



Dental Programs Student Handbook

**Rogue Community College
Dental Department
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Rogue Community College

Rogue Community College has six academic pathways that include Sciences, Technology, Engineering & Math (STEM), Applied Technology, Health Professions, Public Safety, Business, Social and Behavioral Science, Education, and Art, Humanities, Communications. Students enrolled in the Dental programs are responsible for complying with all policies established by Rogue Community College.

The programs in the Dental Department are accredited by the Commission on Dental Accreditation (CODA). The Commission is a specialized accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and by the United States Department of Education. The Commission on Dental Accreditation can be contacted at 211 East Chicago Avenue, Chicago, IL 60611-2698 or by calling 1-312-440-4653 or www.ada.org/coda.

Accreditation

Accreditation Complaint Policy

Any student enrolled in Dental programs may file a complaint with the Commission on Dental Accreditation (CODA). A complaint is defined as one alleging that the program may **not** be in substantial compliance with Commission standards or required accreditation procedures. The Commission will review complaints that relate to a program's compliance with accreditation standards. The Commission is interested in the sustained quality and continued improvement of dental and dental-related education programs but does **not** intervene on behalf of individuals or act as a court of appeal for treatment received by patients or individuals in matters of admission, appointment, promotion or dismissal of faculty, staff or students.

A copy of the appropriate accreditation standards and/or the Commission's policy and procedure for submission of complaints may be obtained by contacting the Commission at 211 East Chicago Avenue, Chicago, IL 60611-2678 or by calling 1-312-440-4653. All complaints received from enrolled students in regard to the program's accreditation will be kept on file by the Dental programs.

Dental Hygiene Program

History of the Program

The dental hygiene program development began in 2019. The dental hygiene program was granted initial accreditation status in 2024. The first dental hygiene class enrolled in 2024 and will graduate in 2026.

Mission

The dental hygiene program prepares students to enter the dental hygiene profession as registered dental hygienist and future leaders of the profession. Graduates will be prepared to sit for the regional and national board examinations required for licensure. Life-long learning and community service is in the forefront of the students learning.

Overview

Students completing the Dental Hygiene program at Rogue Community College are required to successfully complete all licensure examinations necessary for professional practice. Upon graduation from the CODA-accredited program, students must pass the National Board Dental Hygiene Examination (NBDHE). In addition, graduates must complete a clinical licensing examination accepted by the Oregon Board of Dentistry. After successful completion of these examinations, graduates must apply for state licensure, which includes meeting Oregon-specific requirements such as a jurisprudence exam, background check, CPR/BLS certification, and submission of official transcripts. Graduates of the dental hygiene program also receive an Associate of Applied Science (AAS) degree in Dental Hygiene.

Scope of Practice- Dental Hygiene (Oregon)

The scope of practice for dental hygienists varies from state to state. Dental hygienists may only legally perform clinical procedures that are within the dental hygiene scope of practice for that state.

Clinical procedures within the traditional dental hygiene scope of practice are legal to perform in most states. Traditional clinical procedures include perform oral health assessments; expose, process and interpret dental radiographs (x-rays); remove plaque, calculus and stain from the teeth; apply preventive materials including fluoride and sealants; teach patients proper oral hygiene techniques; and counsel patients on maintaining optimal oral health.

Clinical procedures that are considered expanded functions may or may not be legal in each state and may or may not require an additional credential beyond initial licensure. Expanded function clinical procedures may include administering local anesthesia, administering nitrous oxide-oxygen sedation; prescribe preventive agents and medications related to dentistry; place temporary restorations; and place permanent restorations.

Students in this dental hygiene program will learn to perform the clinical procedures outlined in Appendix H. These clinical procedures are **not** currently legal in all states. Graduates should only perform clinical procedures that are legal in the state in which they practice and only if they have the appropriate credential. Dental Hygiene Clinical Procedures appear in Appendix E.

Dental Hygiene Licensure

Dental hygienists must be licensed in each state in which they practice. Licensure requirements vary from state to state. In most states, candidates for licensure must graduate from an accredited dental hygiene program, pass a national board examination and pass a state or regional clinical board examination. Graduates of this dental hygiene program are eligible to take the National Board Dental Hygiene Examination (NBDHE), and state or regional clinical exams that may be required by each state. Conviction of a felony or failure to disclose criminal records may result in denial of licensure by state licensing agencies. The RDH credential stands for Registered Dental Hygienist and indicates that the dental hygienist is licensed to practice dental hygiene.

Dental Assisting Program

The three-term certificate program prepares students to meet the requirements to become dental assistants with expanded functions (EFDA) through the Oregon Board of Dentistry (OBD) and a Certified Dental Assistant (CDA) through the Dental Assisting National Board (DANB). Successful completion of the program prepares the student for job entry with State and National certification in dental radiology, basic dental assisting and expanded function dental assisting. The curriculum is based in general dentistry. Students are trained in four-handed chair-side assisting techniques and specialty practices.

Program students attend classes as part of a structured cohort that begins each year in fall term. Students should apply early as the required mandatory information session is scheduled several months prior to the program start. Note: Students may still be working on prerequisites to cohort acceptance classes when applying.

Scope of Practice – Dental Assistants & EFDAs (Oregon)

A dental assistant in Oregon is an individual who, under the supervision of a licensed dentist, dental hygienist, or dental therapist, assists in dental care and related supportive duties. Assistants may perform foundational functions such as taking impressions, assisting chairside, and, when certified, exposing dental radiographs after completing an approved radiologic proficiency course and examination.

Dental assistants are prohibited from diagnosing or planning treatment, cutting hard or soft tissue, prescribing drugs, or performing other professional functions reserved for licensed clinicians unless appropriately certified.

An Expanded Function Dental Assistant (EFDA) is a certified dental assistant who may perform additional delegated duties beyond basic assisting after completing Board-approved training and certification requirements. These expanded functions include, under indirect supervision by a dentist or authorized licensee, procedures such as:

- Polishing coronal surfaces as part of prophylaxis
- Removing temporary crowns and preparing teeth for cementation
- Preliminarily fitting crowns to check contacts or occlusion
- Placing and removing matrix retainers
- Placing temporary restorative materials and fabricating temporary crowns/bridges
- Recementing crowns under general supervision in specific circumstances

Additional functions may be authorized (e.g., applying pit and fissure sealants or placing retraction materials) when EFDA prerequisites are met. A dental assistant must hold the appropriate Board certification before performing any expanded function.

General Policies

Programs Goals

The goals of the Dental Hygiene and Dental Assisting programs are to:

- **Prepare competent oral healthcare professionals.**
Equip students with the knowledge and skills necessary to become licensed or certified dental clinicians and inspire them to embrace professionalism and lifelong learning.
- **Deliver comprehensive, patient-centered care.**
For Dental Hygiene: practice the six-step dental hygiene process of care—assessment, diagnosis, planning, implementation, evaluation, and documentation—to provide safe and appropriate oral disease therapies for individuals and the community.
For Dental Assisting: demonstrate competency in chairside assisting, infection control, radiography, and patient management to support quality oral healthcare.
- **Apply evidence-based practice and current technology.**
Utilize research, evidence-based methodology, and modern dental technologies in all aspects of clinical care and program activities.
Provide dental services and education to diverse populations to prevent oral disease and promote optimal oral health. Encourage professionalism, community engagement, collaboration, and participation in professional associations.

Humanistic Education

The program aligns curriculum with the college's core values of integrity, collaboration, diversity, equity, inclusion, sustainability and courage. This is promoted from program recruitment through graduation and beyond. In a broad sense these values are supported through:

- Recruitment and engagement of diverse student populations and partnerships with clinics that promote dental care for underserved populations.
- Policies and procedures within the program handbooks that promote inclusive, supportive environments which provide a framework for ethical and professional behaviors.

- Curriculum that covers:
 - Professional behavior and communication
 - Professional standards for ethical practices.
 - Social determinants of health
 - Social emotional learning and attention to helping students understand personal learning strategies and how to create study habits and practices.
- Communication avenues for students/staff/faculty which includes:
 - Faculty open-door policy for students
 - Regular staff meetings at the program and department level
 - Access to continuing education and development for faculty and staff
- Networking
 - Opportunities for students to interact with clinical staff prior to practicum placement and exposure to behavioral expectations of industry and clinic culture.
- Student support
 - Required term check-ins with faculty advisors to address any concerns including:
 - Behavioral issues
 - Academic Issues
 - Personal/Family issues that create barriers for students.
 - Attention to Maslow's Hierarchy through student services and support including referral to Resource Coordinators to assist with:
 - Food insecurity
 - Childcare issues
 - Transportation issues
 - Housing insecurity
 - Counseling referrals
 - Integration of identified accommodations from Access Services and referrals to Access Services
 - Consideration of student's schedules
 - Lunch breaks
 - Commutes to campus
 - Return exams in a timely manner; give adequate time to complete assignments.

The dental programs are committed to fostering an environment and culture that promotes professional, harmonious, and ethical behavior among students, faculty, administrators and staff. Students will be given multiple opportunities to provide feedback on the program environment throughout the program during Q & A sessions, post clinic huddles, course evaluations, and senior exit interviews.

Academic Calendar

The academic calendars for Rogue Community College appears in Appendix A.

Class Schedules

Class schedules are developed prior to the registration period for the following term. Inclusion of all required courses, as well as faculty and classroom availability are considered when class schedules are developed. Class schedules are subject to change as needed.

Faculty Office Hours

Each full-time dental instructor is available for five office hours per week. These hours are posted each term on the instructor's office door and their course syllabus and appointments should be made through the instructor. Students may make appointments at times other than office hours if the need arises. Full-time instructors will be available to respond to student e-mails (**using their RCC student email address only**) (**sent only to the instructors' rogucecc.edu address**) or phone messages **during business hours** throughout the school term. Part-time instructors can be contacted via e-mail (sent only to the instructors' rogucecc.edu address) throughout the school term.

Faculty members are off duty on weekends. Students who need to communicate with an instructor outside of class, clinical, or office hours should utilize the instructor's roquecc.edu e-mail unless specifically directed otherwise by the instructor.

Curriculum

The curriculum for the dental programs appears in Appendix B. All courses must be taken in the sequence listed. The curriculum is subject to change as needed.

Graduate Competencies

The dental programs at Rogue Community College has established graduate competencies (learning outcomes) that represent the knowledge, skills and values that a student must demonstrate in order to graduate from the dental programs. The Commission on Dental Accreditation (CODA) Accreditation Standards for Dental Education Programs has established graduate competencies that must be included in CODA-accredited dental programs. The graduate competencies for these dental program appear in Appendix C.

The dental programs use a variety of evaluation methods throughout the graduate to measure student performance in relation to the graduation competencies. The results of these evaluation methods are used to measure student progress during the program and to determine if students are competent to graduate from the program. The graduate competencies, courses and evaluation methods appear in Appendix D.

Graduation

Students must complete the program with a cumulative grade point average of 3.0 or above, meet all dental programs requirements and fulfill any financial obligations to the college in order to receive an Associate of Applied Science (AAS) degree in Dental Programs or DA Certificate Students must complete all requirements for graduation within three years of starting the program.

Confidentiality of Student Records

The Family Educational Rights and Privacy Act (FERPA) is the federal law that governs the release of, and access to, student education records. Appendix F provides a summary of this federal law.

The Registrar's Office at Rogue Community College has developed a summary of the following student rights under FERPA:

- Your right to review your education records
- Your right to request amendment of your education record
- Your right to provide written consent before your education record is disclosed
- Your right to file a complaint with the U.S. Department of Education for alleged FERPA violations

Students should review Rogue Community College's Notification of Student Rights under FERPA.

Health Report & Immunization Record

Students must submit Immunization Records to the approved vendor prior to beginning the program. Documentation of annual TB testing must be provided before the start of each fall term. Students must maintain original copies of all immunization records. Students who are not compliant will be not be able to participate in patient care until documentation has been approved.

Healthcare Provider CPR Card

The student must maintain a current American Heart Association Healthcare Provider CPR card (adult, child, infant, 1- and 2-person with AED training) throughout the program. Standards must comply with American Heart Association standards. Arrangements for the required renewal (and electronic upload) every two years are the responsibility of the student. Students without a current CPR card are not allowed to attend clinic. Clinical absences will impact the student's program standing.

Medical Concerns

Students who experience significant medical concerns while enrolled in the program must have a statement from their physician giving medical clearance to participate in all aspects of the program. If the physician refuses medical clearance or the student chooses not to participate in any aspect of the program, arrangements will be made to provide a leave of absence or withdraw the student from the program.

Students who experience medical conditions requiring medication must carry needed medications as prescribed.

Injury/Illness

Students with a fever, diarrhea, an open lesion (e.g. “weeping” sores), or contagious disease must not be in the clinical setting. Questions regarding a cold or cold sore and clinical attendance may be directed to the clinical instructor. For any condition, e.g. illness, injury, prescription medications, or surgery that could impact the student’s ability to safely perform patient care while maintaining their safety and that of the patient, a medical release will be required from a health care provider stating the student is cleared to perform patient care responsibilities without restriction as spelled out in the program’s Technical Standards Which can be found on the Dental Programs webpage. If the health care provider identifies restrictions the faculty will review the restrictions and determine if the student can continue in clinical experiences. The student must share a copy of the program’s “Technical Standards” document with the health care provider when requesting their medical release. Copies must be provided to the Director of Dental Programs and instructor by the time frame specified.

Students must report all body fluid splashes, needle sticks, and other accidents or events that could endanger their health occurring during clinical training to the facility, instructor, and College immediately. The instructor will assist the student in obtaining treatment, if required, and completing the required forms per RCC policy. Worker’s Compensation Insurance covers student injuries in a clinical facility.

Pregnancy

A pregnant student’s expectations in the clinical area are the same as those expected of any other student. The student must share a copy of the program’s “Technical Standards” document with their health care provider and must notify (via medical release form) the Director of Dental Programs if the health care provider places any restrictions on the clinical performance of those functions. The faculty will review the medical release provided and determine if the student can continue in clinical experiences and the program.

Accidents & Injuries

Students must report all accidents or injuries immediately to a faculty or staff member. An incident report must be completed and filed with the Risk Management Department. The incident report can be found here: <https://rogucecc.omnigo.one/CESReportExec/olr/OLRMain.aspx?lsAuth=1&groupid=102>

Campus Emergencies/Inclement Weather

Driving conditions vary greatly throughout the Rogue Valley. Students are expected to use their best judgment to assess the safety of driving conditions in their location. During an emergency at Rogue Community College, the main college website, <https://www.rogucecc.edu/> will include prominent links to the Alerts page. A graphic will appear at the top of the RCC homepage and the second-level pages with the alert message. Look for one of the following:

- a. Weather
- b. Warning, or
- c. Information

Students can register their cell phone number within myRogue to receive emergency text messages, voice calls, and/or email alerts.

Technical Standards

Technical Standards include the physical, cognitive and behavioral abilities that are needed for a particular occupation or career. Students must be able to perform the technical standards in order to successfully complete the requirements for dental programs. A list of the technical standards for the dental programs appear in Appendix G.

Background Check & Drug Screening

Students are required to successfully complete a criminal background check and drug screening through the approved vendor before the start of the program. Students may be required to complete additional background checks and drug screenings at the request of the programs. If a student has a positive drug screening, they will not be able to participate in clinical experiences until cleared. Conviction of a felony or failure to disclose criminal records may result in denial of licensure by state licensing agencies.

Policy Regarding Students Suspected of Substance Use

To maintain the integrity of the dental programs and ensure safe patient care, and by following RCC policy, students must abstain from the use of alcohol or drugs/medications that affect safe and appropriate functioning in the following situations:

1. Before and during dental programs class and lab/clinical.
2. While in student uniform.
3. Before and during the assigned time in the clinical facility, including the time of patient selection.

State law and clinical facilities require drug screening with negative results for all students before allowing students to practice in a clinical setting. Students will assume the responsibility for the cost to comply with the mandated screening and will complete the process at the designated lab by the deadline identified before program entry. Results showing a “dilute specimen” will require the student to submit another urine specimen at their own cost by the deadline given by the Director of Dental Programs. Results that show “not eligible for a safety-sensitive position”, “confirmed positive”, positive for THC, or that a urine substitute has been used or “not consistent with human urine” will result in revocation of acceptance or dismissal from the program.

Students have a responsibility to notify their instructor if they are taking any medications that may interfere with their clinical performance. The instructor will determine if the student’s clinical performance is safe.

Students have a legal and ethical responsibility to report peers who they suspect are substance users. As stated in the college catalog, “Anyone under the influence of alcohol or controlled substances may be removed, dismissed, or suspended from college functions, classes, activities, or responsibilities. The college will impose disciplinary sanctions on students up to and including expulsion...for violation of these policies.” Student Discipline Procedures, APP5520, appears in Appendix H.

CPR Certification

Students must maintain current certification in health care professional basic life support that includes cardiopulmonary resuscitation and AED training. American Heart Association CPR certification must be renewed on an annual basis.

Student Instruments, Supplies & Equipment

Students are required to purchase specific instruments, supplies and equipment designated by the program. In order to provide uniformity and best pricing, these items are purchased through the Dental programs and may **not** be substituted or purchased from outside sources. Should a student require the replacement of a purchased item due to loss or damage, the replacement costs will be the responsibility of the student.

Locked Cabinets

Student cabinets are the property of Rogue Community College. Students are issued cabinet assignments at the beginning of the academic year. Cabinets should be kept locked at all times. Nothing may be applied to the outer surface of the cabinets, anything applied to the insides must be easily removable with no damage to the surface.

Rogue Community College reserves the right to open the locked cabinets without prior notice for the purpose of repair, maintenance, or inspection of contents. Neither the College nor its employees are responsible for lost, stolen, unlabeled or damaged belongings stored in lockers or within the facility. It is critical that all personal items and instruments be properly and clearly labeled.

Professional Conduct

Students must display professional and ethical behavior in a variety of situations. Students are also expected to understand and comply with all policies and procedures established by the program and the College.

Unprofessional conduct may include but is not limited to: falsifying information, plagiarism, cheating or participating in fraudulent practices, rude or offensive language, unprofessional communication (written or verbal), providing dental services without faculty supervision and falsifying, altering or removing patient records from the Dental Programs Clinic. Students involved in an act of unprofessional conduct may be reviewed by the DP Professional & Academic Standards Committee.

Professional Appearance

For the student, patient safety and comfort, compliance with clinical site policies, and for promotion of a sense of trust in the patient/caregiver relationship:

- Jewelry worn in moderation; earrings must be small post like; no piercing should be visible on the body, including tongue and dermal piercings. Tongue and dermal piercings must be removed (not just concealed) during work hours. No jewelry that would impose a safety or infection control hazard is permitted." The clinical instructor will determine if jewelry imposes a safety or infection control hazard. Rings are not permitted as they interfere with infection control procedures.
- Permanent body tattooing may be required to be covered per facility policy with a sleeve if on arms; may require bandage coverage if on other visible body parts unless coverage would interfere with hand hygiene.
- Personal hygiene must be maintained at a high standard to promote asepsis and patient comfort, including regular bathing and the use of deodorant. Perfumes and scented lotions are not to be worn.
- Patients are sensitive to the smell of tobacco. Students may not smoke while in clinical uniforms and must be free of the smell of tobacco while in the clinical setting. In an effort to promote a professional appearance and support health promotion, Students may not use electronic cigarettes or vape pens while in uniform.
- Fingernails must be short (approximately ¼ inch as recommended by CDC) and clean to promote asepsis and prevent patient injury. Acrylic or gel nails, artificial nails, extenders, or appliques are not allowed. No nail polish is allowed.
- Perfumes, oils, aftershaves, or strong-smelling hygiene products are not to be used when the student is in the clinical facility. Makeup will be conservative.
- Hair and/or beards should be worn in such a way that they cannot fall into sterile fields, touch the patient's body, or otherwise interfere with patient comfort or patient care. Facial hair on men should be trimmed and well-groomed. Only traditional hair color is acceptable in the clinical setting.
- Students must also comply with clinical facility policies that address professional personal appearance. Students must wear scrubs in their designated class colors that are clean, pressed, and in good condition. A lab coat is required during specific procedures and will be provided.

- Footwear: Clinic shoes are to be closed-toe and wipeable with non-slip soles. Shoes must be worn in the clinic only. They are to be changed out of at the conclusion of each clinic and stored, clean and free of any contaminants, in a provided space (ie clinic locker).
- Makeup should be minimal and professional. Avoid heavy or overly bright cosmetics that may detract from a professional appearance.
- Personal Protective Equipment (PPE): In addition to the uniform, appropriate PPE must be worn during clinical procedures, including gloves, masks, and protective eyewear as required.

Students are expected to present a professional appearance that includes good personal hygiene and appropriate attire, both in person and in the virtual environment. Students who do **not** present a professional appearance may be dismissed from classes, labs, and clinic sessions.

General Rights

Please refer to the RCC policy statement Human Rights and Student Rights, Freedoms, and Responsibilities.

Use of Cell Phones & Computers

Inappropriate use of cell phones, computers and other electronic devices in an educational setting can be distracting, disruptive and disrespectful to others. Cell phones and other recording devices may **not** be used for audio or visual recording without consent of the instructor. Students may be dismissed from classes, labs, and clinic sessions if they are using cell phones, computers or other electronic devices in an inappropriate manner.

Social Media

The use of social media by students and faculty in the Dental programs should remain professional, responsible and respectful. Users must consider the purposes and potential outcomes of using social media and use professional judgment and adhere to ethical standards and legal requirements at all times.

Social media expectations for the Dental program students, faculty and staff:

- Social media should **not** be used as a tool for harassment or defamation of patients, faculty, staff, or peers.
- In compliance with HIPAA Privacy Policies, **NO** patient information, pictures, or recordings are allowed to be posted on any type of social media. Any breach of policy will be reported to the HIPAA Privacy/Security officers at Rogue Community College and will be subject to the review process.
- Academic information of another student may **not** be reported. (e.g., course grades, evaluations, adverse academic actions, participation in extended learning, probationary status, etc.)
- Students must **not** upload images, recordings, or intellectual property of faculty, supervisors, or other students onto a SM site without the permission of those individuals.
- Dental programs faculty members may **not** "friend" current Dental Programs students on social sites or develop comparable online relationships on other social media outlets. This does not apply to students who have graduated from, or terminated their relationship with, the Dental Programs and Rogue Community College.

The Dental programs may investigate any student or faculty suspected of improper use of any social media. Improper use of social media may result in a review by the professional & academic standards committee.

Distance Education

Some courses in the dental programs may be offered online or in a hybrid format. The Distance Education Policy appears in Appendix J.

Lecture Recording

As circumstances dictate the format of classes provided through the Dental Programs program, class recordings may involve “live” lectures, reviews, and discussion sections that will be posted for subsequent viewing by students or course instructors. These recordings are for educational purposes only and will be made available only to students enrolled in the course, those who have direct teaching responsibilities within the course, or administrators who may require access to ensure that the course runs smoothly.

To safeguard FERPA protections (Family Educational Rights and Privacy Act), any class recordings where an active student participant can be identified will be placed in a password protected location where only enrolled students, course instructors, and any persons with an educational role in the course have access. All efforts will be made to limit access to the recordings through limiting the option to download the recording.

Students are **prohibited from making audio and/or visual recordings of lectures or presentations without prior consent of the instructor or presenter**. No distribution of material is acceptable without the written consent of the student(s) recorded, as this violates student privacy rights. This includes, but is not limited to, the downloading and distribution of material outside of those outlined above. Students likewise should respect their peers’ privacy rights and refrain from distributing or making available any part of recorded sessions that records participation by students other than themselves.

Professional Associations

The Dental Programs maintains student chapters of the following professional associations:

American Dental Hygienists’ Association (ADHA)
American Dental Education Association (ADEA)
American Dental Assistant Association (ADAA)

The student association fee includes student membership in both of these professional associations. Students are encouraged to participate in professional association activities. Attendance at the Student Dental Hygienists’ Association monthly meetings is required unless prior approval is obtained from the Director of Dental Programs.

Academic Policies

Attendance & Participation

Participation in all scheduled classes, labs, and clinic sessions is essential for success in the dental programs. Students are expected to be on time, be prepared for, and stay for the duration of all scheduled classes, labs, clinic sessions and fieldwork assignments.

Notification of an anticipated absence should be sent to the Director of Dental Programs and Course instructor with as much advance notice as possible. The date of the anticipated absence will be brought to a full-time faculty meeting and a decision will be made to approve or deny the request. In the event that the anticipated absence is not approved by the faculty, if the student still chooses to miss class and/or clinic, they will not be given credit for exams or quizzes that are scheduled during the absence.

Students may be dismissed from classes, labs, or clinic sessions if the student is late, unprepared, disruptive, or if the student displays inappropriate behavior. Excessive absences may adversely affect the student’s progress in the program. Students who have excessive absences may be reviewed by the DP Professional & Academic Standards Committee.

Students are responsible for completing course work or assignments that are missed due to absence. It is the student’s responsibility to meet with the course instructor to make arrangements to complete missed course work, clinic requirements, assignments, or to make-up missed labs, or clinic sessions assignments.

Opportunities to make-up labs, and clinic sessions assignments are subject to the availability of faculty and facilities.

Assignments/Quizzes

Syllabi, lesson overviews, assignments, etc. will be provided to students via e-mail, or Blackboard.

Assignments or quizzes are to be completed individually unless an instructor specifically states the assignment or quiz can be completed by a group of students. Individual assignments must have the student's name on it and group assignments must have the name of every student who actively participated in the assignment to receive any points.

Assignments must be received or postmarked on or before the due date/time assigned by the instructor. Electronic submission receipt time will be the date/time recorded on the instructor's computer.

No more than one late assignment per term will be accepted. A late assignment must be submitted within one week of the original due date/time or by the instructor's specified date/time. The late assignment will receive no more than 75% of the possible points before being corrected. Subsequent late assignments will not be accepted and will be graded as zero points.

The 75% starting point and acceptance of only one late assignment does not pertain to assignments turned in late due to extenuating circumstances. To be considered an extenuating circumstance, the student must notify the instructor of absence and the reason for absence ahead of time. Faculty will discuss the absence and reason and decide if a late assignment will be accepted for full points.

However, all assignments in a course must be completed by term end to pass the course regardless of what points are available. Assignments are designed to reinforce concepts discussed in lectures and experienced in clinical.

Announced or unannounced in-class written assignments and/or quizzes with points assigned will be used as learning and evaluation tools from time to time. Students absent from class will not be able to make up the in-class written assignment or quiz unless the student notified the instructor in advance of the absence and the reason, and the faculty determines extenuating circumstances (as above) warrant allowing the student to complete an in-class assignment or quiz at a time scheduled by the instructor.

Testing/Exam Attendance

1. Attendance is mandatory at all scheduled exams (this includes but not limited to unit tests, exams, midterms, final exams, and in-class quizzes).
2. Students who will be absent from a scheduled exam/test/quiz must notify the appropriate instructor before the scheduled start time of testing.
3. Notification does not automatically guarantee an excused absence. An excused absence may be obtained for a valid, unexpected occurrence, e.g., illness or family emergency.
4. Students (with an approved absence) from an exam/test/quiz must contact the instructor within 24 hours of the scheduled exam/test to arrange a time for the make-up exam. Failure to do so will result in a zero grade for the exam.
5. Any absence from an exam/test/quiz without prior instructor notification is unexcused. Unexcused absences may result in the student receiving a zero on that examination.
6. Students arriving late for a scheduled exam/test/quiz may not be allowed to enter the classroom or participate in group testing (if there is a group test) and need to make arrangements to take the test at the earliest possible time that does not interfere with scheduled class time. Any rescheduled test that had originally contained a collaborative component will not be available.
7. Any student who misses (excused or unexcused) or is late for more than two exams/tests/quizzes in any dental programs classes during an academic year may be dismissed from the program.

Instructor options for exams taken at other than scheduled times include but are not limited to, administering an exam different than the one originally constructed. Failure to take the make-up exam on the arranged test day (or extension as indicated above) will result in no credit for that exam. Faculty retain the right to discuss individual student extenuating circumstances to determine if a make-up exam is warranted.

Quizzes and exams are scheduled throughout the term in order to help students assess their progress and reinforce what they have learned. Successful test-taking requires an environment with limited distractions. When reporting for a scheduled exam, students should enter the room with only those items necessary for taking the exam. Any electronics that can send and receive signals should **not** be brought into the testing site during scheduled exams.

Tests may not be copied, emailed, or duplicated by any student. Quizzes may not be retained by a student without specific permission from the instructor.

Positive Learning Environment

Students are expected to contribute to a positive learning environment in classroom, laboratory and clinical settings. Students are encouraged to express themselves while demonstrating consideration for their classmates. Students are expected to observe the following guidelines to promote a positive learning environment.

- Raise your hand and wait to be recognized before you speak.
- Use “I” statements rather than making generalizations.
- Speak for yourself and **not** for others, including groups to which you may belong.
- Avoid using inappropriate, insensitive or offensive language.
- Encourage everyone to participate. Avoid monopolizing the discussion.
- Listen to and try to understand differing perspectives.
- Let participants finish their statements before responding.
- Respond to what has been said, **not** who said it. Do **not** personalize comments.
- Maintain confidentiality – do **not** share student comments or personal stories outside the classroom.

Accessibility and Accommodation Services

In accordance with Section 504 of the Rehabilitation Act of 1973 and the more recent Americans with Disabilities Act (1991), Rogue Community College does not discriminate with respect to individuals with disabilities and provides the same educational opportunities for students with disabilities that it provides for all students, unless an undue burden would result.

The College maintains academic standards which apply to all students. However, students with disabilities may require additional or specialized services to meet academic standards. It is the student's obligation to provide acceptable evidence that he/she has a learning disability; Rogue Community College requires that this be documented through psycho educational or psychoneurological testing by an appropriate professional (licensed psychologist or educational specialist). If you have or believe that you may have a disability and need special accommodations, please contact the Access and Disability Resources Coordinator at 541-956-7337. Students may then be referred to the Access and Disability Resources Department to review that documentation or for a referral if they have not yet obtained the appropriate assessment. A list of referrals for specialists who do assessments for learning disabilities is available. The Access and Disability Resources Department will partner with you to review the necessary documentation, discuss the services Rogue Community College offers and facilitate the provision of any accommodations required for specific courses. It is extremely important that you begin this process no later than the end of the first week of the term.

It is the student's responsibility to contact the Access and Disability Resources Coordinator to discuss his/her needs and request any of these services. The request will be evaluated and appropriate resources provided. It is also the student's responsibility to notify their instructors of approved accommodations.

Students experiencing extenuating circumstances that could affect their progress in the dental programs should meet with the Director of Dental Programs to discuss options.

Communication Skills

Reading, writing and speaking enhance learning by stimulating critical thinking and are essential communication skills for dental health professionals. For this reason, reading, writing and speaking assignments are included in dental courses and are considered to be an integral part of the dental Programs curriculum. All written work submitted is expected to be at a college-level, be grammatically correct and free of spelling errors. Students experiencing difficulty in this area should seek writing assistance through the Tutoring Center.

Study Groups

Students are encouraged to form study groups and to work cooperatively when preparing for class and studying for exams. Students should consider all assignments should be done individually, unless explicitly stated that you are allowed to work in a group. When submitting assignments that are specified as individual work, do **not** submit multiple copies of the same assignment because you worked in a group. This will be considered plagiarism.

Faculty Advising

Each student will be assigned a faculty advisor. Students will meet with their faculty advisor each term to assist with staying on task, developing study skills and tracking their progress in the program.

Academic Honesty

Students must protect the integrity of their work and maintain a high level of academic honesty. Cheating and plagiarism constitute serious academic offenses. Plagiarism is the act of using the words or ideas of someone else without citing the source. Students involved in an alleged act of academic dishonesty may be reviewed by the DP Professional & Academic Standards Committee.

Please refer to the RCC Statement on Cheating and Plagiarism

For testing-

- No dictionaries, electronic devices (including cell phones), notes, or other reference materials may be used during any test situation unless specifically authorized by the instructor.
- No talking, signaling, or sharing materials with other students is allowed during any test situation unless specifically directed by the instructor as part of the requirements for the exam.
- Only the materials required or authorized for a test should be taken out of the student's notebook, backpack, or purse. All other materials should be put away as instructed.
- No smartwatches or other devices.
- Online testing requires the use of a webcam and specific software used by RCC.
- An act of cheating or plagiarism will result in a grade of "0 points" for the assignment or exam as well as a report filed to the RCC Compliance Officer and other appropriate administrative personnel. It may result in an "F" for the course. Students caught cheating will not be allowed to return to or reapply to the RCC Dental Program in the future
- Students are to work independently to complete assignments unless otherwise directed by the instructor.
- Whether or not the instructor requires APA format for an assignment, at no time is it appropriate for a student to copy large portions of material from any source into any assignment. Students should summarize content in their own words and cite references for any materials copied.

Comprehensive Final Examinations

Comprehensive final examinations include both standard multiple-choice questions and case-based questions. The case-based questions ask the student to answer a series of questions based on case study information for a patient. These questions are designed to test the student's ability to interpret information and apply their knowledge and skills to a "real-life" scenario.

Comprehensive final examinations in the dental hygiene program are intended to help prepare students for the National Board Dental Hygiene Exam (NBDHE) which is a comprehensive board examination. Successful completion of the NBDHE is one requirement for state licensure as a dental hygienist. The purpose of the NBDHE is to ensure that candidates for licensure have the overall knowledge, skills and judgment needed to enter the dental hygiene profession.

** ADD DA

Professional Portfolio

Students will develop a professional portfolio as they progress through the dental hygiene program. The purpose of the professional portfolio is to provide a showcase for the student’s accomplishments throughout the program and to document achievement of the program competencies. Guidelines for preparing the professional portfolio will be distributed. A professional portfolio that meets stated criteria is a requirement for graduation.

Grading Policies

Grade Scale

The following grade scale will be used for all courses in the dental programs:

A	=	92 and above
B	=	84-91
C	=	83-75
D	=	74 and below is a non-passing grade.
F	=	Below 74, academic dishonesty, unprofessional conduct, unsatisfactory clinical progress, or unsafe clinical practice.
Pass	=	All course requirements are completed at 75% or above
No Pass	=	Course requirements are not completed at 75% above, academic dishonesty, unprofessional conduct, unsatisfactory clinical progress, or unsafe clinical practice

Students must earn a grade of A, B, C or Pass in all dental programs courses in order to continue in the dental program.

Students who receive a final grade of D, F or No Pass in any dental programs course will be reviewed by the DP Professional & Academic Standards Committee.

Incomplete Grade

When unanticipated situations arise that prevent the student from completing all course requirements, the course instructor may choose to allow the student additional time to complete the work by issuing an incomplete (I) grade to the student. An incomplete grade will only be issued if the majority of the course requirements have been completed at a satisfactory level, the student has been making satisfactory clinical progress and the student has demonstrated safe clinical practice. The student must make arrangements with the course instructor to complete the course requirements before the end of the following term. Students with an I grade may be placed on academic probation until the I grade is resolved. When the student completes all course requirements at a satisfactory level, the course instructor will submit a Grade Change Request form to the Registrar’s Office to change the I grade to a passing grade. If the student does **not** complete all course requirements at a satisfactory level by the end of the following term, the I grade will change to an F or No Pass grade and the student will be reviewed by the Professional & Academic Standards Committee for dismissal from the program.

Professional & Academic Standards Committee

The DP Professional & Academic Standards Committee may be asked to review a student who:

- Has excessive absences and/or tardiness that may adversely affect progress in the program.
- Is having academic difficulties in one or more courses.
- Is involved in an act of academic dishonesty or unprofessional conduct.
- Demonstrates unsatisfactory clinical progress or unsafe clinical practice.
- Provides dental hygiene treatment without appropriate faculty supervision.
- Falsifies, copies, or removes patient records from the Pacific DentalClinic or a fieldwork site.
- Discloses confidential patient information.
- Refuses to treat a patient due to the patient's age, race, ethnic origin, gender, sexual orientation, religion, language, physical or mental condition.
- Receives a final grade of D, F or No Pass in any dental programs course

The DP Professional & Academic Standards Committee consists of a Director of Dental Programs and two additional faculty members. Students under review will be notified of the meeting of the Professional & Academic Standards Committee and informed of the members of the committee 24 hours in advance. If the student believes there is a potential conflict of interest with a committee member, they may request an alternative member. The student will be given the opportunity to provide any additional information pertinent to the committee's decision in writing. The committee will review the student and make a recommendation to the Director of Dental Programs. Recommendations may include remediation, repeating a course, probation, a leave of absence, withdrawal, or dismissal from the program. The Director of Dental Programs will make the final decision and convey the final decision to the student.

Remediation

Remediation may be assigned when a student requires additional support to address academic challenges, fulfill course requirements, or demonstrate satisfactory clinical performance. An individualized written remediation plan, including specific expectations and timelines, will be developed to guide the remediation process. Failure to successfully complete remediation may result in the student being referred to the **Dismissal Committee** and may lead to dismissal from the program without the option for re-admission.

Probation

Probation is a standing that indicates serious concerns about the student's progress in the program. Students who are on probation will meet with their advisor on a regular basis to discuss their progress. Students who are on probation are not in good standing and are not eligible to participate in specified school activities. The Probation policy appears in Appendix J

Leave of Absence

Most students will be enrolled in this program continuously and without interruption until they complete the program. However, circumstances may arise that prevent a student from being continuously enrolled in this program. Students may request a leave of absence from the program for up to one year, and then return to the program without applying for re-admission. Upon returning to the program, the student will be required to demonstrate continued competency in didactic knowledge and clinical skills. If a student requests a leave of absence in the middle of a term, they must re-enter the program at the beginning of the term.

Withdrawal

Students who are considering withdrawing from the program should meet with the director to discuss options and initiate the withdrawal process.

Dismissal

Students who are academically dismissed from the program may not apply for readmission. Students who are dismissed for unsatisfactory clinical progress, unsafe clinical practice or unprofessional conduct are not eligible for readmission to the program.

Student Appeals

Decisions regarding academic standing in the Dental programs are final. A decision may be appealed only if the student can show that 1) there was an error in the procedure used by the faculty, 2) there is new evidence sufficient to alter the decision, or 3) the sanction imposed was not appropriate to the severity of the violation.

Clinical Policies

Clinical Education

Students will receive their basic clinical education in the Dental Programs Clinic located at the Table Rock Campus of Rogue Community College. Students are responsible for ensuring that a patient is scheduled for all assigned clinic sessions. Students are discouraged from providing transportation for patients.

Students as Patient Partners

Throughout the dental programs curriculum, students are periodically required to be “patients” to a student partner. Student partners practice dental procedures on each other.

Development of Clinical Skills

Practice is essential to the development of competence in performing dental hygiene skills. Skills are initially learned in situations and under circumstances that replicate those that the student will encounter in the delivery of actual patient care. Students learn and practice basic instrumentation skills on manikins and progress to clinic partners, prior to patient care. The dental programs faculty has the responsibility for assessing and evaluating students' performance of dental programs skills and knowledge as they progress through the program.

Laboratory & Clinical Competency

Laboratory competency is achieved when the student reaches a pre-determined level of skill using models, manikins or other simulation methods. Clinical competency is achieved when the student achieves a predetermined level of skill in a clinical setting on patients. Procedures that are taught to laboratory competence should not be performed on patients outside the educational setting unless the student is supervised by a faculty member.

Faculty Supervision

Students must have faculty supervision when using equipment in the lab, radiology rooms and clinic facilities. Students must have faculty supervision when performing laboratory and clinical procedures, and when providing dental programs treatment for patients.

It is illegal to practice dental hygiene in the state of Oregon without a valid license to practice dental hygiene issued by the Oregon Board of Dentistry. This regulation does not apply to bona fide students enrolled in a CODA approved dental hygiene education program when they engage in clinical studies (i.e. treat patients) under the indirect supervision of a member of the faculty in an on-campus clinical facility or at a community-based setting. Students who provide dental hygiene treatment to patients without supervision of a faculty member may be reviewed by the DH Professional & Academic Standards Committee.

Clinical Progress & Safe Practice

Students must demonstrate satisfactory clinical progress by showing continuous improvement in their clinical skills based on established procedure guidelines. Students must also demonstrate safe clinical practice which does not pose a potential or actual threat to a patient's physical/psychosocial well-being.

Clinical instructors assess satisfactory clinical progress and safe clinical practice based on current standards of practice and established policies and procedures. Students who demonstrate unsatisfactory clinical progress or unsafe clinical practice will be reviewed by the DH Professional & Academic Standards Committee.

The following gives examples of the safe and professional practice expected throughout the dental program.

A. *Safe clinical performance* is demonstrated when the student:

1. Maintains the *physical* safety of the patient (e.g., consistent use of arm rest on operator chairs).
2. Maintains the psychological safety of the patient (e.g., speaks appropriately to the patient and significant others, communicates therapeutically).
3. Maintains the microbiological safety of the patient (e.g., recognizes violation of aseptic technique or contamination and corrects before continuing with the procedure; consistently follows hand washing technique and standard precautions).
4. Accurately utilizes the dental hygiene process and makes appropriate clinical judgments.
5. Consistently applies previously learned principles/objectives in carrying out dental hygiene care skills and/or therapeutic measures.
6. Assumes appropriate level of independence/dependence in actions or decisions (e.g., seeks help when the situation is out of control or in an emergency).

B. *Professional clinical performance* is demonstrated when the student:

1. Adheres to RCC policies including attendance, dress code, and confidentiality.
2. Accepts responsibility for own actions and communicates in a courteous, assertive, non-aggressive, non-defensive manner with instructor and staff.
3. Demonstrates professionalism through honesty and integrity and other shared core dental hygiene values.
4. Demonstrates a nonjudgmental attitude and respect for colleagues, patients, and family members.
5. Actively seeks challenging patients and new learning experiences.
6. Turns in completed written assignments when due as required by the clinical syllabus.

Dental students are legally responsible for their own committed or omitted acts and it is, therefore, necessary for the student and the dental hygiene faculty to conscientiously identify any unsafe behavior. The following further explains expected competencies and performance examples found on the clinical evaluation tools distributed to students every term, and what may be seen when a student is not performing as expected.

Unsafe clinical performance includes behavior that places the patient or staff or faculty in either physical or emotional/psychological jeopardy. Physical jeopardy is the risk of causing physical harm. Emotional/psychological jeopardy means that the student creates an environment of anxiety or distress that puts the patient at risk for emotional or psychological harm or causes the staff or faculty to fear for their safety. Unsafe clinical practice is an occurrence or pattern of behavior involving unacceptable risk, and unsafe or unprofessional practice may result in a faculty decision to remove the student or bar the student from the clinical area.

C. *Unsafe clinical performance* is demonstrated when the student:

1. Compromises the *physical* safety of the patient.
2. Compromises the psychological safety of the patient.
3. Compromises the microbiological safety of the patient.
4. Compromises the chemical safety of the patient.

5. Inadequately and/or inaccurately utilizes the dental hygiene process or makes repeated faulty clinical judgments.
6. Does not consistently apply previously learned principles/objectives in carrying out dental hygiene care skills and/or therapeutic measures.
7. Assumes inappropriate independence/dependence in action or decisions.

D. *Unprofessional clinical performance* is demonstrated when the student:

1. Does not consistently adhere to RCC policies including attendance, dress code, and confidentiality.
2. Does not consistently accept responsibility for own actions and fails to communicate in a courteous, assertive, non-aggressive, non-defensive manner with instructor and staff.
3. Does not consistently demonstrate professionalism through honesty and integrity.
4. Does not consistently demonstrate a nonjudgmental attitude and respect to colleagues, patients, and family members.
5. Does not actively seek challenging patients and new learning experiences.
6. Does not consistently turn in completed written assignments when due as required by the clinical syllabus.

Clinical Remediation

Students who demonstrate difficulty in clinic and/or laboratory settings may be placed on clinical remediation. Indicators include failure to pass a clinical skills assessment, earning a score below 75% in any evaluated area, unsuccessful completion of a process evaluation, or a recommendation from lead clinical faculty. A **Clinic Remediation Contract (PSR)** will be issued, and the student will be scheduled to meet with the lead clinical instructor to address the identified areas of concern. Following remediation, the student's clinical skills will be reassessed to determine satisfactory progress.

Patient Records

Patient records are the property of the Rogue Community College Dental Programs Clinic. Students may **not** remove patient records or images from the clinic without faculty or staff authorization. Students who fail to comply with this policy may be reviewed by the DH Professional & Academic Standards Committee.

Patient Confidentiality

Students must provide documentation of successfully completing HIPAA training on an annual basis. Students are expected to maintain strict confidentiality of all patient information including assessment findings, treatment provided, and financial information. Students only have access to records for patients who are assigned to them or to records they are assigned to audit. Students who fail to comply with this policy may be reviewed by the DH Professional & Academic Standards Committee.

Patient Treatment

Students must provide dental hygiene treatment for a variety of patients in order to fully develop their clinical skills. Students must provide dental hygiene treatment for all assigned patients regardless of the patient's age, race, ethnic origin, gender, sexual orientation, religion, language, physical or mental condition. If a student has a concern about providing dental hygiene treatment for a patient, the student should discuss this situation with the lead clinic instructor. Students may be reviewed by the DH Professional & Academic Standards Committee if they refuse to provide dental programs treatment for a patient due to the patient's age, race, ethnic origin, gender, sexual orientation, religion, language, physical or mental condition.

Patient Recruitment

Students have specified patient care requirements throughout the curriculum. Some patients through the clinical recall system and advertisements mechanisms. However, it is the student's responsibility, **not** the program, to recruit enough patients to fulfill patient care requirements. Students are discouraged from providing transportation for patients.

Patient Fees

Students are not expected to pay patient fees and should not offer to pay patient fees. Students should not offer to pay patients to encourage them to agree to treatment. Students should not offer to pay patients to participate in clinical board examinations. Patients who agree to participate in a clinical board examination will receive their remaining planned treatment at no cost.

Clinic Supplies & Equipment

All clinic supplies and equipment are the property of Rogue Community College. Faculty supervision is required when removing supplies and equipment from the storage room.

No equipment or supplies may be removed from the facility without faculty or staff approval. Equipment should be returned promptly to the same faculty or staff member. Students are financially responsible for damage to or loss of borrowed equipment.

Student Dental Benefits

Students enrolled in the dental programs may receive necessary dental services that are available in the Rogue Community College Dental Programs Clinic at no charge. Students may **not** miss classes, labs, clinic sessions in order to receive dental treatment.

Appendix A Dental Programs Academic Calendar 2025-2026



2025-2026 ACADEMIC CALENDAR

July 2025								2025 Summer	2025 Fall	2026 Winter	2026 Spring	January 2026											
Week	Sun	Mon	Tue	Wed	Thu	Fri	Sat					Week	Sun	Mon	Tue	Wed	Thu	Fri	Sat				
			1	2	3	4	5	Veteran and GI Bill ⁸ student registration ^{2,3}	May 12	May 12	Nov. 12	Feb. 17						1	2	3			
1	6	7	8	9	10	11	12	Priority registration ^{2,3}	May 12	May 12	Nov. 12	Feb. 17	1	4	5	6	7	8	9	10			
2	13	14	15	16	17	18	19	New student registration begins ^{2,3}	May 14	May 14	Nov. 24	Feb. 26	2	11	12	13	14	15	16	17			
3	20	21	22	23	24	25	26	Lifelong Learner registration begins ²	June 23	Sept 15	Dec 19	Mar 16	3	18	19	20	21	22	23	24			
4	27	28	29	30	31			Term begins	July 7	Sept. 29	Jan. 5	Mar. 30	4	25	26	27	28	29	30	31			
								Deadline to add or drop classes ⁴	July 14	Oct. 6	Jan. 12	Apr. 6	February 2026										
								Withdraw period begins ⁴	July 15	Oct. 7	Jan. 13	Apr. 7	Week	Sun	Mon	Tue	Wed	Thu	Fri	Sat			
								Deadline to pay for classes ⁴	July 17	Oct. 10	Jan. 16	Apr. 10	5	1	2	3	4	5	6	7			
								First refund date	July 17	Oct. 10	Jan. 16	Apr. 10	6	8	9	10	11	12	13	14			
								Foundation scholarship applications available			TBD		7	15	16	17	18	19	20	21			
								Foundation scholarship early bird deadline				TBD	8	22	23	24	25	26	27	28			
								Second tuition installment deadline	Aug. 7	Nov. 7	Feb. 13	May 7	March 2026										
								Graduation application deadline ⁵			Feb. 15		Week	Sun	Mon	Tue	Wed	Thu	Fri	Sat			
								Foundation scholarship application deadline				June 1	9	1	2	3	4	5	6	7			
								Last day to withdraw or change to audit ⁴	Aug. 7	Nov. 21	Feb. 27	May 22	10	8	9	10	11	12	13	14			
								Financial Aid document submission deadline	Aug. 21	Dec. 5	Mar. 13	June 5	11	15	16	17	18	19	20	21			
								Last tuition installment deadline	Aug. 28	Dec. 5	Mar. 13	June 5		22	23	24	25	26	27	28			
								Term ends	Aug. 28	Dec. 12	Mar. 20	June 12	1	29	30	31							
								Commencement				June 13	April 2026										
								Break between terms (no classes)	Sept. 2 - Sept. 26	Dec. 15 - Jan. 2	Mar. 23- Mar. 27	June 15 - July 3	Week	Sun	Mon	Tue	Wed	Thu	Fri	Sat			
								Grades available online	Sept. 4	Dec. 17	Mar. 25	June 17	1				1	2	3	4			
								College closed —					2	5	6	7	8	9	10	11			
								Independence Day	July 4				3	12	13	14	15	16	17	18			
								Summer Friday closures	July 11 - Aug. 29				4	19	20	21	22	23	24	25			
								Labor Day	Sept. 1				5	26	27	28	29	30					
								Veterans Day		Nov. 11			May 2026										
								Thanksgiving		Nov. 27 - 28			Week	Sun	Mon	Tue	Wed	Thu	Fri	Sat			
								Winter closure			Dec. 23 - Dec. 31		5					1	2				
								New Year's Day			Jan. 1		6	3	4	5	6	7	8	9			
								Martin Luther King Jr. Day			Jan. 19		7	10	11	12	13	14	15	16			
								Presidents' Day			Feb. 16		8	17	18	19	20	21	22	23			
								Spring Inservice				May 8	9	24	25	26	27	28	29	30			
								Memorial Day				May 25	10	31									
								Spring closure				June 18	June 2026										
								Juneteenth				June 19	Week	Sun	Mon	Tue	Wed	Thu	Fri	Sat			
								Spring closure				June 26	10		1	2	3	4	5	6			
																11	7	8	9	10	11	12	13
																14	14	15	16	17	18	19	20
																21	21	22	23	24	25	26	27
																28	28	29	30				

¹ ORS 350.270 allows an active member of the Armed Forces of the United States; a veteran of the Armed Forces of the United States; or a student who receives veterans educational benefits as a federally qualified dependent priority registration over nonqualified students.

² For complete registration schedule, visit: www.roguecc.edu/regschedule

³ Advising is required before registering for credit classes.

⁴ Withdraw period begins Tuesday week 2 after 5:00pm. Check your schedule. Actual course dates may vary for non-term length classes.

⁵ Deadline for students graduating at the end of spring or summer term, visit: www.roguecc.edu/commencement/graduation.asp

■ Term Begins
 ■ Term Ends
 ■ College Closed

Dates are subject to change 05/02/25

Appendix B

Dental Hygiene Curriculum

Course No.	Course Title	Credit
First Term		
DH205	Infection control	2
DH106	Dental Emergency Management	1
DH106L	Dental Emergency Management Lab	1
DH101	Dental Hygiene Theory I	4
DH101L	Dental Hygiene Practice I	2
DH113	Dental Head and Neck Anatomy	2
DH200	Oral Biology	4
		<hr/>
		16
Second Term		
DH102	Dental Hygiene Theory II	4
DH102L	Dental Hygiene Practice II	3
DH204	Dental Radiology	4
DH204L	Radiology Lab	2
DH270	Periodontology I	2
		<hr/>
		15
Third Term		
DH103	Dental Hygiene Theory III	3
DH103L	Dental Hygiene Practice III	4
DH210	Oral Pathology	3
DH220	Pharmacology	3
DH271	Periodontology II	2
		<hr/>
		15
Fourth Term		
DH201	Dental Hygiene Theory IV	2
DH201L	Dental Hygiene Practice IV	5
DH240	Special Needs Patients and Current Trends in Dental Hygiene	3
DH250	Restorative Dentistry I	3
DH260	Anesthesia/Analgesia for Dental Hygiene Therapy	3
		<hr/>
		16
Fifth Term		
DH104	Dental Materials	1
DH104L	Dental Materials Lab	1
DH202	Dental Hygiene Theory V	2

DH202L	Dental Hygiene Practice V	6
DH251	Restorative Dentistry II	3
DH230	Community Dental Health I	3

16

Sixth Term

DH123	Legal - Ethical Issues in Dentistry	2
DH203	Dental Hygiene Theory VI	2
DH203L	Dental Hygiene Practice VI	6
DH252L	Restorative Dentistry III	1
DH231	Community Dental Health II	3
DH241	Research Methods and Issues in Oral Health	2

16

Total Credits **94**

Dental Assistant Curriculum

Course No.	Course Title	Credit
First Term		
DA101	Dental Assisting I	4
DA101L	Dental Assisting I Lab	1
DA103	Dental Materials	1
DA103L	Dental Materials Lab	1
DA104	Dental Administration	2
DA106	Dental Emergency Management	1
DA106L	Dental Emergency Management Lab	1
DA123	Legal and Ethical Issues in Dentistry	2
DA202	Dental Infection Control	1
DA202L	Dental Infection Control Lab	1
		15
Second Term		
DA107	Communication and Professional Behavior	3
DA150	Intro to Practicum and Seminar	2
DA201	Dental Radiology	4
DA201L	Radiology Lab	2
DA205	Advanced Assisting – Expanded Functions	4
DA205L	Advanced Chairside Assisting	1
		16
Third Term		
DA152	Practicum for the DA I	6
DA153	Practicum and Seminar for the DA II	5
DA204L	Expanded Functions for the DA Lab	1
DA206	Dental Specialties	1
DA206L	Dental Specialties Lab	1
		14
Total Credits		45

Graduate Competencies, Courses & Evaluation Methods

Dental Hygiene

Graduate Competency	Where is this taught?	How is this evaluated?
Graduates must be competent in providing dental hygiene care for the child, adolescent, adult and geriatric patient.	DH102L – Dental Hygiene Practice II	Clinical Evaluations Process Evaluations
Graduates must be competent in assessing the treatment needs of patients with special needs.	DH103L – Dental Hygiene Practice III, DH240 – Special Needs Patients and Currents Trends in Dental Hygiene	Quizzes Exams Special Needs Project
Graduates must be competent in providing the dental hygiene process of care which includes: <ul style="list-style-type: none"> comprehensive collection of patient data to identify the physical and oral health status; analysis of assessment findings and use of critical thinking in order to address the patient's dental hygiene treatment needs; establishment of a dental hygiene care plan that reflects the realistic goals and treatment strategies to facilitate optimal oral health; provision of patient-centered treatment and evidence-based care in a manner minimizing risk and optimizing oral health; measurement of the extent to which goals identified in the dental hygiene care plan are achieved; complete and accurate recording of all documentation relevant to patient care. 	DH101L – Dental Hygiene Practice I, DH102L – Dental Hygiene Practice II	Clinical Evaluations Process Evaluations
Graduates must be competent in providing dental hygiene care for all types of classifications of periodontal disease including patients who exhibit moderate to severe periodontal disease.	DH201L – Dental Hygiene Practice IV, DH202L – Dental Hygiene Practice V	Clinical Evaluations Process Evaluations
Graduates must be competent in interpersonal and communication skills to effectively interact with diverse population groups and other members of the health care team.	DH101 – Dental Hygiene Theory I, DH231 – Community Dental Health II	Quizzes Exams
Graduates must be competent in assessing, planning, implementing and evaluating community-based oral health programs	DH230 – Community Dental Health I, DH231 – Community Dental Health II	Quizzes Exams Community Health Project

including, health promotion and disease prevention activities.		
Graduates must be competent in providing appropriate life support measures for medical emergencies that may be encountered in dental hygiene practice.	DA106 – Dental and Medical Emergency Management, DH102L – Dental Hygiene Practice II	Quizzes Exams Clinical Evaluations
Graduates must be competent in the application of the principles of ethical reasoning, ethical decision making and professional responsibility as they pertain to the academic environment, research, patient care and practice management.	DA123 – Legal and Ethical Issues in Dentistry, DH241 – Research Methods and Issues in Oral Health	Quizzes Discussion Post Exams Research Paper
Graduates must be competent in applying legal and regulatory concepts to the provision and/or support of oral health care services.	DA202 – Infection Control, DH102L – Dental Hygiene Practice II	Quizzes Exams Clinical Evaluations Process Evaluations
Graduates must be competent in the application of self-assessment skills to prepare them for life-long learning.	DH201L Dental Hygiene Practice IV	Clinical Evaluations Process Evaluations
Graduates must be competent in the evaluation of current scientific literature.	DH241 – Research Methods and Issues in Oral Health, DH201 – Dental Hygiene Theory IV	Research Paper Quizzes Discussion Post Exams
Graduates must be competent in problem solving strategies related to comprehensive patient care and management of patients.	DH103L Dental Hygiene Practice III	Clinical Evaluations Process Evaluations

Appendix D

CODA Dental Hygiene Graduate Competencies compared to Rogue Community College Dental Hygiene Graduate Competencies

The Commission on Dental Accreditation (CODA) Accreditation Standards for Dental Hygiene Education Programs has established graduate competencies that must be included in a CODA-accredited dental hygiene program. The graduate competencies for the dental hygiene program at Rogue Community College include but go beyond the CODA Graduate Competencies.

This table shows the CODA Dental Hygiene Graduate Competencies as they compare to the Rogue Community College Dental Hygiene Graduate Competencies.

CODA DH Graduate Competencies	Where is it taught?	How is this evaluated?
<p>2-16 Graduates must be competent in providing dental hygiene care for the child, adolescent, adult and geriatric patient.</p> <p>Graduates must be competent in assessing the treatment needs of patients with special needs.</p>	<p>DH103L - Dental Hygiene Practice III DH201L - Dental Hygiene Practice IV</p>	<p>Clinical Evaluation Formative Evaluation Special Needs Project</p>
<p>2-17 Graduates must be competent in providing the dental hygiene process of care which includes:</p> <ul style="list-style-type: none"> • comprehensive collection of patient data to identify the physical and oral health status; • analysis of assessment findings and use of critical thinking in order to address the patient's dental hygiene treatment needs; • establishment of a dental hygiene care plan that reflects the realistic goals and treatment strategies to facilitate optimal oral health; • provision of patient-centered treatment and evidence-based care in a manner minimizing risk and optimizing oral health; • measurement of the extent to which goals identified in the dental hygiene care plan are achieved; • complete and accurate recording of all documentation relevant to patient care. 	<p>DH101 – Dental Hygiene Theory I DH101L - Dental Hygiene Practice I DH102 - Dental Hygiene Theory II DH102L - Dental Hygiene Practice II</p>	<p>Process Evaluation Formative Evaluation Clinical Evaluation Exams Quizzes</p>
2-18	DH270 – Periodontology I	Process Evaluation

Graduates must be competent in providing dental hygiene care for all types of classifications of periodontal disease including patients who exhibit moderate to severe periodontal disease.	DH201L – Dental Hygiene Practice IV	Formative Evaluation Clinical Evaluation Quizzes Exams
2-19 Graduates must be competent in interpersonal and communication skills to effectively interact with diverse population groups and other members of the health care team.	DH101 - Dental Hygiene Theory I DH231 – Community Dental Health II	Discussion Boards Reflection Assignments Quizzes Exams
2-20 Graduates must be competent in assessing, planning, implementing and +evaluating community-based oral health programs including, health promotion and disease prevention activities.	DH230 – Community Dental Health I DH231 – Community Dental Health II	Community Based project Discussion Boards Reflection Assignments Quizzes Exams
2-21 Graduates must be competent in providing appropriate life support measures for medical emergencies that may be encountered in dental hygiene practice.	DA106 – Dental and Medical Emergency Management	Simulations Reflection Assignments Quizzes Exams
2-22 Graduates must be competent in the application of the principles of ethical reasoning, ethical decision making and professional responsibility as they pertain to the academic environment, research, patient care and practice management.	DH101 – Dental Hygiene Theory I DH104 – Dental Materials DH123 – Legal and Ethical Issues DH203 – Dental Hygiene Theory I All DH Clinical Courses	Discussion Boards Reflection Assignments Quizzes Exams
2-23 Graduates must be competent in applying legal and regulatory concepts to the provision and/or support of oral health care services.	All DH Clinical Courses	Process Evaluations Reflection Assignments
2-24 Graduates must be competent in the application of self-assessment skills to prepare them for life-long learning.	DH113 – Dental Head and Neck Anatomy DH204L – Dental Radiology Clinic DH104 – Dental Materials lab DH 202 – Dental Hygiene Theory V DH203 – Dental Hygiene Theory VI DH241 – Research Methods and Issues in Oral Health All dental hygiene clinics	Brochure project Critique of FMX submission Case Analysis Discussion post e-Portfolio

2-25 Graduates must be competent in the evaluation of current scientific literature	DH241 – Research Methods and Issues in Oral Health	Case Study and Reflection
2-26 Graduates must be competent in problem solving strategies related to comprehensive patient care and management of patients.	All DH Clinical Courses	Process Evaluations Product Evaluations

CODA Dental Assisting Graduate Competencies

The Commission on Dental Accreditation (CODA) has established required graduate competencies for all CODA-accredited Dental Assisting education programs. These competencies define the minimum knowledge, skills, and professional behaviors expected of entry-level dental assistants. The graduate competencies for the Dental Assisting program at Rogue Community College meet and, in several areas, exceed the CODA-required graduate competencies.

The following table outlines the CODA Dental Assisting Graduate Competencies and demonstrates how they align with the Rogue Community College Dental Assisting Program Graduate Competencies.

CODA Standard 2 Requirement	How RCC Dental Assisting Program Meets It
2-1. Admissions Criteria Program must have published admissions criteria including HS diploma/equivalent, policies, and scope of practice information.	RCC publishes clear admissions criteria, including prerequisites, GPA expectations, selection process, and provides scope of practice and employment info in program materials and handbook.
2-11. Advanced/Expanded Functions If state-authorized expanded functions are included, curriculum must cover didactic and pre-clinical instruction and evaluation before clinical practice.	RCC includes state-specific EFDA content and ensures students complete relevant didactic, lab, and competency assessments prior to performing expanded functions in clinic.
2-12. Practice Management Knowledge Students must demonstrate competence in dental practice management topics (software, communications, business ethics, records, recall systems).	RCC's Dental Administration and Communication courses provide didactic and practical instruction in practice management, records, ethics, communications, and office systems.
2-13. Biomedical Sciences Content Curriculum must include bloodborne pathogens, hazard communication, and related integrated sciences.	Biomedical sciences (infection control, hazard communication, anatomy/physiology basics) are integrated throughout lecture and lab coursework (e.g., Infection Control, Dental Materials).
2-14. Dental Science Content (familiarity) Must include oral pathology, anatomy, pharmacology, radiography, etc.	RCC courses cover dental anatomy, pathology, pharmacology principles, radiology theory and lab, fulfilling dental science knowledge in DA and clinical courses.
2-15. Dental Anatomy In-Depth In-depth content specifically in oral anatomy.	Oral anatomy is taught in Dental Materials and chairside courses, with application in clinical settings demonstrating competency in anatomy knowledge.
2-16. Dental Materials In-Depth In-depth curriculum in dental material properties and manipulation.	RCC's Dental Materials and Lab courses provide in-depth coverage of gypsum, cements, impression materials, acrylics, and temporary appliance fabrication.

2-17. Dental Radiology Curriculum must include in-depth instruction in radiology.	RCC's Dental Radiology and Lab provide in-depth instruction, preparation, and competency evaluation, aligned with CODA expectations.
2-21. Community/Service Learning Programs must provide opportunities and encourage community-based experiences.	RCC incorporates clinic and practicum experiences in community dental settings, fostering service learning and diversity of patient care.
2-22-2-29. Clinical Experience & Evaluation Clinical assisting is integral, supervised, documented; students log activities and are evaluated with objective criteria.	RCC's practicum terms embed supervised clinical experience with defined competency assessments, documentation of clinical activity, and faculty-led seminars to reinforce learning.

Appendix E

Dental Hygiene Clinical Procedures

Students in the dental hygiene program will learn to perform the following clinical procedures as part of the dental hygiene process of care. These clinical procedures are not legal in all states. Graduates should only perform clinical procedures that are legal in the state in which they practice and only if they have the appropriate credential.

Courses that Provide Major Instruction in Patient Care Competencies

Patient Care Competencies	Lab or Preclinical Course	Clinical Course
Assessment		
Health History Vital Signs Extra/Intra-Oral Exam Dental Charting Periodontal Evaluation Occlusion Risk Assessment	DH101L Dental Hygiene Practice I	All Clinic Courses
Radiographs		DA201L Radiology Lab
Periodontal Risk Assessment Caries Risk Assessment Impressions & Study Models Intra-Oral Photography		DH103L Dental Hygiene Practice III DH102L Dental Hygiene Practice II
Diagnosis		
Dental Hygiene Diagnosis		DH102L Dental Hygiene Practice II
DH Diagnosis for Perio Pts		DH103L Dental Hygiene Practice III
Planning		

Treatment Planning		DH102L Dental Hygiene Practice II
Periodontal Treatment Planning		DH103L Dental Hygiene Practice III
Implementation		All Clinical courses
Instrumentation Polishing Fluoride Application	DH101L Dental Hygiene Practice I	All Clinical courses
Sealants Medical Emergencies	DA106 Dental and Medical Emergency Management	DH102L Dental Hygiene Practice II
Topical Anesthetics Local Anesthesia Nitrous Oxide-Oxygen Sedation	DH260 Anesthesia/Analgesia for Dental Hygiene Therapy	
Non-Surgical Perio Care Advanced Instrumentation Scaling & Root Planing Ultrasonic Scaling Air Powder Polishing Soft Tissue Curettage Oral Irrigation Desensitization Bleach Trays & Whitening Arrestin Placement Periodontal Dressings Suture Removal Periodontal Maintenance Silver Diamine Fluoride	DA103 Dental Materials	DH103L Dental Hygiene Practice III DH201L Dental Hygiene Practice IV DH202L Dental Hygiene Practice V DH203L Dental Hygiene Practice VI
Evaluation		

Evaluate Treatment Outcomes Periodontal Re-Evaluation		DH103L Dental Hygiene Practice III
Documentation		
Electronic Health Records		DH102L Dental Hygiene Practice II
Periodontal Documentation		DH102L Dental Hygiene Practice II
Other		
Soft Tissue Reline		DH202L Dental Hygiene Practice V

Appendix F

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a Federal Law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Purpose of FERPA

FERPA deals specifically with the education records of students, affording them certain rights with respect to those records. For purposes of definition, education records are those records which are:

- Directly related to a student and
- Maintained by an institution or a party acting for the institution.

FERPA gives students who reach the age of 18 or who attend a post-secondary institution the right to inspect and review their own education records. Furthermore, students have other rights, including the right to request amendment of records and to have some control over the disclosure of personally identifiable information from these records.

FERPA applies to the education records of persons who are or have been in attendance in post-secondary institutions, including students in cooperative and correspondence study programs. FERPA does not apply to records of applicants for admission who are denied acceptance or, if accepted, do not attend an institution. Furthermore, rights are not given by FERPA to students enrolled in one component of an institution who seek to be admitted in another component of an institution.

Students Rights Under FERPA

- Students and former students have rights to inspect and review their education records.
- Students must be able to inspect and review their education records within a maximum of 45 days after they request to do so. The right of inspection and review includes:
 - The right to an explanation and interpretation of the record.
 - The right to a copy of the education records when failure to provide a copy of the record would effectively prevent the student from inspecting and reviewing the record.
- Some limitations exist on students' right to inspect and review their education records, including:
 - Financial information submitted by parents.
 - Confidential letters and recommendations placed in their files prior to January 1, 1975.
 - Confidential letters and recommendations placed in their files after January 1, 1975, to which the student has waived his or her right to inspect and review and that are related to the students' admission, application for employment or job placement, or receipt of honors.
 - Education records containing information about more than one student.

Definition of Education Records

Those records directly related to a student and maintained by the institution or by a party acting for the institution are considered education records. The term "education records" does not include the following:

- Records of instructional, supervisory, administrative, and certain educational personnel which are in the sole possession of the maker thereof, and are not accessible or revealed to any other

individual except a substitute who performs on a temporary basis (as defined in the institutional personnel policy) the duties of the individual who made the records.

- Records maintained by a law enforcement unit of the educational agency or institution that were created by that law enforcement unit for the purpose of law enforcement.
- Records relating to individuals who are employed by the institution, which are made and maintained in the normal course of business, relate exclusively to individuals in their capacity as employees, and are not available for use for any other purpose.
- Records created or received after an individual is no longer a student: ex-alumni records or activities.
- Records relating to a student which are:
 - Created or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional, acting in his/her professional capacity or assisting in a paraprofessional capacity.
 - Used solely in connection with the provision of treatment to the student.
 - Not disclosed to anyone other than individuals providing such treatment.

Definition of Legitimate Educational Interest

It means the demonstrated need to know by those officials of an institution who act in the student's educational interest, including faculty, administration, student employees, clerical and professional employees, and other persons who manage student records information. Any school official who needs information about a student in the course of performing instructional, supervisory, advisory, or administrative duties for Rogue Community College has a legitimate educational interest.

FERPA Exemptions to Privacy: Directory Information

Provisions of FERPA allow the institution to define *directory information*, that is, information which is public. Rogue Community College determined that the following student information is directory information: names; mailing addresses; telephone numbers; email address, academic credit information, photograph, student user ID; dates of attendance; registration status; major field of study; awards, honors, degree(s) conferred and dates received; past and present participation in officially recognized sports and activities; previous educational institutions attended.

Although directory information is considered public, Rogue Community College does not release directory information for the purpose of soliciting students. See the Exceptions to Student Consent below.

Students May Request Nondisclosure of Directory Information

Enrolled students may withhold disclosure of directory information under FERPA. This is called directory exemption. Upon designating this status on their academic records, no information can be released to the general public, including phone requests from financial lenders, employers or insurance companies for verification of terms of enrollment, verification of their presence on campus, nor any address or telephone information. Directory exemption will prevent the release of directory information.

NOTE: Under the Solomon Amendment of 1997, military recruiters are guaranteed access to directory information for all students except those with privacy designated on their records.

For anyone calling for a student who has a privacy notation noted on the record, the following statement should be spoken:

"I have no information on this individual."

A directory exemption does not prevent a school from identifying a student by name or from disclosing an electronic identifier or institutional email address in the classroom. Directory exemption does not prevent Rogue Community College from requiring students to wear or present a student body card.

Exceptions to Student Consent for Release of Educational Records

- FERPA allows the institution the right to disclose student records or identifiable information without the student's consent under the following circumstances:
- To authorized representatives for audit of Federal or State supported programs.
- To college employees who are in the process of carrying out their specifically assigned educational or administrative responsibilities acting in the student's educational interest.
- Veteran's Administration officials
- Officials of other institutions in which a student seeks or intends to enroll on the condition that the issuing institution makes a reasonable attempt to inform the student of the disclosure unless the student initiates the transfer.
- Persons or organizations providing financial aid to students.
- Organizations conducting studies for, or on behalf of, educational agencies or institutions to develop, validate, and administer predictive tests, to administer student aid programs or to improve instruction, provided that individual identity of students is not made.
- Accrediting organizations carrying out their accrediting functions.
- Parents of a student who have established that student's status as a dependent according to Internal Revenue Code of 1954, Section 152.
- Persons in compliance with a judicial order or a lawfully issued subpoena, provided that the institution makes a reasonable attempt to notify the student in advance of compliance. NOTE: The institution is not required to notify the student if a federal grand jury subpoena, or any other subpoena issued for a law enforcement purpose, orders the institution not to disclose the existence or contents of the subpoena.
- Persons in an emergency, if the knowledge of information, in fact, is necessary to protect the health or safety of students or other persons.
- An alleged victim of any crime of violence of the results of any institutional disciplinary proceeding against the alleged perpetrator. The information may only be given in respect to the crime committed.
- Schools may disclose personally identifiable information from education records to an outside contractor or volunteer without prior written student consent if the outside contractor or volunteer is a "party acting for" the institution and is performing a service which the institution would otherwise have to perform for itself (as in the case of the National Student Loan Clearinghouse for loan verification or Credentials, Inc.).
- As a service to students, Rogue Central Services will forward written messages to a student's current home address. This service does not include notices or information to groups of students.

Release of Disciplinary Information

Provisions of the Family Educational Rights and Privacy Act of 1974, as amended by the Higher Education Amendments of 1998, govern access to a student's disciplinary file. The student and/or those college officials who demonstrate a legitimate educational need for disciplinary information may have access to the student's disciplinary file. Parent(s), who provide proof that a student is a dependent as defined in Section 152 of the Internal Revenue Code of 1954, i.e. a copy of the last federal income tax return listing the student as a dependent, can have access to the student's disciplinary file without written consent of the student. In this case, parents may also have access to a disciplinary file, even if the student has requested otherwise.

In addition, parent(s) may be notified if a student under 21 years of age is found responsible for a violation involving use or possession of alcohol and drugs.

The Campus Security Act permits higher education institutions to disclose to alleged victims of any crime of violence (murder, robbery, aggravated assault, rape, burglary, motor vehicle theft) the results of the conduct proceedings conducted by the institution against an alleged perpetrator with respect to such crime. The Campus Security Act also requires that both accused and the accuser be informed of campus conduct proceedings involving a sexual assault.

Additionally, the Higher Education Amendments of 1998 permit disclosure of the final results of disciplinary cases in which a student has been found responsible for a violation involving violence or for a sex offense.

Challenge of the Contents of Education Records

Institutions must provide students with an opportunity to challenge and amend the contents of their education records which the students consider to be inaccurate, misleading, or otherwise in violation of their privacy or other rights. Officials who receive challenge requests must decide within a reasonable period of time whether corrective action consistent with the student's request will be taken. The student must be notified of the decision. If the decision is in agreement with the student's request, the appropriate record(s) must be amended. A student who is not provided full relief sought by his/her challenge must be informed by the appropriate official, in writing, of the decision and his/her right to a formal hearing on the matter.

Parental Access to Children's Education Records

At the post-secondary level, parents have no inherent rights to inspect a student's education records. The right to inspect is limited solely to the student. Records may be released to the parents only under the following circumstances:

- Through the written consent of the student,
- In compliance with a subpoena,

By submission of evidence that the parents declare the student as a dependent on their most recent Federal Income Tax form (IRS Code of 1954, Section 152). In the case of a dependent student, information may be exchanged without the written consent of the student for the sole purpose of completing a student's financial aid application or the payment of tuition and fees.

Posting of Grades by Faculty

The public posting of grades either by name or social security number is a violation of FERPA, whether done via paper source or online. Instructors who post grades should use a system that ensures FERPA requirements are met. This can be done using code words, randomly assigned numbers, or RCC's ID roster. The ID roster for each class section uses only the last four digits of a student's RCC ID (not SSN) and lists the students randomly, not in the order of alphabetized last names.

Students' Rights After Ceasing Attendance or Graduating

Students who have ceased attendance or have graduated from an institution of higher education have basically the same FERPA rights as students currently attending the Rogue Community College, including the right to:

- Inspect their education records
- Have a hearing to amend an education record, and

- Have their education privacy protected by the institution.

Once students leave the college, **they do not have the right to request a privacy code** (non-disclosure) be placed on their records.

References for Students by Faculty

FERPA's prohibition on disclosure of personally identifiable information from an education record of a student applies to any kind of non-directory information (e.g., performance in class, grades, attitude, motivation, abilities, background) conveyed in writing, in person, or over the telephone to third parties.

Recommendation information is usually conveyed by faculty members at the informal request of the student and is usually positive. To meet FERPA requirements, the better practice is for the faculty member to receive a completed [Letter of Recommendation Request](#) from the student before providing the information. Rogue Central will archive the completed request for the faculty member.

Written Consent

The College may release a student's academic records to their parents, a prospective employer, insurance companies, etc., only after receiving a completed [FERPA Student Information Release](#). In compliance with FERPA, this form includes the following information:

- It must specify the records to be released (transcripts, etc.), and
- state the purpose of the disclosure, and
- identify the party or class of parties to whom disclosure may be made, and be signed and dated by the student

Disposal of Student Educational Records

Information about individuals should be retained only so long as it is valid and useful. Those responsible for academic information have an obligation to destroy information when conditions under which it was collected no longer prevail. Any document containing personally identifiable information must be disposed of properly through some means of confidential disposal. If you need information on confidential disposal, you can call Enrollment Services at 541-956-7427.

These are interpretive guidelines only. For further detail or specific questions, please call Enrollment Services at 541-956-7427.

Appendix G

Technical Standards

The Rogue Community College Dental Programs have the responsibility to society to educate competent health care providers to care for their patients/clients with clinical judgment, broadly based knowledge, and competent technical skills at the entry level.

The program has academic and technical standards (non-academic criteria) students must meet to progress in and graduate from the program successfully.

Rogue Community College provides the following technical standards with examples of learning activities to inform prospectively and enrolled students of the skills required to complete their chosen profession's curriculum and provide health care services. These technical standards reflect the performance abilities and characteristics necessary for meeting the requirements of clinical-based health care programs. Individuals interested in applying for admission to the program should review these standards to understand the skills, abilities better, and behavioral characteristics required to complete the program successfully.

Students admitted to the Dental Programs are expected to complete curriculum requirements that include physical, cognitive, and behavioral core competencies that are essential to the functions of the entry level professional nurse. These core competencies are the minimum and essential skills necessary to protect the public. Unique combinations of physical, cognitive, and behavioral competencies are encountered in providing safe and effective patient care.

Progression in the program is dependent on the demonstration of the technical standards with or without reasonable accommodations.

Rogue Community College is obliged to provide reasonable accommodations to qualified students with disabilities, including academic adjustments, auxiliary aids, and program modifications defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Individuals must be able to meet both our academic standards and the technical standards, with or without reasonable accommodations. Accommodations that fundamentally alter the nature of the educational program could jeopardize the health and safety of others or cause an undue burden to the program are not considered reasonable accommodations. Contact Rogue Community College [Access and Disability Resources](#) for more information regarding service and resources to students with disabilities and request accommodations. Regular, consistent attendance and participation are essential to learning, especially for all scheduled clinical experiences.

Cognitive:

1. Recall, collect, analyze, synthesize, and integrate information from a variety of sources.
2. Measure, calculate, reason, analyze and synthesize data.
3. Problem-solve and think critically to apply knowledge and skill.
4. Communicate verbally and through reading and writing with individuals from various social, emotional, cultural, and intellectual backgrounds.
5. Relay information in oral and written form effectively, accurately, reliably, and intelligibly, including thorough and accurate use of computers and other tools, to individuals and groups using the English language.

Examples of learning activities found in the dental curriculum and related to industry standards:

- Process information thoroughly and quickly to prioritize and implement dental care.
- Sequence or cluster data to determine patient needs.
- Discriminate fine/subtle differences in medical word endings.
- Report verbally and in writing patient data to members of the healthcare team.
- Read and comprehend patient information found in the dental record.
- Apply knowledge/skills gained through completion of program prerequisites, including the requirement for computer proficiency.

Physical:

Motor:

1. Coordinate fine and gross motor movements.
2. Coordinate hand/eye movements.
3. Maintain balance from any position.
4. Negotiate level surfaces, ramps, and stairs.
5. Function with both hands-free for performing psychomotor tasks.
6. Maneuver in small areas.
7. Attend cognitive and psychomotor tasks for up to 7-12 hours.

Examples of learning activities found in the dental curriculum and related to industry standards:

- Perform cardiopulmonary resuscitation (CPR)
- Carry equipment and supplies to the operatory.
- Manipulate small equipment and containers, such as syringes, vials, ampules, and medication packages, to administer medications.
- Dispose of needles in a sharp's container.
- Complete skills tests within the assigned time limit.

Sensory:

1. Acquire information from demonstrations and experiences, including but not limited to information conveyed through online coursework, lecture, small group activities, demonstrations, and application experiences.
2. Collect information through observation, listening, touching, and smelling.
3. Use and interpret information from diagnostic maneuvers.

Examples of learning activities found in the dental hygiene curriculum and related to industry standards:

- Detect changes in skin color or condition. (pale, ashen, grey, or bluish)
- Draw up a prescribed quantity of medication into a syringe.
- Observe patients in a room from 20 feet away.
- Detect sounds related to bodily functions using a stethoscope.
- Detect audible alarms generated by mechanical systems such as monitoring bodily functions, fire alarms, etc.
- Observe and collect data from recording equipment and measurement devices used in patient care.
- Communicate with patient and healthcare team members in person and over the phone in various settings, for example when a health team member are wearing masks and background noise.
- Detect foul odors of bodily fluids or spoiled foods.
- Detect smoke from burning materials.
- Detect changes in skin temperature.
- Detect unsafe temperature levels in heat-producing devices used in patient care.
- Detect anatomical abnormalities, such as subcutaneous crepitus, edema, or infiltrated intravenous fluids.
- Feel vibrations such as an arterial pulse.

Behavioral:

1. Demonstrate emotional stability to function effectively under stress and adapt to changing environments.
2. Maintain effective, mature, and sensitive relationships with others.
3. Examine and modify one's behavior when it interferes with others or the learning environment.
4. Possess attributes that include compassion, empathy, altruism, integrity, honesty, responsibility, and tolerance.
5. Accept responsibility for own actions and communicate courteously, with non-assertive, non-aggressive, and non-defensively with instructors, peers, staff, and healthcare team members.
6. Integrate feedback into own performance.

Examples of learning activities found in the dental hygiene curriculum and related to industry standards:

- Exercise judgment, meet acceptable timeframes for patient care delivery (reflected by ability to carry out the usual patient care assignment within program progression time standards), work effectively under stress, and adapt to rapidly changing patient care environments.
- Accept accountabilities for all actions, including those that resulted in patient care errors.
- Deal effectively with interpersonal conflict if it arises; maintain compelling and harmonious relationships with members of the healthcare team.

Appendix H

Student Discipline Procedures

References: ORS 341.290(2)

AP 3430 – Prohibition of Discrimination and Harassment
AP 3435 - Discrimination and Harassment Reports and Investigations
AP 5500 – Standards of Student Conduct
BP 5500 – Standards of Student Conduct
AP 3310 – Records Retention and Destruction

Purpose:

The purpose of this procedure is to provide a prompt and equitable means to address alleged violations of the Standards of Student Conduct. This procedure guarantees to the student, or students, involved the due process rights guaranteed them by state and federal constitutional protections. This procedure will be used in a fair and equitable manner, and not for purposes of retaliation. It is not intended to substitute for criminal or civil proceedings that may be initiated by other agencies.

These administrative procedures are specifically not intended to infringe in any way on the rights of students to engage in free expression as protected by the state and federal constitutions and will not be used to punish expression that is protected.

Definitions:

Day – Working days when Rogue Community College (RCC) is open for operations including days the college is open between terms.

Direct Resolution – An attempt by any RCC employee to resolve an issue which they believe to be a violation of the standards of conduct.

Disciplinary Probation - Specific conditions or restrictions while in attendance at RCC, in addition to the Student Code of Conduct, for a specified period of time. The Compliance Coordinator will communicate the specific behavior leading to this sanction and the specific conditions or restrictions imposed for the specified period of time to the student, in writing. The student will sign the document provided by the College and agree to abide by its terms or forfeit all rights to continue attendance at RCC.

Educational Sanction – A student may be assigned academic work that reflects on the impact of their actions and/or educates them about how to avoid similar behavior in the future.

Expulsion – Termination of student status and denial of further college privileges. Conditions of readmission, if any, will be listed in the letter of expulsion given as a notice to the student by the Compliance Coordinator.

Instructor – Any academic employee of RCC in whose class a student subject to discipline is enrolled.

Suspension – Exclusion of the student by the Compliance Coordinator, or designee, for good cause from one or more classes for the remainder of the school term, or from all classes and activities of the college for one or more terms. A student can also be removed – for good cause – from a particular program of study.

RCC Employee – Anyone engaged by RCC to perform educational, service, administrative, or other functions regardless of if this individual is compensated by RCC.

Removal from class – Exclusion of the student by an instructor for the day of the removal and the next class meeting.

Restitution - compensation or reimbursement for damage to or misappropriation of property, which may take the form of appropriate service to repair or otherwise compensate for damages. Conditions of restitution will be detailed in a letter to student.

Student – Any person currently enrolled as a student at any college or in any program offered by the college or a person taking steps to enroll or reenroll.

Written or verbal reprimand – An admonition to the student to cease and desist from conduct determined to violate the Standards of Student Conduct. Written reprimands will become part of a student's permanent record at the college. A record of the fact that a verbal reprimand has been given will become part of a student's record at the college for a period of up to one year.

Resolution Process

Direct Resolution

If any RCC Employee believes a student is engaged in conduct which violates RCC's standards of conduct – listed in AP 5500 - they are encouraged to attempt to resolve this issue directly with the student. RCC encourages direct resolution but it is not required. If personal safety is at risk, please contact 911 or campus security as appropriate. If direct resolution is attempted, please complete an incident report regardless of the outcome.

Compliance Coordinator

If direct resolution is inappropriate or unsuccessful the college employee should complete an incident report within 3 working days of the behavior in question. Within 7 working days of receiving the report the Compliance Coordinator, or designee, will contact the student and other involved parties.

The student who is accused of violating RCC's standards of conduct will be contacted to schedule a meeting with the Compliance Coordinator or designee. The Compliance Coordinator, or designee, may use multiple processes to help resolve the issue. The student will be informed

of the behavior they are accused of and be allowed an opportunity to explain or deny the behavior.

The Compliance Coordinator, or designee, may – as necessary – conduct an investigation into the accused behavior including reviewing available evidence and speaking to witnesses. The Compliance Coordinator, or designee, will use the preponderance of the evidence standard in determining if a student’s behavior violated RCC’s standards of conduct.

If a student is found to have violated RCC’s standards of conduct the Compliance Coordinator, or designee, may assign a sanction proportional to the student’s conduct. Available sanctions are listed in this procedure under the heading Sanctions.

Students will be notified of the Compliance Coordinator, or designee’s, decision and any sanction, as appropriate, in writing. When determining a sanction, the Compliance Coordinator, or designee, may take a student’s disciplinary history with RCC into account.

Appeal to the Vice President of Student Services

Students receiving a written notice of disciplinary action for a violation of RCC’s standards of conduct have the right to appeal in writing to the Vice President of Student Services, or designee. Any appeal must be received within 7 working days of receiving the notice of disciplinary action.

Students may appeal based on:

- a) Failure to follow the process for resolving allegations of inappropriate behavior as outlined in this procedure;
- b) New evidence is available that was not available during the initial investigation; or
- c) The sanction imposed is disproportionate to the offense the student is found responsible for.

Within 10 working days of receiving an appeal the Vice President of Student Services, or designee, will review the initial report, the investigation process, the findings, and any sanctions. As part of this process, they may consult with RCC administrators to insure consistency and fairness within the process. The Vice President of Student Services, or designee, will report their findings and conclusions to the student and the Compliance Coordinator. The decision of the Vice President of Student Services, or designee, is final.

Sanctions

If a student is found to have violated RCC’s standards of conduct, they may face discipline from RCC. Disciplinary sanctions available to the Compliance Coordinator, or designee, are:

1. Verbal or written reprimand
2. Disciplinary probation

3. Educational Sanction
4. Suspension
5. Expulsion
6. Restitution
7. Other – including directives for behavior and plans of action.

Records Retention

Records of alleged student misconduct, documentation of those allegations, evidence used to determine if allegations are substantiated, and the resolution of those allegations will be maintained separate from a student's other educational records and retained in accordance with RCC policies and procedures on record retention.

Removal from Class or campus

Any RCC employee may order a student removed from campus for the day of the removal and the next day. This removal should be based on behavior that violates the standards of conduct, is causing a significant disruption, and is not corrected when challenged with direct resolution.

The employee shall immediately report the removal to the Compliance Coordinator using an incident report. The Compliance Coordinator, or designee, shall attempt to contact the student within 2 working days of receiving the report to set a meeting.

The purpose of this meeting will be to discuss the conduct that led to the removal from class, attempt to resolve the problem that led to the removal, and determine appropriate disciplinary action.

Rescinds Procedure Number: AP-003 (Section 9.2 and 9.3) Approved: April 7, 2020

Appendix I

Student Rights, Freedoms and Responsibilities Statement

To request this document in an alternate format, contact Access and Disability Resources: <https://www.roguecc.edu/accessResources>

Contact: Access & Disability Resources at 541-956-7337 Oregon Relay Service: 711

PREAMBLE

Rogue Community College (RCC or the College) provides an environment which encourages learning. The College is dedicated to the open exchange of knowledge and skills, growth in student capacity for critical thinking, and the development of ethically sensitive and responsible students. The College recognizes that all individuals and groups at RCC have dignity and worth.

Learning and teaching are inseparable aspects of academic pursuit. Standards of academic rights and freedoms for students, as outlined below, are essential. Students have responsibilities for performance and conduct. Students' enrollment (or attempted enrollment) implies their acceptance of their responsibility to comply with college policies and procedures.

STUDENT RESPONSIBILITIES

A. Students will be responsible for:

1. Learning the content of any course of study for which they are enrolled, participating in class activities, and knowing the rules and regulations governing the educational community.
2. Following the lawful direction of college personnel, including providing information and personal identification when requested.
3. Respecting the teaching/learning environment by interacting with civility within the classroom, including face-to-face, online, and hybrid class formats, and following safety guidelines
4. Respecting the rights of others and cooperating to ensure that such rights are protected.
5. Exercising dissent in a responsible manner and within a framework compatible with the orderly resolution of differences
6. Maintaining honesty and integrity in all work (as outlined in the Academic Integrity procedure), communication, and interactions;
7. Maintaining the standards of academic performance established by instructors for the courses in which they are enrolled.
8. Properly using college equipment, computers and facilities, including timely return of loaned equipment/materials
9. Complying with all college policies and regulations, including those posted in labs and classrooms.
10. Complying with local, state, and federal laws.

11.Utilizing established procedures to influence change or challenge RCC policies & regulations.

STUDENT RIGHTS

A. Students will have the right to:

1. Be protected against improper academic evaluation. Students have protection through orderly procedure against unfair academic evaluation (See AP 4231 Grade Appeal & Grade Change Process). Student's grades will be based solely on academic achievement, unless otherwise specified by the instructor in writing in the syllabus.
2. Confidentiality of student records. RCC will abide by federal and state regulations regarding the privacy of student records and comply with the law regarding access procedures.
3. Due process in disciplinary proceedings. Students will have the right to be notified of the charges, will be afforded the opportunity to be heard, and will have the right to be assisted without prejudice by an advisor who may be an attorney. (See BP/AP 5500, AP 5520)
4. Reasonable accommodation. RCC is committed to providing opportunities to students with disabilities in order for them to have meaningful access to college programs and services.
5. Exercise their rights of citizenship. As citizens, students have the same freedoms of speech, right to peaceful assembly, and the right to petition as other citizens. As members of the College community, students are subject to the obligations as a student which accrue to them by virtue of this membership. International and undocumented students, though holding citizenship in another country, are considered members of the college community.

Activities of students may sometimes result in violation of law. Students who violate the law may incur penalties prescribed by civil authorities. College authority is not used merely to duplicate the function of general laws. RCC's special authority may be asserted at those times when its interests are involved.

STUDENT FREEDOMS

A. Students will be free to:

1. Organize and join associations to promote common interests subject to the formal requirements for recognition by the Associated Student Government of RCC, the college's Student Government, as a condition of institutional recognition. Students, student clubs, and student organizations may invite individuals as presenters for forums outside of classes and do not discriminate on the basis of protected classes as outlined by Administrative Procedure 3435.
2. State any reasoned exception to information or views offered in any course of study and to reserve judgment about matters of opinion without it affecting their grade as long as the disagreement is not disruptive to the instructional process.

3. Examine and discuss all questions of interest to them and express opinions publicly and privately. In accordance with Board Policy and Administrative Procedure 3900 Speech – Time Place and Manner, students will be free to support causes by orderly means, in ways that do not disrupt the regular and essential operation of the College or violate college policies or procedures.
4. Participate in institutional governance. The Associated Student Government of RCC (ASGRCC) serve as the student government body, and through this body, students are afforded the right to have student representation on selected RCC councils and committees. Students may participate in formulating and applying policies and procedures affecting academic and student affairs through student government as well as through the various college councils and committees. Students are free to express their views on issues of college policy and matters of general interest to the student body. Students may also make presentations to the RCC Board of Education, as citizens, by contacting the Assistant to the Board of Education at (541-956-7001) and requesting to be added to the next monthly Board meeting agenda.
5. Engage in free and responsible discussion through student clubs, organizations, publications and student press, all questions of interest to them and express opinions publicly and privately. They may support causes by orderly means, which do not disrupt college operations. in conformance with local, state and federal laws and professional codes.

It should be made clear to the academic and larger community that, in their public expression, students, student clubs, and student organizations speak for themselves and not as representatives of the College or the College Community.

B. Students will be free from:

1. Unlawful discrimination. In order for Rogue Community College to maintain a place of learning and work that is free of unlawful discrimination, Rogue Community College provides equal educational and employment opportunities and provides service benefits to all individuals without regard to sex, race, color, religion, national or ethnic origin, place of birth, age, sexual orientation, gender identity or expression, marital status, disability, political affiliation or belief, GED, veteran status, or/and other status or characteristic protected by applicable state or federal law and in compliance with Administrative Procedure 3410 Non-discrimination and 3430 Prohibition of Discrimination and Harassment.
2. Unlawful harassment. Rogue Community College is committed to providing a learning and working environment free of harassment; in compliance with AP 3430, 3432, and 3435.
3. Unlawful sexual harassment/sexual assault and violence. Rogue Community College is committed to providing all individuals with the opportunity to work and learn in an environment free from sexual harassment/sexual assault; in compliance with AP 3433. For physical assaults/violence, see also AP 3500 Campus Safety, AP 3510 Workplace Violence, and AP 3515 Reporting of Crimes.

Rescinds Procedure Number: AP-003 Student Rights, Freedoms, and Responsibilities
Approved: May 2, 2023

Appendix J

Distance Learning Policy

The dental programs use a blend of online and face-to-face education methods. Program lecture courses may be delivered online with periodic augmented face-to-face presentations. Clinical courses are delivered face-to-face, and subsequent labs are blended, with pre-lab practice activities and assessments completed on-line, reserving face-to-face class time for skills practice, discussions, activities, and assessments (skills check and practical). Clinical education courses include on-line facilitated discussions and assignments that are submitted into Blackboard, the college's Learning Management System (LMS).

All program faculty who teaches distance-based courses were directly involved in their development and design. The Teaching and Learning Center offer professional development "drop in" trainings. They schedule them at multiple times to accommodate faculty schedules.

Rigor is consistent with all courses offered at the college (e.g., syllabus, grading criteria, attendance standards, conduct expectations). There are minimum expectations for attendance (as measured by number of sign-ins per week) and for engagement (as measured by quality of discussion per posted classroom guidelines). Faculty regularly track attendance through the LMS report feature and send prompts to students who are at risk for not meeting standards for attendance or engagement. All assignments are submitted into the LMS and are time stamped, so faculty can assess timely completion of assignments according to established rubrics or criteria.

There is an emphasis on the use of discussion forums, which ensures that each student must actively participate in discussions and demonstrate evidence of learning and understanding. Discussion forums include instructions that frame expectation for engagement and specific point-based or grading criteria for performance. Examination outcomes are calculated by the LMS, including item level assessment, so faculty can assess student progress and identify opportunities for curriculum enhancement or updating exam items.

Much like a face-to-face course, written assessments are evaluated by an instructor according to posted rubrics, and feedback is provided directly into the LMS gradebook where students can see both the feedback and their assigned grade. Grade categories are tracked by the LMS (e.g, quizzes vs. discussions) and faculty can regularly evaluate student progress in meeting minimum standards for assessments based on category.

All mid-term and final examinations are proctored. For distance learning, identity management is maintained by provisioning students a unique login and password to provide access to all institutional web systems, including registration, research databases, and online/hybrid courses in the Blackboard learning management system. To use these systems, students are required to enter their unique number (student id) as their username, as well as a unique password known only to them. Additionally, face to face student ID verification is used for online courses using a test proctoring framework, i.e. student IDs are checked before students are given access to tests under supervision of a pre-approved test proctor.

RCC offers proctored testing on all campuses. The process for proctoring at RCC or any approved proctor is the same: students present a photo ID to the exam proctor, and then are directed to a computer in a supervised testing center to take their exam.

Individual grades on tests and assignments are visible only to the student under their unique # and passphrase. All grading occurs within the password protected gradebook.

There are no additional fees associated with distance education. All credit classes are assessed a technology fee (\$7/credit).

All credit students are eligible to receive all college services, such as academic support, financial aid, scholarships, and disability services. Each respective department has a website to direct students to methods to speak with or meet with a representative. Program advisers can be reached by email or through Blackboard (online) counseling and advising resources.

To set up a proctored exam send the following information the testing center:

The course name (BA 213)

Student name(s) (Joe Thompson, Suzie Jones, etc.)

The start and end date for giving the exams (June 20 - June 23)

Which online platform they are accessing (Moodle, Blackboard, mybusinesscourse.com)

Time frame (170 minutes or 2.5 hours)

Testing parameters (notes allowed, calculator, etc)

Instructor phone number is also very helpful if we have issues launching the exam.

Testing center info:

rwcproctors@roguecc.edu 541-956-7401

rvproctors@roguecc.edu 541-956-7402

trcproctors@roguecc.edu 541-956-7403

Appendix J Probation

Students placed on probation are required to submit a written letter to the Director of Dental Programs by the designated deadline. The letter must:

- Demonstrate insight into the factors contributing to academic or clinical difficulty
- Outline a clear and realistic plan for future success
- Identify goals and the specific steps needed to achieve them
- Address potential challenges and strategies for managing those challenges
- Be typed and free of spelling and grammatical errors

While on probation, students must maintain satisfactory academic and clinical performance. In addition, students are required to:

- Attend all scheduled class, lab, and clinic sessions
- Demonstrate clinical competency by successfully passing all required skill evaluations
- Complete any additional requirements outlined in their individual probation contract
- Comply with all program, department, and college policies and procedures

Any additional conditions or expectations will be outlined in the official probation letter. Students who fail to meet the terms of probation or are found to be in violation of probation requirements may be referred for immediate review by the Professional & Academic Standards Committee and/or the Dismissal Committee, which may result in further disciplinary action, up to and including dismissal from the program.

Continuation into the subsequent term is contingent upon:

1. Earning a minimum grade of C in all courses
2. Demonstrating ongoing clinical competency
3. Receiving a favorable recommendation from the Professional & Academic Standards Committee

Dental Programs Student Handbook Agreement

I have read and reviewed the material in the current Student Handbook and understand it. As a Rogue Community College dental programs student, I understand that I must comply with the policies contained in this Student Handbook. I understand that this Handbook is reviewed/revised as needed. and changes will be reviewed with all program students.

I consent to have fellow students perform instructor-selected and approved procedures on me after appropriate instruction and under instructor supervision.

I understand all information regarding patients is strictly confidential, whether written in the hospital record or coming to my knowledge from being in the health care facility and I will comply with the Confidentiality of Information Policy contained within this Handbook and HIPAA guidelines for the clinical facilities. I understand that if I violate the policies I may be subjected to civil penalties and/or disciplinary action.

I agree that for purposes of public safety and health if I have or develop any type of psychological, medical, drug, or alcohol problem that could or does impair my clinical performance the program may be report. I understand that when I am in the clinical setting, if my clinical instructor believes that my ability to perform patient care safely is impaired, my instructor will remove me from patient care responsibilities and follow the guidelines outlined in the Dental Programs Student Handbook, including the requirement for an on-demand urine drug screen.

I understand the Dental Programs and/or the student is required by clinical affiliation agreements to share with clinical sites the criminal background check, immunization status, urine drug screen, and/or other student information when requested by the clinical site. I understand the clinical site may exclude any student from any or all clinical areas/patient care if a student is deemed to be unsafe due to criminal history, health (including lack of immunizations or immunity), knowledge, skill, or behavior, and that such exclusion may result in the inability to continue in the program.

I understand if I engage in falsifying patient records or other dishonesty in patient care, the program will report this to the OBD. The OBD, if/when I apply for licensure or certification, will then investigate.

I am aware of the inherent problems present in clinical settings regarding communicable diseases that patients may have, the potential for needle sticks, exposure to latex, exposure to hazardous materials and radiation, etc. I am also aware that these hazards are always present and proper precautions must be taken at all times. I am also aware that I must use "standard precautions" in caring for all patients once I am taught those precautions.

Name (Print): _____

Program: _____

Signed: _____ Date: _____