



# Dental Assisting Program Student Handbook\*

## 2024-2025



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\*These requirements are specific to the Dental Assisting Program and are supplementary to the ECC College Catalog and the Health Profession Policies and Procedures Manual.

Accessible Version: [DEA Handbook](#)

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## Table of Contents

Dental Assisting Pledge.....	5
Creed for Dental Assistants .....	5
Elgin Community College Mission Statement .....	6
Health Professions Mission Statement.....	6
Dental Assisting Program.....	6
Accreditation.....	6
Dental Assisting Conceptual Framework.....	7
Definitions.....	7
Theory .....	8
Skills .....	8
Team .....	9
Professionalism.....	9
Teaching Model .....	9
Curriculum Organization.....	10
Program Intent.....	12
Program Goals .....	12
Courses.....	14
1st Semester .....	14
2nd Semester.....	15
3rd Semester.....	16
Admissions .....	17
Program Length .....	17
Essential Functions of the Dental Assistant.....	18
Physical Requirements.....	18
Intellectual/Conceptual Requirements .....	19
Essential Behavioral Requirements .....	19
Requirements for Graduation.....	20
Tuition and Fees.....	21
Financial Aid.....	21
Withdrawal from Program.....	21
Books and Uniforms.....	22
Personal Appearance.....	22

Professional Behavior .....	22
Time Commitment .....	23
Attendance .....	23
Grading.....	24
Lab Instruction .....	24
Lab Class Safety Issues .....	24
Student Injury in Class .....	25
Lab Evaluations and Check Off .....	25
Make-Up Test.....	27
Incomplete Course Work.....	27
Class and Lab Dress.....	27
Clinicals .....	27
Dental Assisting Clinical Sites.....	28
Health Insurance .....	31
Physical Examinations.....	31
Hepatitis Shots.....	31
Other Immunizations .....	31
Pregnancy Policy .....	31
CPR Classes .....	31
Personal Information .....	32
Meetings .....	32
Graduation .....	32
Certification .....	32
Student Appeals Procedure .....	33
Withdrawal/Readmission to Dental Assisting Program .....	33
ECC Dental Assisting HIPPA Policy .....	33
DEA Program Contact Information.....	34
CODA Form for Policy on Third Party Comments .....	35

# Welcome to the ECC Dental Assisting Program

## **Dental Assisting Pledge**

“I solemnly pledge that, in the practice of my profession, I will always be loyal to the welfare of the patients who come under my care, and to the interest of the practitioner whom I serve. I will be just and generous to the members of my profession, aiding them and lending them encouragement to be loyal to be just, to be studious. I hereby pledge to devote my best energies to the service of humanity in that relationship of life to which I consecrated myself when I elected to become a Dental Assistant.” (Johnson, ADAA)

## **Creed for Dental Assistants**

“To be loyal to my employer, my calling, and myself

To develop initiative—having the courage to assume responsibility and the imagination to create ideas and develop them

To be prepared to visualize, take advantage of, and fulfill the opportunities of my calling

To be a co-worker – creating a spirit of co-operation and friendliness rather than one of fault-finding and criticism

To be enthusiastic – for therein lies the easiest way to accomplishment

To be generous, not alone of my name but of my praise and my time

To be tolerant with my associates, for at times I too make mistakes

To be friendly realizing that friendship bestows and receives happiness.

To be respectful of the others person’s viewpoint and condition

To be systematic, believing that system makes for efficiency

To know the value of time for both my employer and myself

To safeguard my health, for good health is necessary for the achievement of a successful career

To be tactful – always doing the right thing at the right time

To be courteous – for this is the badge of good breeding

To walk on the sunny side of the street, seeing the beautiful things in life rather than learning the shadows

To keep always smiling always.”

Juliette A Southard

Founder of American Dental Assistant Association

# **Elgin Community College Mission Statement**

The mission of Elgin Community College is to improve people's lives through learning.

## **Health Professions Mission Statement**

The mission of Health Professions is to provide quality education that supports the development of health and wellness practitioners.

## **Dental Assisting Program**

The Dental Assisting (DEA) Program at Elgin Community College is beginning its 52<sup>nd</sup> year. It is a regional program that enjoys cooperation agreements with area community colleges. The program is designed to train students for a career as a Clinical and/or Preclinical Assistant or a Dental Office Aide. Courses in lab techniques, office management, and the Specialties are included. The program's instructional objectives are kept within the Illinois State Dental Practice Act.

Three certificates in Dental Assisting are offered at Elgin Community College. The certificates are:

- Vocational Specialist Certificate in Clinical Dental Assisting
- Basic Vocational Specialist Dental Office Aide
- Basic Vocational Specialist in Preclinical Dental Assisting

The Clinical Dental Assisting Certificate prepares you to take the Dental Assisting National Board (DANB) Examination. The credits earned in the certificates (except ENG101 and SPH101) may transfer to another program or degree as electives only.

## **Accreditation**

The Clinical Dental Assisting program is accredited by the Commission on Dental Accreditation (CODA) of the American Dental Association, a specialized accrediting body recognized by the United States Department of Education.

[Commission on Dental Accreditation](#), 211 East Chicago Ave., Chicago, IL 60611-2678

Phone: 312-440-2500

Note: See page 36 of this handbook for the form for posting third party complaints to the Commission on Dental Accreditation.

## Dental Assisting Conceptual Framework

Elgin Community College believes that the role of the dental assistant is becoming more technical. This increased technical level is evidenced by the increasing number of “expanded functions” which non-licensed dental personnel in Illinois and nationwide are allowed to perform and the explosion of new dental techniques and procedures. When dental assistants function at a higher level than in the past, manipulative skills need to be supported with a strong background in scientific theory, and the assistant’s work ethic must have components of team and professionalism.

### Definitions

Scientific Theory is defined here as the acquisition of knowledge in dental science and theory necessary to apply critical thinking to a problem.

Manipulative Skills are defined as the functions of a dental assistant which affects a product or procedure in some way.

Team is being defined here as “the interdependence among team members of the dental staff a community.” As Morton, Clark et al. states: “Team...is for dental professionals who are interested in exploring practical ways to enhance the coordination of work of interdependent and specialized dental personnel, the optimal use of individual and team skills, the achievement of efficient quality care, and the personal satisfaction of dental office team members.”

The term Professional (as defined for purposes of this framework) is characterized by the ethical and legal practice of the dental assistant who is committed to the profession, to self-improvement through life-long learning, to the advancement of the profession, and to the promotion of high-quality care for all people.

Collaborative Learning (as the department defines it) is working and learning together as a team for the same goal, and that the students and teachers share responsibility for the learning.

Competency Based Education is a method of curriculum development that ties what is taught to real world experiences and ECC’s model allows for varied mastery rates of those skills.

Critical Thinking is self-directed, self-disciplined, self-motivated, and self-corrective thinking. It entails effective communication and problem-solving abilities.

Cross-disciplinary Education refers to the use of English, Speech, Psychology, and fine arts in exercises used to teach or reinforce didactic material in dental assisting.

Multiple Intelligences refers to the seven pathways of learning: Verbal, Visual, Rhythmic, Logical/Mathematical, Kinesthetic, Intrapersonal, and Interpersonal. The dental assisting program lends itself naturally to verbal, visual, logical, interpersonal, and kinesthetic pathways, and

occasionally adds rhythmic, and intrapersonal pathways.

Elgin Community College's Dental Assisting program is based on the concept that Scientific Theory, Skills, Professionalism, and Team are taught simultaneously in an integrated curriculum. All the segments overlap and directly impact the other segments and the patient. In this model every course has the four components delineated in the objectives, although some courses are, by necessity, heavier in knowledge or skills than others.

## **Theory**

Scientific Theory represents 23 percent of the program. Dental knowledge forms the basis for learning the necessary skills and includes content in those dental sciences listed below. The program teaches the didactic portion of the program using traditional methods of lecture, discussion, demonstration, simulation, and illustration.

## **Skills**

The teaching of skills consumes 44 percent of the curriculum. This is justified because of the high levels of dexterity required of chairside dental assistants. Skill levels are evaluated by the ultimate impact on the patient. The program teaches both clerical (<16 percent) and clinical (>84 percent of program skill content) skills. The skill components are divided into four different levels and are evaluated accordingly. Level 4 skills are evaluated more strenuously than level 1 skills. Skills are taught in the traditional classroom, laboratory, and clinical models utilizing guided labs, simulations, role-playing, group projects, and performance tests.

Level 1. Prepare and dismiss patients, oral health instructions, fabricate custom trays, and other indirect lab products, prepare tray set-ups, waste disposals, manage telephones, control appointments, supply inventory, manage recall system, operate business equipment, third-party reimbursement forms, perform financial transactions.

While not unimportant skills to the dental practice, and not necessarily easy to learn, the above dental assisting functions have no direct impact on the health of the patient.

Level 2. Dental charting accurate treatment records, mounting radiographs, fabricate provisional restorations, suture removal, periodontal pack removal, cleaning and polishing removable appliances or prosthesis. Level 2 skills include skills that have a lower level of impact upon the patient, and after the dentist checks their work, these procedures can be reversed.

Level 3. Current concepts of chairside assisting, preparation of dental materials, suctioning, and instrument transfer include skills that have a high level of impact upon the patient generally require direct supervision by the dentist. Adverse effects may be irreversible.

Level 4. Expanded Functions, such as topical fluoride agents, management of dental/medical



emergencies, CPR, post-operative instructions, aseptic techniques/maintain treatment area, topical anesthetic, exposing and processing radiographs, and placing/removing rubber dam. Also including monitoring nitrous oxide, coronal polishing, and placement of pit and fissure sealants if certified to do so. These have the highest level of impact on the patient and include procedures with the lowest amount of direct supervision. Adverse effects may be irreversible. Current concepts of chairside assisting, preparation of dental materials, upon the patient, but for which there is generally direct supervision by the dentist. Adverse effects may be irreversible.

## **Team**

Ultimately, the student must function as a part of a dental team serving the patient. Dental Assistants function at two different levels in “Team.” The dental assisting program teaches team through motivational stories, clinic work, clinical assignments, field trips and course work.

### **Level 1: New Dental Assistants**

Patient reception; demonstrate empathy; time-management skills; adjust for special needs patients; communicate effectively with team members; reiterate office policies; give community education in dental health.

### **Level 2: Experienced Dental Assistants**

Coordinate/Maintain Operative schedule, patient/doctor liaison, pre/post-operative care and instructions, educate patients, arrange for referrals, and make collection calls.

## **Professionalism**

To function effectively as a dental team member, the dental assistant must be a “professional.” The program emphasizes Ethics and Jurisprudence, dental culture, communications, and continuing education in this facet of the curriculum. These content segments are taught through motivational stories, problem-solving, course work, field trips, clinical assignments, and clinical work and are interwoven throughout the curriculum hours.

## **Teaching Model**

Faculty has developed teaching methods drawn from several models, including Competency Based Education, Collaborative Learning, Multiple Intelligence models and Cross-disciplinary Education. Teachers see themselves as experts in the field, motivators and coaches of the students, and finally evaluators of student performances. Essentially, faculty teaches What? Why? How? And What If? Learning activities are as varied and diverse as possible depending upon the content.

According to Hudepohl, Competency-Based Education addresses three questions:

- What should students be able to do when they graduate?

- How do we know if students can do this at an acceptable level of competence?
- What learning experiences will help students learn to do this?

The Dental Assisting Program utilizes competency-based instructions extensively in both didactic and laboratory facets.

## **Curriculum Organization**

The dental assisting curriculum has been evaluated by the advisory committee and faculty for content and level. Teachers check the progress of the students after every lab or didactic unit but allow repeated performance.

For example, in the radiography course, students can retake manikin radiographs as many times as they require to meet the objectives. Generally, student-imposed deadlines are met, and all work must be finished by final grading day. Grades are achieved by measuring the number of radiographs completed satisfactorily and by two lab assignments, which may not be redone. These are the timed test and the “perfect set” assignments. Alginate impressions and stone models are similar examples, although students may redo most of the lab and didactic assignments.

Tests are standardized in that only 20 percent of test questions are changed yearly and scores from the current class are compared to those from previous years. In-House standardization provides faculty with immediate feedback on the progress of the class. The dental assisting content easily allows for the use of portfolios, and dental assisting students produce them for dental materials and office procedures.

COLLABORATIVE LEARNING, as the department defines it, is working and learning together as a team for the same goal, and that the students and teachers share responsibility for the learning. Students are encouraged to share knowledge, skill and ideas so that all may learn more. Collaborative learning should promote critical thinking because the social discourse or brainstorming which takes place fosters analysis, synthesis, and application on the part of the student.

ECC’s dental assisting program utilizes collaborative learning in preclinical exercises such as instrument transfer and suctioning practice, group project work, and group review sessions.

Cross-disciplinary exercises reinforce the importance of the program's general education segments. Dental assistants are the liaison between the practitioner and the patient, so they must be able to interpret and reiterate dental, medical, and financial information. Oral and written communication and psychology are important for dental assistants to become full members of the dental team. The dental assisting program has incorporated assignments in writing, oral communications and psychology in the dental curriculum.

Writing assignments are integrated throughout the curriculum with online posts, reflective summaries, and portfolios in both Business Communications and Dental Materials.

Oral Communications are integrated in preclinical activities in Chairside Assisting. Seating the patient, taking health and dental histories and giving post-operative instructions are all examples of where students use speech in the program. Students also give a short speech on nutrition, provide oral health instructions and post-operative instructions, and instruct patients while preparing for radiographs and dental procedures.

Psychology is heavily integrated in the curriculum's teaching of oral health, nutrition and practice management. Students must also deal with the interpersonal skills of division of labor, empathy practices, person-to-person communication, intuiting others' feelings and giving feedback during the dental clinics and practicums. Participating in a team automatically places the student in interpersonal situations. Students are asked to measure their contribution to the team effort and delineate an experience when they used reflective listening.

Emotional processing, mindfulness practices, and emotional practices included in intrapersonal intelligence are encouraged in the practice management personal goal assignments. Students are asked to trust their intuition, be creative in their accomplishments and concentrate. Students must also personally deal with the issues of poverty, ignorance of oral hygiene, and discrimination raised by their work in the dental clinic.

The dental assisting program appeals to a wide range of students. The program has students who are traditional high school graduates who have time to devote to being a college student as well as older students who maintain full-time jobs and family commitments. Students also vary in their socio-economic backgrounds and academic preparation.

*It is of the utmost importance that we recognize and nurture all of the varied human intelligence and all of the combinations of intelligences...If we can mobilize the spectrum of human abilities, not only will people feel better about themselves and more competent; it is even possible that they will also feel more engaged and better able to join the rest of the world community in working for the broader good." Howard Gardner (Lazner, 1994).*

If the dental assisting program can recognize and nurture all its students, the student will feel better about themselves, be more competent, and be better able to join the dental team

References:

Brien, Susan, "Innovative Teaching Strategies Workshop", October 8, 1999,

Downing and Miller, Cranial Creations 45 Cooperative Learning Activities for Life Science Classes, J.

Weston Walch, Portland, Maine, 1990.

Hudepohl, Competency Based Education

Lazear, David, Seven Pathways of Learning, Teaching Students and Parents about Multiple Intelligence, Zephyr Press, Tucson, AZ, 1994.

Near, John, "Learning Styles" April 28 and October 29, 1999.

Palladinos, Joesph, "Pedagogical, Ethical, and Legal Issues in Grading, March 8, 1995.

## Program Intent

The Dental Assisting Program Aims To:

Enable students to obtain the knowledge and skills necessary to be a successful dental assistant.

- Provides the student access to the knowledge and skills necessary to successfully complete the Dental Assisting National Board Exam (DANB).
- Graduate students who find employment as a dental assistant within six months following graduation.
- Evaluate its curriculum yearly.
- Encourage and assist students in determining which college services promote their success.
- In partnership with the dental profession, industry, and governmental agencies, we will endeavor to prepare a quality dental assisting workforce within our district.
- Promote life-long learning in the dental field.
- Maintain the alliances that have been established with the area dental offices.
- Encourage students to join the state and national dental assisting organizations.
- Incorporate cultural content material in the curriculum.
- Provide quality intercultural dental experiences.
- Use existing and emerging technologies to provide convenient and flexible access to the dental assisting program.

## Program Goals

1. Graduates will demonstrate proficiency of dental assisting skills.

Rationale: The dental assistant of today must be high in dexterity, and spatial relationship ability as well as have critical thinking, planning, organizational, and manipulation skills. They must analyze, estimate, evaluate, follow directions, identify, interview, and manage time efficiently.

Criterion: Students will score a minimum of 70% in didactic/labs and 85% in clinicals level or higher

Tool: Skill Evaluation Forms and Clinical Evaluation Forms  
Methods: Ongoing evaluation in labs and clinical assignments  
Responsible: DEA Faculty and Program Director  
Frequency: At the end of both fall & spring semesters as all grades are being completed  
Timetable: Yearly for every student enrolled in Dental Assisting

2. Graduates will be able to apply the knowledge and skills learned to successfully complete the Dental Assisting National Board Examination.

Rationale: Accreditation Elgin Community College and State of Illinois processes require that outcomes assessment utilize any post-graduate testing available.

Criterion: 85 percent of the students who take the exam within 3 years of graduation will pass it  
Tools: Testing data provided by the DANB  
Methods: Analysis of the data  
Responsible: Program Director  
Frequency: Every January when the annual pass rate data is reported to the institution.

3. The Dental Assisting program will prepare and provide qualified and professional dental assistants for employment in the workforce.

Rationale: The dental assisting program must work within the guidelines set by the Illinois Board of Dentistry and the standards set by the Commission on Accreditation of the American Dental Association for dental assisting education criteria.

Criterion: 80 percent of program graduates will be working in the dental community within 6 months of graduation  
Tools: List of program graduates  
Methods: Tracking  
Responsible: Dental Assistant Faculty and Program Director  
Frequency: Annually when IR data is available in June

4. Students will display ethical and professional behavior in the dental office.

Rationale: The dental assisting students have read and understand the Health Professions Student Code of Conduct. This document along with their instruction and preparation in the program will provide them with the guidelines for acceptable behavior in the dental office.

Criterion: Students will score at the 85 percent level or higher  
Tools: Clinical Evaluation Forms  
Methods: Periodic evaluation in clinical assignments.  
Responsible: Dental Assisting Faculty and Program Director  
Frequency: At the end of each semester when DEA123/124 grades are being completed.

5. Students will demonstrate professional communication skills with both patients and office staff members.

Rationale: The dental office provides the students with the opportunity to interact with a variety of patients and staff. They must have both the verbal and interpersonal skills to effectively communicate, assess patient needs, evaluate situations, and show empathy with all parties involved in patient care.

Criterion: Students will score at the 85 percent level or higher in both clinical rotations and daycare activity.  
Tools: Clinical Evaluation Forms and reflection/participation/poster of daycare activity  
Methods: Periodic evaluation in clinical assignments and end of DEA111 class  
Responsible: Dental assisting faculty and Program Director  
Timetable: At the end of each semester when DEA123/124 and DEA111 grades are being completed.

## Courses

### 1<sup>st</sup> Semester

#### **DEA 101 Dental Assisting I**

**Credit Hours: 3**

Prerequisite: Concurrent enrollment into DEA program

Introductory course to dental assisting. Tooth anatomy, both primary and permanent teeth, are included as well as a survey of head and neck anatomy. Bones, muscles, glands, blood vessels and nerves are studied as they relate to the functional dentition and the jaw joint. Fetal development of the face is included. A limited microbiology section is also included. The lab includes myofunctional theories.

#### **DEA 103 Dental Materials I**

**Credit Hours: 3**

Prerequisite: Concurrent enrollment in DEA 101

This course deals with the chemical, physical and mechanical concepts of gypsum, hydrocolloids, dental filling materials and periodontal packs. Emphasis will be placed on developing manipulative skills necessary to carry out laboratory and chairside procedures.

### **DEA 106 Dental Aseptic Techniques**

**Credit Hours:** 3.5

Prerequisite: Concurrent enrollment in DEA 101

This course is designed for the dental assisting major and will cover methods used for disinfection, sterilization, prevention of cross-contamination and techniques used to prevent personnel infection. Heavy emphasis will be placed on the use of equipment and chemicals. Methods to sterilize individual groups of instruments will be studied.

### **DEA 108 Chairside Dental Assisting I**

**Credit Hours:** 3

Prerequisite: Concurrent enrollment in DEA 101, DEA 103, and DEA 106

Practical experience is given in chairside procedures of general dentistry. Procedures for tooth restoration and cleaning are covered. Skills taught include equipment use and care, aseptic techniques, charting, saliva control, instrument transfer, sharpening, and identification.

## **2<sup>nd</sup> Semester**

### **DEA 107 Dental Radiography**

**Credit Hours:** 3

Prerequisite: Grade of C or better in DEA 101 or consent of instructor

Techniques involved in exposing, processing and mounting dental x-rays. Two techniques are taught: the paralleling and the bisecting angle. Stress is placed upon radiation safety for the operator and patient. Anatomy of the bony structures radiographed as well as history and physics of radiography will be covered. All work will be completed on mannikins.

### **DEA 111 Dental Assisting II**

**Credit Hours:** 3

Prerequisite: Grade of C or better in DEA 101

Presents concepts of first aid, community dentistry, dental pathology, and pharmacology, including

diet and nutrition, fluoridation, and patient education. First aid, as it applies to the dental office, is also stressed.

### **DEA 118 Dental Materials II**

**Credit Hours: 3**

Prerequisite: Grade of C or better in DEA 103

This course is a continuation of Dental Materials I. Concepts applied to prosthetic dental impression materials are covered as well as acrylic materials and metals. Emphasis will be placed on manipulative techniques and their use in general dentistry.

### **DEA 119 Dental Records and Communications**

**Credit Hours: 3**

Prerequisite: Acceptance into DEA program

The policies and procedures for all dental office clinical and financial records are discussed. Compilation and recording of data, correspondence with responsible third parties, and filing and storage of records are included. Appointments, bookkeeping procedures, inventory control, telephone techniques, banking procedures, and financial arrangements are covered. Also included are: Interviewing skills, health and grooming, ethics, and history of dentistry. A major part of the course includes effective patient communication.

### **DEA 120 Chairside Dental Assisting II**

**Credit Hours: 3**

Prerequisite: Grade of C or better in DEA 101 and DEA 108

In-depth classroom and laboratory experiences in chairside dental assisting procedures for the specialties of dentistry. Endodontics, Oral and Maxillofacial Surgery, Orthodontics, Pediatric Dentistry, and Periodontics will be emphasized.

## **3<sup>rd</sup> Semester**

### **DEA 123 Clinical Practice I**

**Credit Hours: 4**

Prerequisite: Grade of C or better in DEA 120 or consent of instructor

Application of theories and skills taught in the classroom to clinical surroundings of two general practice offices.



## **DEA 124 Clinical Practice II**

### **Credit Hours: 4**

Prerequisite: Grade of C or better in DEA 120 or consent of instructor

Application of theories and skills taught in the classroom and lab to the clinical surroundings of two or three different specialties. Student affiliations can include oral and maxillofacial surgery, orthodontics, periodontics and pediatric dentistry.

## **Admissions**

The dental assisting program accepts students from a wide area of northeastern Illinois. Students must apply to the program using the Health Professions application and provide one of the acceptable entrance requirements. The Health Profession's department application fee is \$0.00. All students with a high school diploma or a GED and appropriate entrance requirements are accepted into the program based on the date that their application, transcripts, and completed entrance requirements are received by the program director.

Students must provide the college's records office with an official copy of transcript from all colleges attended, **AND** their high school transcript.

Copies should be sent to:

**Records Office, Elgin Community College, 1700 Spartan Drive, Elgin, IL 60123.**

For continued admission, students are required to take a drug test and pass a criminal background check through Castlebranch. Please see the Health Professions Policies and Procedures Manual for more information on Castlebranch and the ECC policy on background checks and drug testing.

## **Program Length**

Students can complete the program in twelve months or three to four semesters. A full-time student will complete the program in twelve-eighteen months. Part-time students generally need 18-24 months (about 2 years) to complete the coursework. Coursework must be completed within 2 calendar years or student risk having to repeat courses. See re-admissions policy.

The college does deserve the right to advise students to limit the number of credit hours taken in any one semester. These decisions will be based upon ACT scores, academic record, and interviews.

As a part of the course of curriculum, students spend 336 hours of clinical in area dental offices. The clinical hours are distributed in General Practice and Specialty offices. Students can choose

from Oral and Maxillofacial Surgery, Orthodontics, Pediatric Dentistry, and Periodontics.

## Essential Functions of the Dental Assistant

The following is the description of the physical and mental efforts required of the student in the Dental Assisting program at Elgin Community College. A student must be able to perform these requirements with or without reasonable accommodations as outlined in the Americans with Disabilities Act.

The student is responsible for signing a Student Handbook agreement stating that he/she can meet the Dental Essential functions listed below.

PLEASE NOTE: Elgin Community College will not compromise on any essential skills or requirements in a course or degree. All students are expected to meet essential requirements. Students with disabilities must also meet these requirements, either with or without accommodation. It is therefore the student with disabilities' responsibility to request those accommodations that he/she feels are reasonable and are needed to execute the essential requirements as described. Students with [disabilities](#) must contact [Pietrina Probst](#) (office B125 or phone 847 214-7417) for an interview.

### Physical Requirements

1. Manual dexterity  
Student must have above average fine motor control (dexterity) to perform moderately difficult/difficult manipulative skills.
2. Mobility  
The student must be able to move freely and safely about the dental equipment and operatory. The student must be able to reach operatory counters and shelves. The student must be able to perform repetitive tasks requiring sitting or standing for lengthy periods of time. The student must be able to tolerate lengthy periods of physical activity, including moving quickly at times. The student must be able to safely manipulate dental equipment in a patient's mouth.
3. Stamina  
Students must be able to perform tasks that require arm steadiness, hand steadiness, leg steadiness, and upper and lower body strength.
4. Strength  
Students must have the ability to push/pull and lift objects more than 50-100 pounds.
5. Coordination  
Students must have the ability to perform tasks that require eye-hand coordination.
6. Sight  
Students are required to see objects 20/20 with correction or 20/40 with correction and be

able to read fine print. Students must also be able to determine changes in patient status through visual observation. Color discrimination is required as in shade selection for restorations, warning lights on equipment, color coding of dental instruments, and disposables.

7. Hearing

Students must have normal range hearing, either corrected or uncorrected, for functional use.

8. Tactile

Students must be able to discern hard and soft tissues through tactile senses, for functional use as listed below.

### **Intellectual/Conceptual Requirements**

9. Concentration

Students must be able to concentrate on moderate to fine detail with frequent interruption.

10. Attention Span

Students must have the ability to attend to multiple functions and patients often for an extended period of time.

11. Conceptualization/Application

Students must have the ability to select and use technical principles, ideas, and theories in a problem-solving situation and adjust procedures accordingly.

12. Communication

Student must be able to communicate effectively in Standard English, in verbal and written format with patients, dentists, families, and other health care workers. Students must be able to respond professionally and effectively in unexpected situations.

### **Essential Behavioral Requirements**

13. The student must be able to prioritize and complete projects within realistic constraints. The student must exercise sound judgment and decision-making skills during stress periods. A high level of emotional maturity and self-control is necessary. The student must remain flexible and be adaptable to change.

14. Dental Assisting students have a high risk for exposure to blood, body fluids, or tissue, infectious disease, combative and difficult patients, some toxic chemicals, some noxious odors, and some fast-paced, high-stress clinical situations. The student must recognize these potentially hazardous situations and proceed safely.

15. The student must seek help when needed. The student must accept constructive criticism and work to improve performance. The student must support and promote activities of fellow students and other healthcare professionals.

## Requirements for Graduation

COURSES: There are 11 Dental assisting (DEA prefix) courses in the program of study. In addition, students are required to have college credit in Communications and Speech.

<b>First Semester</b>	<b>Credit Hours</b>
DEA 101 Dental Assisting I	3
DEA 103 Dental Materials I	3
DEA 106 Dental Aseptic Technics	3.5
DEA 108 Chairside Dental Assisting I	3

<b>Second Semester</b>	<b>Credit Hours</b>
DEA 107 Dental Radiography	3
DEA 111 Dental Assisting II	3
DEA 118 Dental Materials	3
DEA 119 Dental Records & Communications	3
DEA 120 Chairside Dental Assisting II	3

<b>Third Semester</b>	<b>Credit Hours</b>
DEA 123 Clinical Practice I	4
DEA 124 Clinical Practice II	4

<b>Before Graduation</b>	<b>Credit Hours</b>
ENG 101 English Composition <b>or</b> BUS 101 Business Communication	3
CMS 101 Fundamentals of Speech	3

**Total Credit Hours: 41.5**

## Tuition and Fees

Tuition is \$132.00 per semester hour for in-district and joint agreement students. For payment information see the ECC website. On the tuition due date, you will be dropped from your section for non-payment and may lose your place in the Dental Assisting Program. If the space is still available, you may re-enroll. Deferred payment plans are available.

### **ALL FEES ARE SUBJECT TO CHANGE AT ANY TIME.**

<b>Fees</b>	
ECC Admission Fee/Health Professions application fee	\$0
Criminal Background Check and Drug Testing	\$139
CPR Training	\$95
Tuition \$135.00 per hour x 41.5 credits hours	\$5603
Lab Fees (listed with tuition in class schedule)	\$1154
ECC scrub jacket, pant and optional shirt. Available at bookstore	\$65
Pair of work shoes (all black or all white)	\$65
Textbooks	\$828
Midwinter Meeting	\$40
Vaccinations	\$400
Misc. School Supplies	\$50
<u>Subtotal</u>	Approx. \$8439
<b>ADDITIONAL RECOMMENDED/OPTIONAL FEES</b>	
ADAA Student Membership	\$45
DANB Certification Exam	\$425-750

## Financial Aid

Grants, scholarships, and loans are available according to need. Apply early for the semester if you need help. For further information contact the financial aid office.

## Withdrawal from Program

Please refer to Access ECC for important information on timelines, refunds and policies.

## Books and Uniforms

**BOOKS:** Most of the textbooks for the full-time (twelve-month) dental assisting program are needed for the first semester. These books will also be used in second-semester courses. Lists of required books are furnished by the college bookstore.

The faculty utilize the texts and require that you have copies in class.

**MISC. SUPPLIES:** Hair ties; 4-5 large zip lock bags for DEA 103/118. Also needed: notebook paper, pens, pencils, and binder(s).

**UNIFORMS:** Occupational Safety and Health Administration (OSHA) requires that the outer layer of dental office attire be laundered within the dental office or be disposable. The dental clinic will utilize disposable jackets. Some outside clinical facilities will provide either a disposable jacket or a scrub top, which will be processed appropriately. Therefore, the student needs comfortable, all white or all black athletic (no canvas) shoes without other colors, two (2) pairs of scrub pants, and two (2) scrub jackets. Scrub shirts are optional. Shoes should be kept clean and polished. **NOTE:** For safety and aseptic purposes, no clogs or ventilated shoes are allowed.

**SAFETY GLASSES:** Because of the aerosol effect of dental headpieces, we require that all dental assisting students wear OSHA-approved safety glasses in clinical assignments and classroom labs. You may need to purchase a pair for clinical purposes.

## Personal Appearance

**HAIR/MAKEUP:** Hair should be neat and clean and not hang around the face or fall forward when performing chair-side and lab duties. If hair is long, it must be pulled back. Use cosmetics with moderation. Nails should be well manicured and short with only light-colored nail polish. French manicures are acceptable. Artificial fingernails are not allowed.

**JEWELRY:** Engagement and/or wedding rings, watches, and small stud-type, pierced earrings are the only jewelry that may be worn with the uniform. No other piercings are allowed.

**TATTOOS:** Tattoos should not be visible when the clinical attire is worn. If it is visible, it must be covered with a Band-Aid or other acceptable device.

## Professional Behavior

As a student in the dental assisting program, you will be expected to behave as a professional. It is easy to recognize a professional because they are good at what they do and they like doing it. They enjoy helping others and knowing that they have made a difference. They treat everyone with dignity

and respect.

Professionals set high standards for themselves and work hard to achieve them. They care about quality and how to improve it. They continually strive to learn and grow in their personal and professional lives. Professionals are recognized for their integrity. They are reliable, accountable, and always team players.

We expect our students to act professionally in the classroom and clinical situations. Rules that govern professionalism are strictly enforced. You must be on time for classes.

- a. Smoking is not allowed on campus. Gum chewing is not allowed during clinical experiences. Because of OSHA requirements and the Dental Clinic that is held in the dental lab, no food will be allowed in the labs (A172 & A187)
- b. Information learned in clinical sites is not to be discussed outside that office. Private details about another person are not discussed in dental offices. The doctor/patient privilege must not be breached.
- c. Any behavior which disrupts the classroom or clinical environment jeopardizes the health, safety, or well-being of a fellow student or the patient you are serving, or which reflects negatively on the Dental Assisting program at Elgin Community College may be grounds for dismissal from the program.
- d. Cell phones must be turned off during class sessions. Cell phones must be on vibrate. NO phone calls or text messaging during class sessions is allowed. If seen, the student may be asked to leave class for the remainder of the day.

## Time Commitment

You will have to arrange time in your schedule to study, practice skills, and complete projects. It is recommended that students be employed in a non-dental area for no more than 20 hours per week. It is suggested that you plan one hour of study each week for every hour in lecture.

## Attendance

Attendance is recommended at all class sessions. All efforts to be on time are requested. Tardiness disrupts the learning process for others. Classroom discussion will be based on the course syllabus' objectives and additional objectives and/or information identified by instructors. These discussions are designed to prepare the dental assisting student to function safely and effectively in the clinical area. Students are expected to complete the reading, writing, and learning activities assigned prior to coming to class. Students are responsible for all content and information presented in all classes and are expected to COME TO CLASS PREPARED to participate in the class discussion.

Being later than 20 minutes to class or leaving before class ends will be considered as a complete

absence. Tardiness exceptions may be made for weather or other circumstances to be determined by the instructor. Students are allowed to be absent (NO EXCEPTIONS) for only 2 classes within one course. Upon the third absence in any course, dental assisting faculty will withdraw a student until mid-terms or fail them after mid-terms.

Attendance at the first class is expected. Registered students who do not attend the first 50 minutes of the first class session and who have not contacted the instructor to explain the absence must be present at the beginning of the second session, or they will be dropped by the instructor for non-attendance. If a student who missed the first 50 minutes of the first session is unable to attend the second session, it is his/her responsibility to contact the instructor before the second class session or he/she will be dropped for non-attendance.

## Grading

You must complete both lecture and lab portions of each class. Grades from both sections will apply to the final grade received. Final examinations will reflect information from both lecture and lab sessions. The program is a competency-based system whereby students are given unlimited opportunities to complete most (but not all) objectives

Grade Scale: 90-100 = A    80-89 = B    70-79 = C    <70 = Failure

In clinical practice you must receive passing grades in all phases of 85% or higher. You will receive evaluations periodically from the faculty and rotational evaluations from the dentists. See the clinical handbook for specific grading policies.

Failed courses may be repeated only once (see ECC course repeat policy). Students receiving two (2) failing grades in the DEA program will be dismissed permanently.

## Lab Instruction

If a student is absent from a lab class period, she/he is expected to arrange a time with program faculty to utilize the lab for practice. This time will be arranged with faculty according to their availability. No Student(s) may use the lab for practice of dental assisting skills without faculty on the premises.

## Lab Class Safety Issues

To ensure safety in the lab class, students should be aware of the following procedures:

1. In the first lab class of the school year, the student will read and sign the form for Consent as a Human Subject, and Guidelines for Human Subject Form. Students will also sign the ECC informed consent form.
2. In the first semester, DEA 106, students will receive and study information on blood and body



fluid precautions, hand washing techniques, and proper disposal of medical waste.

3. At the beginning of the Fall and Spring semester in DEA 103 and 118, students will receive and study information on hazardous materials and OSHA requirements.
4. Students are required to wash their hands, wear gloves and masks prior to practicing with a lab partner, and to rewash if moving on to practice with another student.
5. Lab class ratio will be 12:1 for DEA 103, 108, 118, 120, and 6:1 for DEA 107.
6. The lab instructor and/or assistant will respond to all student requests for assistance regarding correct and safe techniques for application of dental assisting skills.
7. The faculty reserves the right to request a student not to perform a dental assisting skill until supervision and/or assistance can be provided.
8. Correct safety measures will be emphasized in every lab class.
9. Proper equipment use will be demonstrated by the faculty prior to student use.

Emergency procedures are posted near the entries for all labs.

## Student Injury in Class

If an accident or injury occurs while the student is in the classroom, the student will have access to appropriate care. The payment for care and related costs is the responsibility of the student.

## Lab Evaluations and Check Off

The program faculty have prepared a list of critical dental assisting skills. These skills will be evaluated by a practical examination. Critical practical skills must be passed at an 80 percent level. See each class syllabus for practical examination policies. Refer to the course syllabus for complete list of critical dental assisting skills. Critical Dental Assisting Skills include (but are not limited to):

- DEA 101
  - Tooth Identification and Numbering
  - Beginning Charting
- DEA 103
  - Mixing IRM
  - Mixing Glass Ionomer
  - Loading Amalgam Carrier
  - Sequencing of Composite Components
  - Alginate Impression on Human
  - Pouring Models
- DEA 106
  - Personal Protective Equipment
  - Instrument decontamination

- Sharps handling
- Operatory Preparation
- DEA 107
  - Full Mouth Surveys on Manikins
  - Full Mouth Surveys on Humans
  - Processing of radiographs
- DEA 108
  - Sequencing of Amalgam restoration
  - Sequencing of Composite restoration
  - Post-Restoration instructions
- DEA 111
  - Oral Health Instructions
  - Fluoride Application
  - Take and record blood pressure
  - Responding to common medical emergency
- DEA 118
  - Performing a Crown Preparation Procedure
- DEA 119
  - Completion of Insurance form
  - Using Dentrix Practice Management software
  - Appointment making
- DEA 120
  - Post-Operative instructions-specialties
  - Dental Charting (expanded symbols)

LAB VALIDATIONS will be completed for the remaining dental assisting skills. Lab validations are allotted a greater amount of time in which to complete, so for that reason, if lab validations are not completed by their due date, a grade of zero will be given. Lab checks are not evaluated as strenuously as “Critical Skill Evaluations.” All lab checks are to be completed by the end of the class. The instructor will determine the date.

Examples of skills that are evaluated by a lab validation include:

DEA 108

- Equipment Identification
- Equipment Function
- Seating of the patient
- Seating of the dental team

Complete lists of lab validation skills are included in the individual course syllabus.

## Make-Up Test

Make-up exams due to absence must be completed before the next class meeting. This means the student has one week to make up a test missed due to absence.

Procedures on failed tests and test grading are at instructor's discretion. Refer to course syllabus.

## Incomplete Course Work

If a student does not complete all course objectives in the 16-week period allotted for the course, a student may complete the work by the due date of the final grades. An incomplete grade can be assigned to the student at the instructor's discretion.

## Class and Lab Dress

Classroom dress is compatible with that of a regular college student. During lab sessions students are to wear either lab coats or scrubs. The college will provide disposable lab coats. The lab coats will protect your clothing against stains and contamination. In addition, long hair must be tied back during lab sessions. Safety glasses are required for use in lab procedures.

## Clinicals

Clinical practice is an essential part of dental assisting education. The 336 hours spent in area dental offices give the student a chance to practice on real patients, learn a variety of methods, network with the dental community, and gain knowledge of various styles of practice as well as dental procedures. The college has formal agreements with area dental offices willing to train a dental assistant.

**SCHEDULING:** All possible consideration is given to each student's clinical schedule. Students will be consulted during the scheduling process. It is the student's responsibility to stick to the schedule and attend all sessions. See the clinical handbook for specifics of the clinical program.

## Dental Assisting Clinical Sites

**July 2024 (List is subject to contractual changes)**

### General Practice

All About You Dental Care  
Stephen Lavrisa, DDS  
2631 Williamsburg Ave. #103  
Geneva, IL 60134

Stephen Baginski, DDS  
804 S. 3<sup>rd</sup> St.  
St. Charles, IL 60174

Beacon Hill Dental Care  
2000 Larkin Avenue, Ste 204  
Elgin, IL 60123

Blooming Smiles Dental Studio  
Duraes Jham, DDS  
156 E. Lake St. Suite A  
Bloomingdale, IL  
60108

Celebrating Smiles, Felicia Chu,  
DDS 750 Fletcher Dr. #302  
Elgin, IL 60123

Robert Davidson, DDS, PC  
708 N. Main Street  
Elburn, IL 60119

Elburn Dental, PC  
Richard Stewart, DDS  
135 S. Main Street  
Elburn IL 60119

Elgin Universal Dental  
229 National Street  
Elgin, IL 60120

Familia Dental LLC  
2050 E. Algonquin Rd.  
Schaumburg, IL 60173

Glendale Heights Dental, PC  
Bhumika Patel, DDS  
1177 Bloomingdale Road, Suite B  
Glendale Heights, IL 60139

Michelle Horton, DDS  
2210 Dean St., Suite H  
St. Charles, IL 60175

Kwon Dental Care PC  
177 W. Northwest Hwy  
Palatine, IL 60067

Anthony LaPorte, DDS  
4 S. Northwest  
Highway Palatine, IL  
60074

St. Charles Family Dentistry  
516 E. Main St.  
St. Charles, IL 60174

Dean Lodding, DDS  
2001 Larkin Ave #120  
Elgin, IL 60123

Loyola University Medical Center Dental  
Clinic 2160 S. First Ave.  
Maywood, IL 60153

Mason, Faith & Hoscheit, DDS, Ltd.  
2035 Foxfield Dr., Suite 103  
St. Charles, IL 60174

Jon Nickelsen, DDS  
523 N. McLean Blvd  
Elgin, IL 60123

O'Reilly Dental  
-1701 East Woodfield Rd., Suite 150  
Schaumburg, IL 60173  
-179 E. Oak Knoll Dr.  
Hampshire, IL 60140

Partners in Care  
333 W. 1<sup>st</sup> Street  
Elmhurst, IL 60126

Sejal Patel, DDS, PC  
1502 Sycamore Road  
Dekalb, IL 60115

Poldek Family Dental PC  
100 W. Higgins Rd. Bldg L, Unit 75  
South Barrington, IL 60010

Pro Dental Care, Ltd  
– 300 Randall Road So. Elgin, IL 60177  
– 1053 W. Main Street Sleepy Hollow, IL 60118  
– 228 S. Randall Road Elgin, IL 60123

Won Song, DDS  
431 Summit St., Suite 104  
Elgin, IL 60120

Lotus Dental  
Purvi Thakkar, DDS 522 North Avenue  
Glendale Heights, IL 60139

Michael Unti, DDS  
Palatine Complete Dental  
235 N. Northwest Highway Palatine, IL 60067

Violet Creek Family Dentistry  
Yousaf Ahmad, DDS  
2415 Bowes Road #110 Elgin, IL 60123

Wang Family Dental  
Christine Wang, DDS  
2424 W. Indian Trail, Suite D Aurora, IL 60506

Willow Creek Care Center Dental Clinic  
67 East Algonquin Road  
South Barrington, IL 60010

### **Specialty Offices**

Odin Waite, DDS – OMFS  
1425 N. Mclean Blvd. #200  
Elgin, IL 60123

Fiandaca Periodontics, P.C. – PERIO  
1487 Commerce Dr.  
Algonquin, IL 60102

Lehman & Menis, DDS – OMFS  
850 Munshaw Lane  
Crystal Lake, IL 60014

Greater Family Health - PEDO  
370 Summit St. Suite #1A  
Elgin IL 60120

Drs. Hurley & Volk – ORTHO  
– 484 Briargate Dr. #101 So. Elgin, IL 60177  
– 895 S. State St. Hampshire, IL 60140  
– 12 S. Roselle Rd. Schaumburg, 60194

Sean Varghese, DDS – ORTHO  
– 10703 Ruth Road #A Huntley, IL 60142  
– 1225 Oak St. North Aurora, IL 60542

Frank Maggio, DDS – PERIO  
Periodontics of Fox Valley  
2000 Larkin Ave., Suite 306  
Elgin, IL 60123

Dayspring Pediatric Dentistry - PEDO  
2570 Foxfield Rd., Suite 203  
St. Charles, IL 60174

Dr. Todd Anderson, DDS - OMFS  
1675 Bethany Road, Suite A  
Sycamore, IL 60178

Kelly Orthodontics, Ltd. – ORTHO  
11 S. 6<sup>th</sup> Street,  
St. Charles, IL 60174

Renovo Endodontic Studio – ENDO  
1750 N. Randall Rd.,  
Elgin, IL 60123

Smyles & Company – Dr. Rosemary Villa –  
PEDO  
3827 E. Main St.  
St. Charles, IL 60174

Wheaton Orthodontic Center - ORTHO  
David Allen, DDS, MS, PC  
116 W. Willow Avenue Wheaton, IL 60187

## Health Insurance

All students must show proof of health insurance before working in the on-campus dental clinic and entering the clinical dental assisting courses, DEA 123/124. You may carry it through a private insurance company as in a parent's or spouse's insurance plan, or purchased at [www.getcoveredillinois.gov](http://www.getcoveredillinois.gov). Brochures can be obtained through the student life office. Failure to show proof of current coverage will prevent you from participating in the clinical dental assisting courses.

## Physical Examinations

These examinations must be completed, and forms turned into Castlebranch before classes start of the student's first semester in attendance. Your physician must thoroughly complete the form. The medical forms are in your admissions packet.

## Hepatitis Shots

The American Dental Association mandates that students entering the dental environment have been informed of the hepatitis B vaccination and have started/declined the hepatitis B series prior to that entry. Each student must provide proof (titer) of the shots or sign a declination form by February 1<sup>st</sup> or September 1<sup>st</sup> of the student's first semester in attendance.

## Other Immunizations

Check the Health Professions Department Health/Medical Record for the immunization you may need. Depending upon your situation Measles, Mumps, Rubella, Chicken Pox, Flu, COVID, Tdap, and Tetanus immunizations, and Tuberculin Testing are required.

## Pregnancy Policy

If you are pregnant or think you might be pregnant, it is strongly urged that you schedule a private, confidential appointment with the program director. The dental assisting department requests that you talk to your physician about being enrolled in the program and most importantly if you are exposing x-rays in the radiography class. If class is missed, the program attendance policy still applies.

## CPR Classes

You must have your cardiopulmonary resuscitation certificate (CPR) by the start of classes. Classes

are offered through hospitals and the American Heart Association. Do not leave this important requirement to the last minute as CPR classes fill quickly. Please consult DANB examination guide for a listing of acceptable CPR organizations. See the program director for a listing.

## Personal Information

Because the dental assisting program is accredited by CODA, reports on dental assisting students are completed each year. This information is held strictly confidential. Students must fill out the CODA survey and file it with the director by September 1.

## Meetings

A class field trip will be taken to the Chicago Mid-winter meeting given by the Chicago Dental Society in February. Short field trips will be taken each semester to area dental offices if time permits.

## Graduation

Graduation from the program is celebrated by the college's graduation ceremony. ECC Holds graduation ceremonies in May and December.

## Certification

Completion of the [Dental Assisting National Board \(DANB\)](#) examination requires passing three (3) sections: Infection Control, Radiation Health and Safety, and Chairside Assisting. To make the test-taking process easier, you may take the examination in sections at different times. See the DANB application booklet for complete instructions. The dental assisting department recommends that students take the examination pertaining to the courses as completed. For example, a full-time dental assisting student taking DEA 106, Dental Aseptic Techniques, in the fall semester can take the ICE exam in December.

The cost for all three sections of the exam is \$450.00-810.00 (7/2024) Applications are available [online](#). Rules, regulations, test outlines, and sample questions are provided in the candidate guide. Successful completion allows the candidate to use the CDA credential. COMPLETION OF THE PROGRAM MUST BE WITHIN 90 DAYS OF THE GENERAL CHAIRSIDE PORTION OF THE EXAM.



## Student Appeals Procedure

The DEA program faculty acknowledges that a student may have concern regarding policies and procedures of the dental assisting program. Students who believe their rights have been violated or disagree with a DEA program decision are invited to consult the DEA program faculty to resolve the problem. If an acceptable solution cannot be reached, the student should contact the Health Professions dean. After that, the student may enter the Student Appeal Procedure of ECC, which is outlined in the Health Profession Manual of Policies &\* Procedures and the college catalog.

## Withdrawal/Readmission to Dental Assisting Program

If a student makes the decision to withdraw, the student must inform the program director in writing. This letter will be kept in the student's confidential file. If the student requests readmission at a future date, she/he must follow the readmission procedures detailed below.

Applicants must request a signed blue enrollment form from the DEA program director. The student will be unable to enroll without this form.

Applicants should schedule an appointment with their adviser, to review all course work that was completed since the student stepped out of the program.

DEA Program faculty reserves the right to require written and/or practical examinations to determine the student's retention of previously learned materials

Readmission to the program depends on space availability in the class for both didactic and clinical components.

If the student has been gone for more than 2 years, classes must be retaken.

The student should notify the program director as early as possible to facilitate re-admission.

## ECC Dental Assisting HIPPA Policy

HIPAA is defined at the Health Insurance Portability and Accountability Act.

The HIPAA privacy and security rules mandate federal protection for individually identifiable health information and give patients certain rights regarding that information

HIPAA defines protected health information (PHI) as anything that ties a patient's name or social security number to that person's health, healthcare, or payment for healthcare, including radiographs, charts, or invoices. Ensuring the privacy and security of PHI is a legal imperative but it also protects everyone on the dental team, not just the patient/student.

The issue of privacy is extremely important for all patient records both paper and electronic.

Elgin Community College dental assisting students/staff will under all circumstances protect all student/patient information and will not share anything seen, done, or heard about dental conditions on any student/faculty/patient. This means no outside discussion, pictures, Instagram, Twitter, Facebook, etc. of anyone's dental anatomy or dental health/conditions.

Students who break this policy will be dismissed from the program.

## DEA Program Contact Information

Kim Plate, BS, CDA, CPFDA, CRFDA

Program Director

A153.05

[kplate@elgin.edu](mailto:kplate@elgin.edu)

847-214-7351

Angela Garcia, CDA

Lab Faculty

A171

[angarcia@elgin.edu](mailto:angarcia@elgin.edu)

Jane Maas, BS, CDA

Faculty

A171

[jmaas@elgin.edu](mailto:jmaas@elgin.edu)

Traci Morris, BS, CDA, RDH

Faculty

A171

[tmorris@elgin.edu](mailto:tmorris@elgin.edu)

Monica Turner, BA, CDA

Faculty

A171

[mturner@elgin.edu](mailto:mturner@elgin.edu)

Denise Kruckenberg, MS, RRT

Dean of Health Professions A106.02

[Dkruckenberg@elgin.edu](mailto:Dkruckenberg@elgin.edu)

## **CODA Form for Policy on Third Party Comments**

The Commission currently publishes, in its accredited lists of programs, the year of the next site visit for each program it accredits. In addition, the Commission posts its spring and fall site visit announcements on the Site Visit Process and Schedule area of the Commission's website for those programs being site visited in the current and next year. Special site visits and initial accreditation site visits for developing programs may be scheduled after the posting on the Commission's website; thus, the specific dates of these site visits may not be available for publication. Parties interested in these specific dates (should they be established) are encouraged to contact the Commission office. The Commission will request written comments from interested parties on the CODA website.

The United States Department of Education (USDE) procedures require accrediting agencies to provide an opportunity for third-party comment, either in writing or at a public hearing (at the accrediting agencies' discretion) with respect to institutions or programs scheduled for review. All comments must relate to accreditation standards for the discipline and required accreditation policies. In order to comply with the Department's requirement on the use of third-party comment regarding program's qualifications for accreditation or initial accreditation, the following procedures have been developed.

Those programs scheduled for regular review must solicit third-party comments through appropriate notification of communities of interest and the public such as faculty, students, program administrators, dental-related organizations, patients, and consumers at least ninety (90) days prior to their site visit. The notice should indicate the deadline of sixty (60) days for receipt of third-party comments in the Commission office and should stipulate that signed or unsigned comments will be accepted, that names and/or signatures will be removed from comments prior to forwarding them to the program, and that comments must pertain only to the standards for the particular program or policies and procedures used in the Commission's accreditation process. The announcement may include language to indicate that a copy of the appropriate accreditation standards and/or the Commission's policy on third-party comments may be obtained by contacting the Commission by calling 1-312-440-4653 or by email.

All comments submitted must pertain only to the standards relative to the particular program being reviewed or policies and procedures used in the accreditation process. Comments will be screened by Commission staff for relevancy. Signed or unsigned comments will be considered. For comments not relevant to these issues, the individual will be notified that the comment is not related to accreditation and, where appropriate, referred to the appropriate agency.

All relevant comments will have names and/or signatures removed and will then be referred to the

program at least fifty (50) days prior to the site visit for review and response. A written response from the program should be provided to the Commission office and the visiting committee fifteen (15) days prior to the site visit. Adjustments may be necessary in the site visit schedule to allow discussion of comments with proper personnel. Negative comments received after the established deadline of sixty (60) days prior to the site visit will be handled as a complaint. Any unresolved issues related to the program's compliance with the accreditation standards will be reviewed by the visiting committee while on-site.

Programs with the status of initial accreditation, and programs seeking initial accreditation must solicit comment through appropriate notification of communities of interest and the public, such as faculty, students, program administrators, dental-related organizations, patients, and consumers utilizing the procedures noted above.

On occasion, programs may be scheduled for special focused or special comprehensive site visits and because of the urgency of the visit, solicitation of third-party comments within the ninety (90) day time frame may not be possible. However, third-party comments must be solicited at the time the program is notified of the Commission's planned site visit, typically sixty (60) days in advance of the visit. In this case, the timeframe for solicitation of third-party comments will be shortened. The notice should indicate the deadline of thirty (30) days for receipt of third-party comments in the Commission office and should stipulate that signed or unsigned comments will be accepted, that names and/or signatures will be removed from comments prior to forwarding them to the program, and that comments must pertain only to the standards for the particular program or policies and procedures used in the Commission's accreditation process. All relevant comments will have names and/or signatures removed and will then be referred to the program at least twenty (20) days prior to the site visit for review and response. A written response from the program should be provided to the Commission office and the visiting committee ten (10) days prior to the site visit. Adjustments may be necessary in the site visit schedule to allow discussion of comments with proper personnel. Any unresolved issues related to the program's compliance with the accreditation standards will be reviewed by the visiting committee while on-site. Negative comments received after the established deadline of thirty (30) days prior to the site visit will be handled as a complaint.

Individuals who are interested in submitting third-party comments, may contact the Commission office for submission guidance. Third-party comments should be emailed to the appropriate Commission staff; comments should **not** be sent to the Commission office via the US Postal Service.

Revised: 2/22; 8/19; 8/18; 2/18; 2/16; 2/15; 8/13; 8/12, 8/11, 7/09, 8/02, 1/97; Reaffirmed: 8/13; 8/10, 1/03;

Adopted: 7/95

**INSTITUTION: Elgin Community College**

**PROGRAM(S) TO BE REVIEWED: Dental Assisting**

**SITE VISIT DATE: TBD**

**60-DAY DEADLINE FOR RECEIPT OF COMMENTS IN THE COMMISSION OFFICE. Please email comments to the appropriate CODA staff. View [Staff emails](#)**