted in the majority on the original motion. If such a member has a change of heart, he or she may make the motion to reconsider (any other member of the body — including a member who voted in the minority on the original motion — may second the motion). If a member who voted in the minority seeks to make the motion to reconsider, it must be ruled out of order. The purpose of this rule is finality. If a member of minority could make a motion to reconsider, then the item could be brought back to the body again and again, which would defeat the purpose of finality.

If the motion to reconsider passes, then the original matter is back before the body, and a new original motion is in order. The matter may be discussed and debated as if it were on the floor for the first time.

Courtesy and Decorum

The rules of order are meant to create an atmosphere where the members of the body and the members of the public can attend to business efficiently, fairly and with full participation. At the same time, it is up to the chair and the members of the body to maintain common courtesy and decorum. Unless the setting is very informal, it is always best for only one person at a time to have the floor, and it is always best for every speaker to be first recognized by the chair before proceeding to speak.

The chair should always ensure that debate and discussion of an agenda item focuses on the item and the policy in question, not the personalities of the members of the body. Debate on policy is healthy, debate on personalities is not. The chair has the right to cut off discussion that is too personal, is too loud, or is too crude.

Debate and discussion should be focused, but free and open. In the interest of time, the chair may, however, limit the time allotted to speakers, including members of the body.

Can a member of the body interrupt the speaker? The general rule is "no." There are, however, exceptions. A speaker may be interrupted for the following reasons:

Privilege. The proper interruption would be, "point of privilege." The chair would then ask the interrupter to "state your point." Appropriate points of privilege relate to anything that would interfere with the normal comfort of the meeting. For example, the room may be too hot or too cold, or a blowing fan might interfere with a person's ability to hear.

Order. The proper interruption would be, "point of order." Again, the chair would ask the interrupter to "state your point." Appropriate points of order relate to anything that would not be considered appropriate conduct of the meeting. For example, if the chair moved on to a vote on a motion that permits debate without allowing that discussion or debate.

Appeal. If the chair makes a ruling that a member of the body disagrees with, that member may appeal the ruling of the chair. If the motion is seconded, and after debate, if it passes by a simple majority vote, then the ruling of the chair is deemed reversed.

Call for orders of the day. This is simply another way of saying, "return to the agenda." If a member believes that the body has drifted from the agreed-upon agenda, such a call may be made. It does not require a vote, and when the chair discovers that the agenda has not been followed, the chair simply reminds the body to return to the agenda item properly before them. If the chair fails to do so, the chair's determination may be appealed.

Withdraw a motion. During debate and discussion of a motion, the maker of the motion on the floor, at any time, may interrupt a speaker to withdraw his or her motion from the floor. The motion is immediately deemed withdrawn, although the chair may ask the person who seconded the motion if he or she wishes to make the motion, and any other member may make the motion if properly recognized.

Special Notes About Public Input

The rules outlined above will help make meetings very public-friendly. But in addition, and particularly for the chair, it is wise to remember three special rules that apply to each agenda item:

Rule One: Tell the public what the body will be doing.

Rule Two: Keep the public informed while the body is doing it.

Rule Three: When the body has acted, tell the public what the body did.

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DHBC
Dental Hygiene
Board of California

Saturday, July 18, 2026

Dental Hygiene Board of California

FULL Board Agenda Item 17.

Discussion and Possible Action on Education Committee Report and Recommendation(s).

DHBC
Dental Hygiene
Board of California

Saturday, July 18, 2026

Dental Hygiene Board of California

FULL Board Agenda Item 18.

Discussion and Possible Action on Legislative and Regulatory Committee Report and Recommendation(s).

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Saturday, July 18, 2026

Dental Hygiene Board of California

FULL Board Agenda Item 19.

Discussion and Possible Action on Licensing and Examination Committee Report and Recommendation(s).

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Saturday, July 18, 2026

Dental Hygiene Board of California

FULL Board Agenda Item 20.

Enforcement Update: Statistical Report.

CALIFORNIA DEPARTMENT OF CONSUMER AFFAIRS
BUSINESS, CONSUMER SERVICES, AND HOUSING AGENCY • GAVIN NEWSOM, GOVERNOR
DENTAL HYGIENE BOARD OF CALIFORNIA
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MEMORANDUM

DATE	July 18, 2026
TO	Members, Dental Hygiene Board of California
FROM	Tifany Moore Assistant Executive Officer
SUBJECT	**Agenda Item FULL 19:** **Enforcement- Review of Statistics and Trends**

The following are the Enforcement Unit statistics.

Complaint Intake

COMPLAINTS RECIEVED							
	FY 23/24	FY 24/25	FY 25/26				
	YTD	YTD	Jul-Sept	Oct-Dec	Jan-Mar	Apr-Jun	YTD
Consumer Complaints Received	113	145	69	40	32	37	**178**
Board Initiated Complaints	18	18	2	2	1	2	**7**
Citations Categorized As Board Complaints	371	298	16	100	17	136	**269**
Arrests/Convictions	22	45	12	18	13	16	**59**
Applicants	37	38	4	3	3	2	**12**
Total	**561**	**544**	**103**	**163**	**66**	**193**	**525**

Complaint Case Type Received							
	FY 23/24	FY 24/25	FY 25/26				
	YTD	YTD	Jul-Sept	Oct-Dec	Jan-Mar	Apr-Jun	YTD
Criminal Charges /Convictions	82	83	16	23	16	12	**67**
Fraud	1	5	2	0	0	0	**2**
Incompetence/ Negligence	4	5	0	0	0	2	**2**
Non-Jurisdictional	16	3	0	0	0	3	**3**
Sexual Misconduct	1	0	1	0	1	0	**2**
Substance Abuse - No criminal charges	2	0	1	0	0	0	**1**
Unprofessional Conduct*	410	379	66	117	41	175	**399**
Unlicensed	10	16	2	5	3	1	**11**
Unsafe/Unsanitary Conditions	1	2	5	4	2	2	**13**
Other	34	51	10	8	3	4	**25**
Total	**561**	**544**	**103**	**157**	**66**	**198**	**525**

*Citations issued for failed CEU Audits are entered into BreEZe as Unprofessional Conduct.

Complaint Closures w/no additional Disciplinary or Administrative Action							
	FY 23/24	FY 24/25	FY 25/26				
	YTD	YTD	Jul-Sept	Oct-Dec	Jan-Mar	Apr-Jun	YTD
License Application With Criminal Conviction Approved	30	31	5	2	3	1	**11**
Insufficient Evidence	16	11	4	3	10	11	**28**
No Violation	47	62	6	13	11	2	**32**
No Jurisdiction	56	59	14	49	13	14	**90**
Other (includes, but not limited to redundant complaints and those awaiting criminal disposition)	43	16	1	6	6	11	**24**
Total	**192**	**179**	**30**	**73**	**43**	**39**	**185**

Investigations

Open Investigations FY 25/26												
	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Desk Investigations	55	66	83	112	88	93	71	61	60	47	49	55
Field Investigations	20	25	28	33	35	38	40	43	50	50	51	41
Total	**75**	**91**	**111**	**145**	**123**	**131**	**111**	**104**	**110**	**97**	**100**	**96**

Closed Investigations FY 25/26												
	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Desk Investigations	10	23	15	41	5	27	18	13	11	17	8	2
Field Investigations	0	0	0	0	0	0	3	0	0	0	9	11
Total	**10**	**23**	**15**	**41**	**5**	**27**	**21**	**13**	**11**	**17**	**17**	**13**

Case Aging for Investigations (Open Cases) Desk Investigations FY 25/26												
	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
0-6 months	27	41	60	84	60	66	49	41	42	32	36	44
7-12 months	15	12	12	16	16	16	15	15	13	11	11	11
>1 yr -1.5 years	3	3	2	3	3	3	1	1	1	1	1	0
>1.5 years - 2 years	2	2	2	2	2	2	2	1	1	1	1	0
>2 years	8	8	7	7	7	6	4	3	3	2	0	0

Case Aging for Investigations (Open Cases) Field Investigations FY 25/26												
	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
0-6 months	11	15	15	20	21	23	25	28	34	34	39	29
7-12 months	4	5	8	8	9	10	10	10	11	11	9	9
>1 yr -1.5 years	2	2	2	2	2	2	2	2	2	2	1	1
>1.5 years - 2 years	2	2	2	2	2	2	2	2	2	2	1	0
>2 years	1	1	1	1	1	1	1	1	1	1	1	2

Attorney General's Office

ATTORNEY GENERAL							
	FY 23/24	FY 24/25	FY 25/26				
	YTD	YTD	Jul-Sept	Oct-Dec	Jan-Mar	Apr-Jun	YTD
Cases Transmitted to AG	18	22	7	4	2	6	**19**
Statement of Issues Filed	3	1	0	0	2	1	**3**
Accusations Filed	8	25	3	4	1	2	**10**
Accusations Withdrawn	0	1	0	0	1	0	**1**

DISCIPLINARY OUTCOMES							
	FY 23/24	FY 24/25	FY 25/26				
	YTD	YTD	Jul-Sept	Oct-Dec	Jan-Mar	Apr-Jun	YTD
Revocation	1	2	1	3	1	3	**8**
Surrender	2	0	0	0	0	0	**0**
Public Reproval	0	8	0	2	1	0	**3**
Probation	2	7	2	2	0	0	**4**
Total	**5**	**17**	**3**	**7**	**2**	**3**	**15**

PROBATION SUBSEQUENT DISCIPLINE							
	FY 23/24	FY 24/25	FY 25/26				
	YTD	YTD	Jul-Sept	Oct-Dec	Jan-Mar	Apr-Jun	YTD
Subsequent Case Transmitted to AG	0	1	1	2	0	0	**3**
Petition to Revoke Probation Filed	0	0	1	0	0	1	**2**
Accusation Filed	0	4	1	2	0	0	**3**
Probation Revoked	0	1	1	0	0	1	**2**
Probation Extended	0	0	0	0	0	1	**1**

Probation

PROBATION							
	FY 23/24	FY 24/25	FY 25/26				
	YTD	YTD	Jul-Sept	Oct-Dec	Jan-Mar	Apr-Jun	YTD
Active	26	21	16	19	18	20	**20**

PROBATION CASES					
FY 25/26					
	Jul-Sept	Oct-Dec	Jan-Mar	Apr-Jun	YTD
Active Probationers	16	19	18	20	**20**
Tolled Probationers	4	4	3	3	**3**
Biological Testing Probationers	14	17	16	18	**18**
Positive Drug Screen for Banned Substances	6	0	0	1	**7**
Violations of Probation Addressed	2	0	0	1	**3**

Citations Statistics

CITATIONS ISSUED							
	FY 23/24	FY 24/25	FY 25/26				
	YTD	YTD	Jul-Sept	Oct-Dec	Jan-Mar	Apr-Jun	YTD
Failed CE Audit	371	291	10	0	116	103	**240**
Enforcement Discipline for Practice or Conduct Violations	10	21	4	1	1	8	**14**
Total	**381**	**312**	**14**	**1**	**117**	**111**	**254**

CITATION INFORMAL CONFERENCE RESULTS							
	FY 23/24	FY 24/25	FY 25/26				
	YTD	YTD	Jul-Sept	Oct-Dec	Jan-Mar	Apr-Jun	YTD
Citation Affirmed	12	9	0	0	0	3	**3**
Citation Modified	36	29	1	0	7	3	**11**
Citation Dismissed	8	13	1	0	5	0	**6**
Total	**56**	**51**	**2**	**0**	**12**	**6**	**17**

TOTAL FINE AMOUNT ORDERED							
	FY 23/24	FY 24/25	FY 25/26				
	YTD	YTD	Jul-Sept	Oct-Dec	Jan-Mar	Apr-Jun	YTD
Citations Issued	$ 275,228	$ 268,200	$22,500	$0.00	$97,100	$101,750	**$221,350**
Citations Modified	$ 13,800	$ 14,825	$500	$0.00	$6,600	$2,450	**$9,550**
Citations Dismissed	$ 4,350	$ 12,350	$1,750	$0.00	$5,500	$750	**$8,000**
Total Amount of Fines	**$ 257,078**	**$ 241,025**	**$20,250**	**$0.00**	**$85,000**	**$98,550**	**$203,800**

Request for Payment Statistics

REQUEST FOR PAYMENT NOTICES SENT - FY 25/26					
	Jul-Sept	Oct-Dec	Jan-Mar	Apr-Jun	Total
Request for Payment Notice 1	0	0	0	28	**28**
Request for Payment Notice 2	2	0	0	11	**13**
Request for Payment Notice 3	2	0	0	0	**2**
Referred to FTB	2	0	0	0	**2**
Initial Fine Outstanding Fine Amount	**$4,750**	**$4,750**	**$4,750**	**$34,175**	**$34,175**
Payments Received	**$0.00**	**$0.00**	**$0.00**	**$13,354**	**$13,354**
Outstanding Fines Grand Total	**$4,750**	**$4,750**	**$4,750**	**$20,821**	**$40,050**

Accounts From Prior Years With FTB for Interception	
Total Active Accounts	**45**
Total Amount Of Outstanding Fines	**$63,650**
Total Amount Received Via FTB Interception	**$2,254**
Outstanding Fines Grand Total	**$61,396**

Payment Plans

Payment Plans – FY 25/26					
	Jul-Sept	Oct-Dec	Jan-Mar	Apr-Jun	Total
Total Pending Payment Plans	*	*	*	*	**14**
Initial Fine Amount Total	*	*	*	*	**$16,250**
Total Amount Paid	*	*	*	*	**$3,266**
Current Total Balance	*	*	*	*	**$12,983**

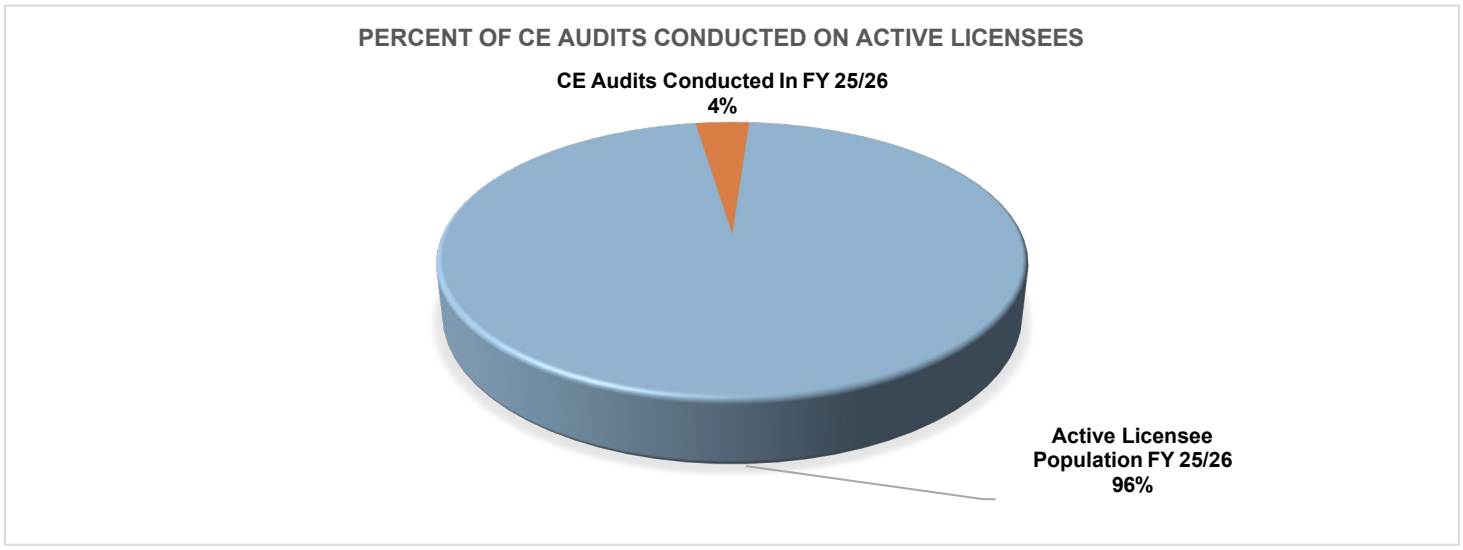
* This is new data we are reporting on, in FY 26/27 the quarterly data will be captured.

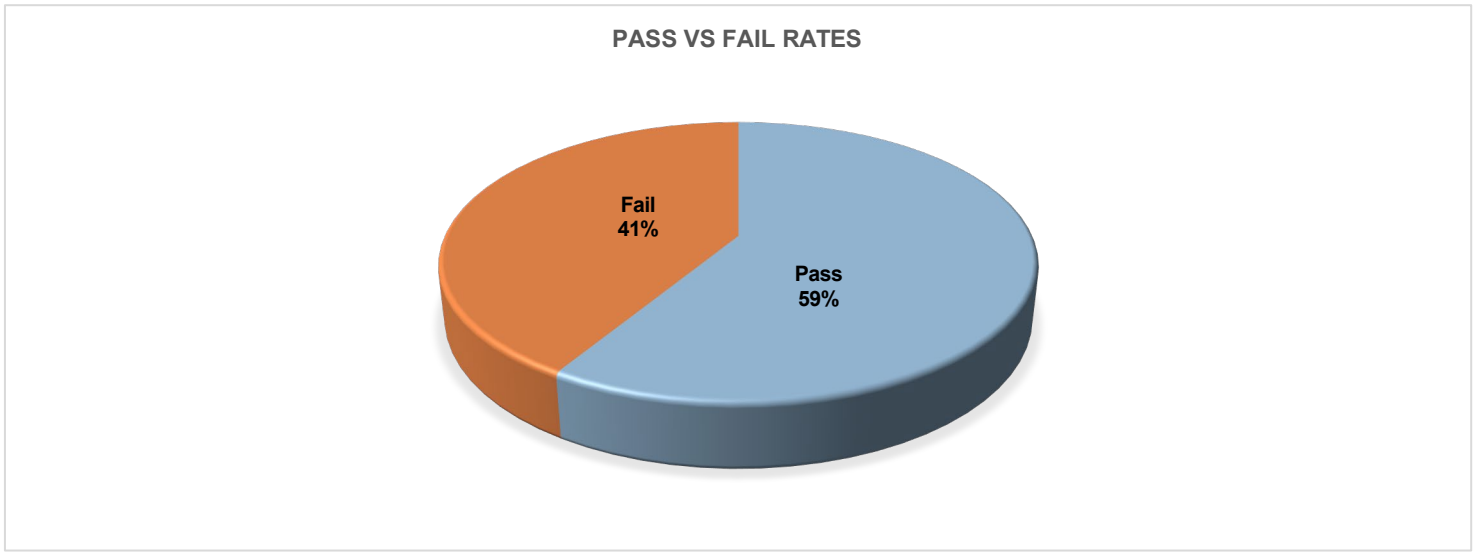
CE Audit Statistics

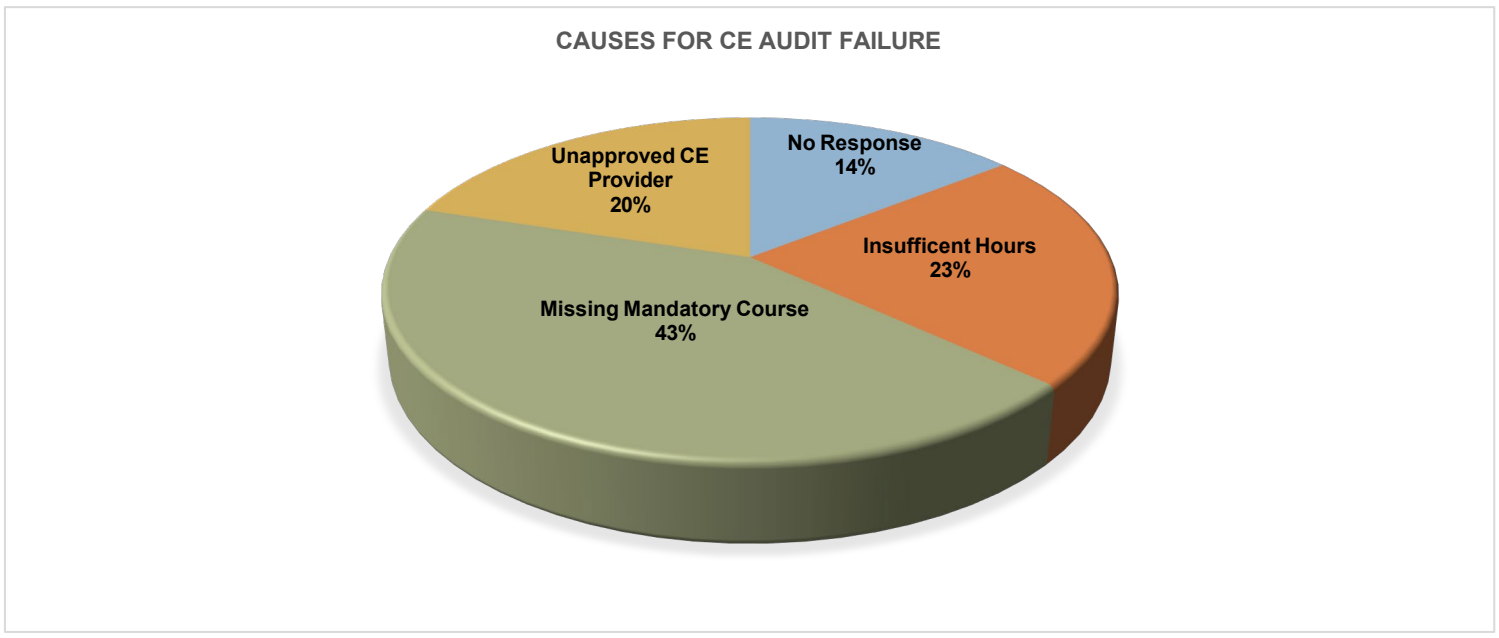
CE AUDIT RESULTS							
	FY 23/24	FY 24/25	FY 25/26				
	YTD	YTD	Jul-Sept	Oct-Dec	Jan-Mar	Apr-Jun	YTD
Pass	182	514	136	61	120	100	**417**
Fail	115	325	103	51	86	53	**293**
Total Audits Conducted	**297**	**839**	**239**	**112**	**206**	**153**	**710**

CAUSE FOR CE AUDIT FAILURE							
	FY 23/24	FY 24/25	FY 25/26				
	YTD	YTD	Jul-Sept	Oct-Dec	Jan-Mar	Apr-Jun	YTD
No Response	4	43	14	7	16	5	**42**
Insufficient Hours	39	61	18	12	20	16	**66**
Missing Mandatory Course(s)	58	132	52	18	35	21	**126**
Unapproved CE Provider	14	89	19	14	15	11	**59**
Total	**115**	**325**	**103**	**51**	**86**	**53**	**293**

CE Audit Pie Charts







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Saturday, July 18, 2026

Dental Hygiene Board of California

FULL Board Agenda Item 21.

Licensing, Continuing Education Audits, and Examination Update: Statistical Report.

Attachment 1: Application Received and Licenses Issued Statistics July 1, 2025- June 30, 2026

APPLICATIONS RECEIVED: FY 2025/2026													
Type of Application	**Jul.**	**Aug.**	**Sept.**	**Oct.**	**Nov.**	**Dec.**	**Jan.**	**Feb.**	**Mar**	**Apr**	**May**	**June**	**Total YTD**
Initial Licensure Applications													
RDH Application by Exam	124	71	26	58	50	25	28	45	55	47	116	213	**858**
RDH Application by Credential	0	4	1	0	1	0	0	4	1	0	2	1	**14**
RDHAP Application	8	7	3	4	3	7	6	1	6	4	11	15	**75**
Fictitious Name Permit Application	1	5	1	2	1	0	2	3	5	3	1	2	**26**
License Renewal Applications													
Type of Application	**Jul.**	**Aug.**	**Sept.**	**Oct.**	**Nov.**	**Dec.**	**Jan.**	**Feb.**	**Mar**	**Apr**	**May**	**June**	**Total YTD**
RDH Renewal Application	805	1,841	1,499	906	817	1,222	1,539	1,595	803	708	820	724	**13,279**
RDHAP Renewal Application	32	97	75	87	59	94	74	65	41	42	33	24	**723**
RDHEF Renewal Application	4	2	0	1	1	1	1	2	0	0	2	0	**14**
Fictitious Name Permit Renewal Application	10	16	10	8	5	10	15	9	10	8	5	6	**112**

LICENSES AND PERMITS ISSUED														
Type of License	**Prior Years**		**Current Year FY 2025/2026**											
	FY 2023/24	**FY 2024/25**	**Jul.**	**Aug.**	**Sept.**	**Oct.**	**Nov.**	**Dec.**	**Jan.**	**Feb.**	**Mar**	**Apr**	**May**	**June**	**Total YTD**
RDH License	806	690	152	102	59	45	47	44	34	21	40	67	66	99	**776**
RDHAP License	76	58	9	6	9	4	5	8	9	9	9	2	8	0	**78**
Fictitious Name Permit	24	21	0	3	5	0	2	0	0	4	4	3	0	0	**21**

Attachment 2 Law and Ethics Examination

License Type	Registered Dental Hygienist (RDH) July 01, 2025 – June 30, 2026								
Exam Title	**RDH Law & Ethics Exam**								
	Total Tested	**Passed**	**%**	**Failed**	**%**	**1st Attempt to Pass Exam**	**%**	**Multiple Attempts to Pass Exam**	**%**
FY 2023/24	668	544	81%	124	19%	439	81%	105	19%
Out of State	20	11	55%	9	45%	9	81%	2	19%
FY 2024/25	1,163	809	70%	354	30%	552	68%	257	32%
Out of State	16	9	56%	7	44%	9	75%	3	25%
FY 2025/26	1230	859	70%	371	30%	556	65%	303	35%
Out of State	32	16	50%	16	50%	13	81%	3	19%

License Type	Registered Dental Hygienist in Alternative Practice (RDHAP) July 01, 2025 – June 30, 2026								
Exam Title	**RDHAP Law and Ethics Exam**								
	Total Tested	**Passed**	**%**	**Failed**	**%**	**1st Attempt to Pass Exam**	**%**	**Multiple Attempts to Pass Exam**	**%**
FY 2023/24	77	57	74%	20	26%	43	75%	14	25%
FY 2024/25	92	78	86%	14	15%	68	87%	10	13%
FY 2025/26	108	86	80%	22	20%	71	83%	15	17%
Out of State (Only recognized in CA)	0	0	0%	0	0%	0	0%	0	0%

Registered Dental Hygienist (RDH)	**Active**	**18,433**
	Inactive	**1,137**
	*Delinquent	3,799
	*Cancelled	12,741
	*Revoked	55
	*Surrendered	35
	*Other (Deceased)	220
	Retired	1141
Registered Dental Hygienist in Alternative Practice (RDHAP)	**Active**	**832**
	Inactive	**71**
	*Delinquent	155
	*Cancelled	122
	*Revoked	1
	*Surrendered	2
	*Other (Deceased)	3
	Retired	57
Registered Dental Hygienist in Extended Functions (RDHEF)	**Active**	**15**
	Inactive	**1**
	*Delinquent	7
	*Cancelled	9
	*Revoked	0
	*Surrendered	0
	*Other (Deceased, retired, etc.)	0
Fictitious Name Permit (FNP)	**Active**	**160**
	Inactive	**0**
	*Delinquent	71
	*Cancelled	131
	*Revoked	0
	*Surrendered	0
	*Other (Deceased, retired, etc.)	0
Military Temporary Licenses RDH, RDHAP and RDHEF	**Active**	**10**
	Inactive	**0**
	*Delinquent	0
	*Cancelled	11
	*Revoked	0
	*Surrendered	0
	*Other (Deceased)	0
	Retired	0
	Licensed Subtotal (Active, Inactive)	**20,659**
	***Non-Licensed Subtotal (Delinquent, Cancelled, Revoked, Surrendered, Retired Other)**	**18,560**
	Total Licenses Issued	**39,219**

License Status Definitions	
Active	Current and updated license and allowed to practice in CA. Continuing Education (CE) hours completed within the preceding 24 months (biennially) is required to renew the license.
Inactive	Current license but cannot practice in CA. CE hours are not required for the biennial license renewal (exempt).
Delinquent	Biennial license renewal not completed after expiration date. May not practice in CA unless proof of renewal is received and in processing (BPC 121).
Cancelled	License not renewed for 60 months after the last expiration and may not be renewed, restored, reissued, or reinstated (BPC 1939). May not practice in CA.
Retired	Cannot practice in CA and not renewable unless licensee re-activates the retired license and pays a one-time fee to re-activate and meet other requirements
Revoked	Disciplinary action taken; may not practice in CA.
Surrendered	Disciplinary action taken; may not practice in CA.
Military Temporary License	New Temporary License for the spouse or domestic partner of an active-duty military member stationed in California if the applicant currently holds an active and unrestricted license in another state.

Delinquent License Status Per Year 2021-2026 (as of July 1, 2026)	
2021	**521** (64 of the 521 licenses will cancel July 2, 2026, if not paid.)
2022	**934**
2023	**716**
2024	**645**
2025	**563**
Total Delinquent Licenses	**3,379**

Note: The licenses as of July 1, 2026, that have an expiration date of June 30, 2021, and have not paid their renewal and delinquent fees, will automatically cancel effective July 2, 2026 (delinquent for 60 months), and cannot be restored, reissued, or reinstated by law. The cancellation of licenses continues for any license delinquent for 60 months pursuant to the law (Business and Professions Code section 1939).

CA Registered Dental Hygiene Licensee Population					
Counties	General Population	Current Active Licensee Population	Current Inactive Licensee Population	Total Current Active/Inactive Population	General Population to Licensee Population Ratio
ALAMEDA	1,616,117	695	35	730	2,325:1
ALPINE	1,092	0	0	0	0
AMADOR	42,129	34	0	34	1,239:1
BUTTE	206,975	133	9	142	1,556:1
CALAVERAS	46,574	29	2	31	1,606:1
COLUSA	22,165	8	1	9	2,771:1
CONTRA COSTA	1,153,031	721	41	762	1,599:1
DEL NORTE	26,066	7	1	8	3,724:1
EL DORADO	191,643	199	13	212	963:1
FRESNO	1,018,965	439	19	458	2,321:1
GLENN	27,898	9	0	9	3,100:1
HUMBOLDT	133,026	71	3	74	1,874:1
IMPERIAL	179,174	20	1	21	8,959:1
INYO	18,312	10	1	11	1,831:1
KERN	910,889	280	20	300	3,253:1
KINGS	152,377	76	1	77	2,005:1
LAKE	67,584	35	0	35	1,931:1
LASSEN	27,702	16	0	16	1,731:1
LIVINGSTON	15,028	0	0	0	0
LOS ANGELES	9,606,925	2,844	90	2934	3,378:1
MADERA	165,387	63	7	70	2,625:1
MARIN	252,660	124	5	129	2,038:1
MARIPOSA	16,785	6	0	6	2,798:1
MENDOCINO	88,209	49	0	49	1,800:1
MERCED	293,630	105	3	108	2,796:1
MODOC	8,381	4	0	4	2,095:1
MONO	13,130	6	0	6	2,188:1
MONTEREY	428,562	178	7	185	2,408:1
NAPA	132,062	89	5	94	1,484:1
NEVADA	101,673	77	2	79	1,320:1
ORANGE	3,121,138	1,731	83	1814	1,803:1
PLACER	429,048	443	33	476	969:1
PLUMAS	18,819	7	0	7	2,688:1
RIVERSIDE	2,510,643	1,137	33	1170	2,208:1
SACRAMENTO	1,584,196	840	32	872	1,886:1
SAN BENITO	68,707	63	6	69	1,091:1
SAN BERNARDINO	2,196,314	860	39	899	2,554:1
SAN DIEGO	3,262,770	1,742	70	1812	1,873:1
SAN FRANCISCO	810,202	278	5	283	2,914:1
SAN JOAQUIN	807,637	339	12	351	2,382:1
SAN LUIS OBISPO	281,232	224	14	238	1,256:1
SAN MATEO	723,777	323	16	339	2,241:1
SANTA BARBARA	438,599	207	9	216	2,119:1
SANTA CLARA	1,876,849	903	27	930	2,078:1
SANTA CRUZ	258,854	182	12	194	1,422:1
SHASTA	179,795	172	10	182	1,045:1
SIERRA	3,178	1	0	1	3,178:1
SISKIYOU	42,024	23	1	24	1,827:1
SOLANO	449,551	253	9	262	1,777:1
SONOMA	480,955	415	10	425	1,159:1

CA Registered Dental Hygiene Licensee Population					
Counties	**General Population**	**Current Active Licensee Population**	**Current Inactive Licensee Population**	**Total Current Active/Inactive Population**	**General Population to Licensee Population Ratio**
STANISLAUS	551,634	263	9	**272**	**2,097:1**
SUTTER	97,327	57	3	**60**	**1,707:1**
TEHAMA	64,493	39	1	**40**	**1,654:1**
TRINITY	15,562	3	0	**3**	**5,187:1**
TULARE	481,052	205	6	**211**	**2,347:1**
TUOLUMNE	53,821	43	1	**44**	**1,252:1**
VENTURA	826,309	531	14	**545**	**1,556:1**
YOLO	219,070	80	7	**87**	**2,738:1**
YUBA	87,091	36	1	**37**	**2,419:1**
Total Active/Inactive Licensees within California		17,696	729	**18,425**	**18,425**
Total Active/Inactive outside of California					**1,161**
Licensee Count					**19,586**

CA Dental Hygiene Alternative Practice Licensee Population					
Counties	General Population	RDH Active Licensee Population	RDH Inactive Licensee Population	Total Current Active/Inactive Population	General Population to Licensee Population Ratio
ALAMEDA	1,616,117	32	3	34	50,504:1
ALPINE	1,092	0	0	0	0
AMADOR	42,129	2	1	3	2,1065:1
BUTTE	206,975	2	0	2	103,488:1
CALAVERAS	46,574	1	0	1	46,574:1
COLUSA	22,165	0	0	0	0
CONTRA COSTA	1,153,031	27	3	28	42,705:1
DEL NORTE	26,066	0	0	0	0
EL DORADO	191,643	6	0	6	31,941:1
FRESNO	1,018,965	24	1	23	42,457:1
GLENN	27,898	0	0	0	0
HUMBOLDT	133,026	8	0	8	16,628:1
IMPERIAL	179,174	0	0	0	0
INYO	18,312	0	0	0	0
KERN	910,889	24	0	24	37,954:1
KINGS	152,377	3	1	4	50,792:1
LAKE	67,584	6	1	7	11,264:1
LASSEN	27,702	1	0	1	27,702:1
LIVINGSTON	15,028	0	0	0	0
LOS ANGELES	9,606,925	201	13	210	47,796:1
MADERA	165,387	2	0	2	82,694:1
MARIN	252,660	9	1	10	28,073:1
MARIPOSA	16,785	0	0	0	0
MENDOCINO	88,209	9	0	9	9,801:1
MERCED	293,630	5	0	5	58,726:1
MODOC	8,381	2	0	2	4,191:1
MONO	13,130	1	0	1	13,130:1
MONTEREY	428,562	8	0	8	53,570:1
NAPA	132,062	4	0	4	33,016:1
NEVADA	101,673	4	0	4	25,418:1
ORANGE	3,121,138	62	6	67	50,341:1
PLACER	429,048	13	1	14	33,004:1
PLUMAS	18,819	0	0	0	0
RIVERSIDE	2,510,643	46	3	45	54,579:1
SACRAMENTO	1,584,196	27	3	30	58,674:1
SAN BENITO	68,707	4	0	4	17,177:1
SAN BERNARDINO	2,196,314	52	1	53	42,237:1
SAN DIEGO	3,262,770	62	3	64	52,625:1
SAN FRANCISCO	810,202	11	0	11	73,655:1
SAN JOAQUIN	807,637	13	0	13	62,126:1
SAN LUIS OBISPO	281,232	12	0	12	23,436:1
SAN MATEO	723,777	14	1	14	51,698:1
SANTA BARBARA	438,599	7	1	8	62,657:1
SANTA CLARA	1,876,849	21	2	23	89,374:1
SANTA CRUZ	258,854	4	0	4	64,714:1
SHASTA	179,795	13	2	15	13,830:1
SIERRA	3,178	0	0	0	0
SISKIYOU	42,024	2	0	2	21,012:1
SOLANO	449,551	5	2	7	89,910:1
SONOMA	480,955	20	0	20	24,048:1
STANISLAUS	551,634	4	1	5	137,909:1
SUTTER	97,327	1	1	2	97,327:1

CA Dental Hygiene Alternative Practice Licensee Population					
Counties	**General Population**	**RDH Active Licensee Population**	**RDH Inactive Licensee Population**	**Total Current Active/Inactive Population**	**General Population to Licensee Population Ratio**
TEHAMA	64,493	**4**	**0**	**4**	**16,123:1**
TRINITY	15,562	**0**	**0**	**0**	**0**
TULARE	481,052	**3**	**0**	**3**	**160,351:1**
TUOLUMNE	53,821	**2**	**0**	**2**	**26,911:1**
VENTURA	826,309	**18**	**0**	**14**	**45,906:1**
YOLO	219,070	**1**	**0**	**1**	**219,070:1**
YUBA	87,091	**2**	**0**	**1**	**43,546:1**
Total Active/Inactive Licensees within California		803	51	**855**	**855**
Total active/Inactive outside of California					**48**
Licensee Count					**903**

***Source for General Populations data -Worldpopulationreview.com.**

***Source for Licensing Populations data – DCA's BreEZe System - The information collected is for the Current/Active and Current/Inactive licenses RDH/RDHAP and RDHEF**

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Saturday, July 18, 2026

Dental Hygiene Board of California

FULL Board Agenda Item 22.

Proposal of Future Agenda Items.

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Dental Hygiene
Board of California

Saturday, July 18, 2026

Dental Hygiene Board of California

Full Board Agenda Item 23.

Adjournment.