

## Additional Admissions Information

### Dental Assisting (C.C.)

1. For new students, complete an online application to the College by the review deadline. For existing students, complete a Program Plan Change **if** Dental Assisting is **not** your Active Program of study.
2. Submit all official non-FSCJ [transcripts](#) to the College when applying and prior to the review deadline date.
3. Review **Core Performance Standards** form, located at the end of this document.
4. Complete the following **after** acceptance into the professional phase of the program:
  - Ten-panel drug screening
  - Level two background screening with fingerprints
5. The following must be completed **after** the program orientation:
  - Medical physical
  - Immunization records and communicable disease screening

### Additional Admissions Information

Applicant ranking is based on the sum of two scores: the Comprehensive Adult Student Assessment Systems (CASAS) Goals score and high school/college Grade Point Average (GPA) or GED® score. The maximum score is 50 points.

#### CASAS Goals

The scores of the CASAS Goals test are calculated from the scores earned on the Reading and Math sections of the test. The applicant will receive 10 points for each section if they meet the following minimum scores:

- Reading 254
- Math 249

Students with a CASAS Goals exemption will receive the maximum points possible (30). Scores earned in any section that is below the minimum are valued at 0 points. Possible points = 30

#### GPA/GED®

The applicant may select to use their high school or college (12 or more college credits) GPA or GED® score, whichever is higher.

### Competitive Review Process

Applicants must have a Minimum Cumulative GPA of 2.0. Completion of General Education coursework will allow applicants to achieve additional points.

Students are ready for review upon completion of all admission criteria. The ranking rubric is included below. Please note that the admission process is highly competitive.

Students will be notified through their FSCJ Student email of their admissions status 4-6 weeks following the review deadline. Information regarding a student's admissions status will not be provided over the telephone.

<b>Dental Assisting Admissions Rubric</b>			
<b>CASAS Goals Results</b>		<b>Points</b>	<b>Max Points</b>
CASAS Exemption		30	<b>30</b>
<b>OR</b>			
Reading	254 or greater	10	<b>20</b>
Math	249 or greater	10	
<b>G.P.A./GED</b>		<b>Points</b>	<b>20</b>
<b>G.P.A.</b>	<b>GED</b>		
≤ 1.9	≤ 579	0	
2.0-2.9	580-689	10	
≥ 3.0	>690	20	
<b>Total Points</b>			<b>50</b>

### Estimated Expenses

These figures are approximate and subject to change. They are calculated for Florida resident tuition.

<b>Expenses</b>	
<b>Fall Term</b>	
**Tuition & Fees	\$1,470.00
Textbooks	300.00
Uniforms/Lab Coat /Shoes	200.00
Supplies	50.00
Background check	157.00
Subtotal	\$2,177.00
<b>Term 2</b>	
**Tuition & Fees	\$1,368.00
Subtotal	\$1,368.00
<b>Term 3</b>	
**Tuition & Fees	\$735.00
Subtotal	\$735.00
Approximate Total Cost	\$4,280.00

\*A special technology fee of \$120/term is currently in the approval process. If approved,

the fee would start in fall term, 2025.

\*\*Tuition and fees are subject to change. All tuition is calculated using in-state rates (\$2.92/contact hour). Out-of-state tuition is \$11.69/contact hour (with eligible Georgia residents at \$5.84/contact hour).

### **Additional Fees**

Computerized Dental Assisting National Board (DANB) General Chairside Assisting, Infection Control and Radiation Health and Safety Exams may be taken in the Spring Term. These exams are optional and there are individual fees for each exam. Successful completion of all three exams earns the designation Certified Dental Assistant (CDA). Application for the above exams can be obtained from the Dental Assisting National Board (<http://dentalassisting.org/>).

### **Infectious Disease Policy**

In the performance of assigned treatments and/ or procedures, students enrolled in the Dental Assisting program at FSCJ may be exposed to bloodborne pathogens that may progress to an infectious disease. Students seeking admission to the dental programs may, through previous exposure, be infected with an infectious disease. To protect the health and safety of students, as well as faculty, staff, and patients, the FSCJ Dental Assisting program has established an Infectious Disease Policy that describes the proper techniques and procedures necessary to minimize these risks. Instruction in infection control and prevention is a significant part of our dental assisting curriculum. Applicants interested in obtaining a copy of the program's Infectious Disease Policy can do so by calling (904) 766-6571.

### **Course Transferability**

Because the Dental Assisting program is a non-credit, specialized workforce program, courses completed in the program are not eligible for transfer to other programs.

### **Students Requesting Reinstatement**

No guarantee of reinstatement is offered to students who withdraw from the program for academic or personal reasons. Students requesting reinstatement after withdrawal from the Dental Assisting program will be considered on an individual basis. Students who are granted reinstatement will do so only after signing a contract describing the program's behavioral and academic expectations for the readmitted student and the consequences of noncompliance.

## **Reapplication Process**

In the event you are not selected for entrance to the Dental Assisting program, the procedure for reapplying follows:

1. Applicants must resubmit a new application. No applications will be held for the next admitting term.
2. Applicants who wish to be reconsidered for upcoming classes are responsible for meeting any new criteria for that class as they are announced.
3. Please supply all required documents with the new application.

## **Drug Screening Policy**

Because of the serious nature of the relationship between students and patients, in which the safety of the patient is greatly influenced by the cognition and behavior of the student; it is the policy of the Dental Assisting program to request a urine and/or blood test immediately upon suspicion of substance abuse. If the test is positive for substances which can alter cognition, or the student refuses to be tested then the student will be recommended for dismissal. The student may apply for readmission with evidence of rehabilitation.

### Dental Assisting Program Course Requirements/Sequence

All Dental Assisting courses must be taken in sequence, except in rare, extenuating circumstances with the permission of the program director. Students must achieve a "C" average in all courses prior to graduation from the program. No Dental Assisting course may be repeated more than twice. Any reinstatements must be approved by the program director after consultation with the Admission Committee. Enrollment into the program will typically occur in the fall term.

Course ID	Course Description	Contact Hours
<b>Term 1</b>		
DEA 0020	Introduction to Clinical Procedures	40
DEA 0020L	Introduction to Clinical Procedures Laboratory	80
DEA 0130	Biological Sciences for the Dental Assistant	60
DEA 0725	Introduction to Dental Assisting	90
DES 0021	Head, Neck and Dental Anatomy	60
DES 0103	Dental Materials	30
DES 0103L	Dental Materials Laboratory	34
DES 0205	Radiology I	30
DES 0205L	Radiology I Laboratory	50
DES 0501	Dental Office Management	32
<b>Term 2</b>		
DEA 0029	Dental Specialties	112
DEA 0311	Preventive Dentistry	32
DEA 0834	Expanded Functions	32
DEA 0834L	Expanded Functions Laboratory	88
DEA 0850	Dental Assisting Clinical Practice I	112
DES 0053	Pharmacology and Dental Office Emergencies	32
DES 0206	Radiology II	32
DES 0206L	Radiology II Laboratory	32
<b>Term 3</b>		
DEA 0851	Dental Assisting Clinical Practice II	224
DEA 0936	Seminar	28
Total Contact Hours		1,230

## **General Professional Information**

### **Industry Information**

Dental assistants have many tasks, ranging from providing patient care and taking x-rays to recordkeeping and scheduling appointments. Their duties vary by state and by the dental offices where they work.

### **Program Information**

The Dental Assisting program provides students with theoretical, practical and clinical skills. Courses include dental basic sciences, dental radiographic techniques, dental materials, sterilization and disease control, chairside assisting, office management, dental specialties and expanded duties. The Dental Assisting program has been approved by the Florida Board of Dentistry to offer certification in the following expanded functions and dental radiology:

- Making alginate impressions for study casts
- Removing sutures
- Placing or removing temporary restorations
- Polishing amalgam restorations
- Polishing clinical crowns for the purpose of stain removal
- Applying sealants
- Preliminary charting of existing conditions
- Placing and removing periodontal dressings
- Placing and removing matrices
- Placing and removing rubber dam
- Applying cavity liners, varnishes, or bases
- Applying topical fluorides
- Removing excess cement
- Placing gingival retraction cord
- Fabrication of temporary crowns and bridges
- Cementing temporary crowns and bridges
- Positioning and exposing dental radiographic film

### **Dental Assisting Program Goals**

1. To provide the student with current theoretical and scientific knowledge for successful completion of the dental assisting curriculum.
2. To provide the student with current procedures and guidelines necessary to ensure a safe environment for the dental patient and members of the dental team.

3. To provide comprehensive preparation necessary to be proficient as an entry-level four-handed chairside and administrative dental assistant.
4. To provide through laboratory and clinical experiences competency-based instruction for the delegated remedial tasks and dental radiography skills approved by the Florida Board of Dentistry.
5. To provide the student with a thorough understanding of the cause of dental diseases and the appropriate strategies for educating the community in primary and secondary prevention of oral diseases.
6. To enable the student to develop appropriate behaviors and interpersonal skills which will promote the dental team concept and foster an understanding of the importance of professional conduct and ethics.
7. To promote a personal commitment to maintain academic and clinical performance levels demanded by the dental assisting profession through service to the community and life-long learning.

### **Employment**

According to the Bureau of Labor Statistics, employment of dental assistants is expected to grow by 19.5 percent from 2016 to 2026, much faster than the average for all occupations. Bureau of Labor Statistics, <http://www.bls.gov/>.

Upon completion of coursework, Florida State College at Jacksonville does not guarantee employment or salary in a given field of study. Any jobs mentioned are given as examples of potential employment.

## Core Performance Standards

Florida State College at Jacksonville's Dental Assisting program is committed to the principle of diversity. In that spirit, admission to this program is open to all qualified applicants and complies with the Americans with Disabilities Act and with Section 504 of the Rehabilitation Act of 1973. Throughout the program curriculum, students acquire the foundation of knowledge, attitude, skills and behaviors that are necessary to function as a dental hygienist. Those attitudes, behaviors, and skills that a Registered Dental Hygienist must possess to practice safely are reflected in the standards that follow.

Candidates for the degree must be able to meet these minimum standards, with or without reasonable accommodation, for successful completion of degree requirements.

Standard	General Performance Statement	Essential Function
Motor Skills	<p><i>With or without reasonable accommodation, the student should be able to:</i></p> <p>Demonstrate a high degree of manual dexterity and the ability to execute motor movements reasonably required to provide general treatment and emergency care to patients/clients; adequate strength and ability to perform lifting and patient transfers into a dental chair; the ability to maneuver with functional coordination and mobility in small spaces, as well as be sedentary for several hours at a time.</p>	<p><i>It is required that the student:</i></p> <p>Be independent in mobility to move quickly in and around the classroom, laboratory, and clinical operatory.</p> <ul style="list-style-type: none"> <li>- Provide for patient safety and well-being in positioning of dental chair, dental light and x-ray equipment.</li> <li>- Quickly move from different positions, as required, to perform chairside clinical skills as well as be prepared to administer emergency care procedures.</li> <li>- Exhibit sufficient manual dexterity to manipulate and control small motor driven equipment.</li> <li>- Performs dental hygiene instrumentation with hand and ultrasonic instruments.</li> <li>- Performs expanded duties. - Move adequately from sterilization, reception room, business office, x-ray rooms and clinical operatories.</li> <li>- Successfully complete a CPR Certification course.</li> </ul>

Standard	General Performance Statement	Essential Function
Communication	<p>Demonstrate the ability to communicate clearly with patients/clients, physicians, other health professionals, faculty, significant others, caregivers, community or professional groups and colleagues.</p> <p>Communication includes verbal and nonverbal expression, reading, writing, computation, and computer skills.</p>	<p>Participate, via in-class and group discussions, in the delivery and receiving of information and in responding to questions from a variety of sources.</p> <ul style="list-style-type: none"> <li>- Display knowledge of basic written grammar and spelling skills.</li> <li>- Report accurately and legibly through progress notes in the patient's chart.</li> <li>- Explain treatment, preventive procedures, and disease processes to patient and/or caregiver in a way that is easily understood.</li> <li>- Recognize and respect the physical and psychological needs of others.</li> <li>- Communicate with patient/client and faculty regarding patient care and referrals.</li> </ul>
Hearing	<p><i>With or without reasonable accommodation, the student should be able to:</i></p> <p>Demonstrate functional use of hearing to acquire and mentally process information that is heard, and to better monitor and assess patient/client health needs.</p>	<p><i>It is required that the student:</i></p> <p>Hear and obtain appropriate course information from faculty and peers and process this information for use in laboratory settings and on examinations.</p> <ul style="list-style-type: none"> <li>- Listen actively.</li> <li>- Acquire accurate medical history and data collection verbally from the patient or guardian.</li> <li>- Demonstrate the ability to ascertain audibly if a patient is experiencing a medical emergency.</li> </ul>

Standard	General Performance Statement	Essential Function
Interpersonal	Demonstrate the ability to relate to others verbally beyond giving and receiving instruction, and to cooperate with people from a variety of social, emotional, intellectual and cultural backgrounds.	Develop a concern for others, such as classmates, staff, patient/clients and faculty. <ul style="list-style-type: none"> <li>- Cooperate with others and be able to work as a team member.</li> <li>- Acquire the ability to maintain poise and flexibility in stressful and/or changing conditions.</li> <li>- Establish rapport and working relationships with colleagues and patient/clients.</li> <li>- Recognize and respond appropriately to individuals of all ages, genders, races, and sexual preferences, socioeconomic, religious and cultural backgrounds.</li> </ul>
Critical Thinking	<i>With or without reasonable accommodation, the student should be able to:</i> Demonstrate critical thinking ability sufficient for clinical judgment and problem solving, to maintain competent judgment under stressful conditions, and to apply quick reaction time in an emergency.	<i>It is required that the student:</i> Apply critical thinking processes to solve work related problems in the classroom and in various clinical settings. <ul style="list-style-type: none"> <li>- Exercise sound, ethical judgment in class, laboratory and clinic situations.</li> <li>- Follow safety procedures established for each class, laboratory and clinic.</li> <li>- Be able to self-evaluate and strive to improve technical skills.</li> <li>- Identify problems, take action and be responsible for that decision.</li> </ul>
Organizational Skills	Demonstrate the ability to handle multi-tasks simultaneously and to operate in a logical, sequential, and orderly manner.	<ul style="list-style-type: none"> <li>- Prioritize and complete tasks in the clinical patient/client care setting within a specified amount of time.</li> <li>- Organize required classroom assignments, laboratory work, and extra-curricular activities each semester into a realistic workable schedule that will facilitate student learning and success.</li> </ul>

Standard	General Performance Statement	Essential Function
Intellectual Abilities	Demonstrate the ability to read, write, speak and understand English at a level consistent with successful course completion and with development of positive patient-student relationships.	Comprehend and assimilate verbal and written program/course materials. <ul style="list-style-type: none"> <li>- Perform simple and repetitive tasks.</li> <li>- Learn to reconcile conflicting information. -</li> <li>Use proper punctuation, grammar, and spelling in written work that is neat and legible.</li> <li>- Follow verbal and written instructions at a 75 percent or better level of competency.</li> </ul>
Commitment to Learning	<i>With or without reasonable accommodation, the student should be able to:</i> Demonstrate a positive attitude toward decision-making policies and program operating rules and procedures, as applied, as well as learning new concepts and abilities within the program's operational policies and methods.	<i>It is required that the student:</i> Display initiative, motivation, and a willingness to learn. <ul style="list-style-type: none"> <li>- Complete reading assignments and other activities in a timely manner.</li> <li>- Complete all work without resorting to cheating or plagiarism.</li> <li>- Attend all class, laboratory and clinics, as assigned.</li> <li>- Be consistently punctual to all classes, laboratories and clinical assignments.</li> </ul>
Affective Learning Skills (Behavioral & Social Attitudes)	Demonstrate appropriate affective behaviors and mental attitudes in order not to jeopardize the mental, emotional, physical, and behavioral safety of patients/clients and other individuals with whom one interacts in the academic, laboratory, and clinical setting. Acknowledge and respect individual values and opinions in order to foster harmonious working relationships with colleagues, peers, and patients/clients.	Display an ability to sustain the mental and emotional rigors of a demanding educational program, which includes an academic and clinical component that occurs within set time constraints. <ul style="list-style-type: none"> <li>- Show a willingness to accept challenges.</li> <li>- Be open to feedback.</li> <li>- Follow guidelines and rules for the College and program.</li> </ul>