

**Application to Participate in
California Community Colleges Bachelor's Degree Pilot Program (AB 850 Block)
Foothill-DeAnza Community College District
Foothill College - Dental Hygiene Program**

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1. Need (Statement of Problem)

A. Description of the Proposed Baccalaureate Program

Requirements for the B.S. in Dental Hygiene will comprise 180 quarter units distributed over 100 units in major courses, 60 in general education, and 20 in electives. A minimum of 40 units will be upper division.

The first two years of the baccalaureate dental hygiene degree will be the general education courses required for the major and the supporting science and social science courses, which include: English, math, chemistry, anatomy and physiology, microbiology, nutrition, pharmacology, health, psychology, sociology, communication and humanities for a total of 86 quarter units for the first two years of the program. The second two years of the dental hygiene bachelor's degree pilot program would be 94 units of dental hygiene courses, inter-professional allied health courses, and upper division general education.

Upper division general education and writing requirements will be met in the senior year dental hygiene research courses. The dental hygiene curriculum currently has two dental health/research courses. We plan to add a third research course in the senior year to bring depth to the baccalaureate level. The senior year dental hygiene research/public health courses will include a capstone project. Students will create a comprehensive e-portfolio over the junior and senior year of the dental hygiene program, documenting their projects, research papers, patient competencies, community service and professional development. This curriculum plan will bring content up to bachelor's degree level.

B. College demographics including region, size, and enrollment characteristics.

Founded in 1957 as the first of two colleges in the Foothill-De Anza Community College District, Foothill College along with its sister school, De Anza College, serves the district's communities of Cupertino, Los Altos, Los Altos Hills, Mountain View, Palo Alto, Sunnyvale and portions of San Jose, as well as students from throughout the region (primarily Santa Clara and San Mateo Counties). In 2013-14, Foothill enrolled 28,241 (unique) students, of which 51% are female. The ethnic backgrounds represented include African American (4%); Asian (24%); Filipino (4%), Latino/a (22%), Native American (1%); Pacific Islander (1%); Unknown (7%); and White (36%). Almost two-thirds of students are between 20 to 39 years of age (62%).

C. Evidence student interest, community support, and regional/statewide demand for the proposed program

Many letters of support have come from current and former students, professional organizations, industry partners, and educational institutions. A consistent theme is the need for such a program given the increasingly complex and varying requirements in the practice of dental hygiene. Additionally, graduates would be qualified to apply for jobs outside of private dental practices in the domains of research, education, public health, and corporate/industry jobs.

The American Dental Hygienists' Association (ADHA) has been advocating that the Commission on Dental Accreditation revise the *Accreditation Standards for Dental Hygiene Education Programs* and raise the minimum academic preparation requirement to a baccalaureate degree as the point of entry for dental hygienists. ADHA has had a policy statement since 1986 regarding advancing the educational preparation necessary for entering the dental hygiene profession. The policy "declares [the] intent to establish the baccalaureate degree as the minimum entry level for dental hygiene practice in the future."

D. Evidence of local, regional and/or statewide labor market demand related to the proposed Baccalaureate program.

The Employment Development Department (EDD) published "2010-2020 Fastest Growing Occupations" for San Jose-Santa Clara-Sunnyvale, with the projected growth rate for Dental Hygiene at 29 % growth, higher than the projected state wide growth of 23.4%. The economy of the Greater Bay Area is booming and the robust regional economy is an additional reason the Foothill College dental hygiene program is an excellent site for the baccalaureate pilot program.

Foothill College Dental Hygiene program conducts annual graduate surveys, six months post graduation, to assess program outcomes and employment status of our graduates. Our survey data show that our graduates are successful in gaining employment in the dental hygiene field in the San Francisco Bay Area region. From 2005-2014, Foothill College Dental Hygiene graduates have reported six months post graduation on the alumni survey that 100% have found employment in the dental field. Some graduates choose to work part-time, but the majority (77%) report working full-time (four days/week). These outcomes are consistent with the labor market information showing high job demand and strong job placement for dental hygienists. Despite this, eighteen percent of our graduates have continued their education while working, pursuing a bachelor's or master's degree. The primary reasons stated for pursuing a higher-level degree than the AS in Dental Hygiene, is the ability to work in education, corporate, or research fields related to dental hygiene. Furthermore, when Foothill College dental hygiene alumni were polled this October on their interest in a bachelor's degree, 65% were "highly motivated" and "highly interested" in pursuing a bachelor's degree if Foothill College were to offer a bachelor's completion program. Therefore, our internal surveys provide evidence of the underlying appreciation and drive for attaining the baccalaureate degree within our local dental hygienist community.

E. Evidence of need (quantitative and/or qualitative) drawn from experiences, statistics, authoritative sources, and/or research

Policy makers in a number of states are considering the creation of new types of licensed professionals who would work with dentists to deliver primary dental care to children and other underserved patients. A 2010 report Pew Charitable Trusts report, *It Takes a Team: How New Dental Providers Can Benefit Patients and Practices*, examines the impact that hiring new types of providers — dental therapists and hygienist-therapists — would have on the productivity and profits of a private dental practice, where more than 90 percent of the nation's dentists work. The findings include:

1. Allied providers (dental hygienists & dental therapists) can strengthen the productivity and financial stability of dental practices; 2. Allied providers can help practices treat more Medicaid-insured patients in a financially sustainable way; 3. Fully utilizing allied providers is key to realizing productivity and profit gains.

Data from the annual EPSDT Participation Report by the U.S. Department of Health and Human Services, Centers for Medicare and Medicaid Services, fiscal year 2011, showed that 58.6% of Medicaid-enrolled children did not receive dental care in 2011 in California. In a California Dental Association (CDA) report (2011), "Phased Strategies for Reducing the Barriers to Dental Care in California", the CDA acknowledged the potential to improve children's health, and passed a resolution encouraging a study of the safety and effectiveness of mid-level providers to help the underserved. "There is evidence that additional dental providers who provide basic preventive and restorative oral health care to low-income children, in or close to where they live and go to school, have the potential to reduce the disease burden in the population most in need." A California HealthCare Foundation survey found that 24 percent of children aged 0-11 in the state have never visited a dentist. California children's dental health was ranked third from the bottom in a recent National Survey of Children's Health, above only Arizona and Texas, in a study of all 50 states.

The access to dental care issues in California are enormous and beginning to be addressed. Recently AB 1174, which expands scope of practice for all dental hygienists, RDH and RDHAP alike, allowing the placement of Interim Therapeutic Restorations, in the office as well as in other settings with telehealth supervision, with additional education. Dr. Paul Glassman, professor and director of Community Oral Health at the Arthur A. Dugoni School of Dentistry, and co-director of the Pacific Center for Special Care, has spearheaded the Virtual Dental Home project, approved by the Office of Statewide Health Planning and Development under the Health Workforce Pilot Project application #172. The Virtual Dental Home creates a community-based oral health delivery system in which people receive preventive and simple therapeutic services in community settings where they live or receive educational, social or general health services. It utilizes the latest technology to link practitioners in the community with dentists at remote office sites. The goal is to demonstrate that registered dental hygienists in alternative practice (RDHAP), registered dental hygienists working in public health programs (RDH) and registered dental assistants (RDA) can keep people healthy in community settings by providing education, preventive care, interim therapeutic restorations triage, and case management. Where more complex dental treatment is needed, the Virtual Dental Home connects patients with dentists in the area.

2. Response to the Need

A. The size, scope and success of existing associate degree programs in the discipline of the proposed Baccalaureate degree at the college and within the region.

The Foothill College Dental Hygiene began in 1964, with the first graduating class in 1966, and has a long history of excellence. During the years dental hygiene programs were ranked based on Dental Hygiene National Board Examination scores, Foothill College ranked among the top ten schools in the United States consistently, and was often anywhere in the top 1 to 5 scoring institutions in the US, and frequently out scored four-year bachelor's degree programs. The Foothill College Dental Hygiene program has a 100% pass rate on Dental Hygiene National Board Examination for the history of the program. This is a remarkable achievement, particularly given that the average failure rates on the Dental Hygiene National Board Examination range from 2 – 6%, depending on the year cited. In 2008 the Joint Commission on National Dental Examinations (JCND) discontinued program ranks based on Dental Hygiene National Board Examination results. However, the JCND continues to report data on Dental Hygiene National Board Examination results and dental hygiene programs receive data on their students' performance in each of the fourteen subject matter areas compared to the national average. Foothill College has consistently scored above the national average in every one of the subject matter areas on the Dental Hygiene National Board Examination. The program admits twenty-four students each year. The academic rigor and success of the Foothill College Dental Hygiene program make it an ideal candidate for the development of a bachelor's degree under the pilot program.

B. How the proposed program will build on existing programs and how it will include access for prospective students within the community.

The four other community college dental hygiene programs in the San Francisco Bay Area: Cabrillo, Chabot, Diablo Valley and Santa Rosa, have written letters of support for Foothill College to be selected for the pilot program. In keeping with collaborative efforts facilitated by the Bay Area Community College Consortium, we will take a regional approach to the baccalaureate degree in dental hygiene by aligning our curriculum across all five campuses.

Pursuant to 3SP and Student Equity plans, Foothill College has robust outreach and retention programs to increase the enrollment and success of underrepresented populations, including but not limited to Latinos, African-Americans, and Filipinos. The baccalaureate pilot will have focused strategies to ensure broad diversity of participants.

C. Five-year enrollment projections for the proposed program.

The chart below summarizes our enrollment projections based on potential partnerships with Bay Area community colleges offering Dental Hygiene:

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Foothill	50	50	50	50	50	50
Partnering CCs*	0	0	20	40	60	80
TOTAL	50	50	70	90	110	110

* Partnering Community Colleges: Cabrillo College, Chabot College, Diablo Valley College, Santa Rosa Junior College

D. Evidence of lack of program duplication with the University of California or the California State Universities.

California offers no baccalaureate degree dental hygiene programs at any UC or CSU campus. The Foothill College dental hygiene program has an affiliation with the UCSF Dental School, which has written a letter of support for our program to be in the baccalaureate pilot. The only baccalaureate programs are at private universities: University of the Pacific, Loma Linda, West Coast University and USC. Evidence: link to Commission on Dental Accreditation – list of dental hygiene programs in California <http://www.ada.org/en/coda/find-a-program/search-dental-programs/allied-programs>

E. Analysis of the proposed curriculum for this degree including an example of the upper division discipline work that may be required for the proposed degree.

Our students take the same National Dental Hygiene Board examination and the same clinical licensing board exams as students from baccalaureate degree programs. The accrediting body for dental hygiene programs is the Commission on Dental Accreditation (CODA). The CODA standards for associate and baccalaureate degree programs require that the curriculum must deliver the same content. The difference between the associate and baccalaureate programs is (1) the total number of units and (2) the upper division general education courses. Entry to most dental hygiene programs requires approximately 3 semesters of prerequisite course work prior to the mandatory 2-year dental hygiene curriculum. In a recent American Dental Hygienists' Association survey, 79.9% of first year students had already completed at least 2 years of college.

Our dental hygiene curriculum is considered to be bachelor's equivalent in the California Business & Professions Code (1922) for the purposes of obtaining the RDHAP (Registered Dental Hygienist in Alternative Practice) license. However, we believe that there should be additional coursework in critical thinking, writing and research at the upper division level for the baccalaureate degree. This would include general education consistent with CSU requirements in statistics, and composition, critical reading & thinking, and adding a third research course in the senior year to bring the depth to the baccalaureate level.

The first research course in the series of three emphasizes research methodology and oral health disparities. Course content consists of: research methodology, literature review project, field work with target populations & outreach programs. Target populations for the project are selected from diverse groups, such as under-served children, special needs teens, geriatric patients, cancer patients, pregnant women, limited English populations and others who lack knowledge and access to oral health services. The second quarter emphasizes development of program proposal, including: assessment, analysis, goals and objectives, lesson plans/program activities and methods of evaluation. Students develop a timeline for implementation and evaluation of program. By end of winter quarter, students submit a literature review and program proposal for their e-portfolio submission. Students contact target groups to set up dates for visits for assessment, implementation and evaluation of groups. During spring quarter, implementation, evaluation and final analysis of community dental health projects is emphasized. The final addition to the e-portfolio project includes written analysis of results and conclusion of project.

F. Illustrations of the upper division general education course work that may be appropriate for the proposed degree.

The CSU pattern for general education can be met with the courses that are required support courses for a degree in dental hygiene.

CSU GE	Subject matter	Foothill course	Number of required units
Area A-1	Oral Communication	COMM 1A	Area A 12-15 quarter units
Area A-2	Written Communication	ENGL 1A	
Area A-3	Critical Thinking	ENG 1B	
Area B-1	Physical Science	CHEM 30A	Area B 12-15 quarter units
Area B-2	Life Science	BIO 40A	
Area B-3	Laboratory Activity	BIO 41	
Area B-4	Manheim's	MATH 10	Area C 12-15 quarter units
Area C-1	Arts	Elective	
Area C-2	Humanities	Elective	
Area D-0	Sociology	SOC 1A	Area D 12-15 quarter units
Area D-3	Ethnic studies	COMM 12	
Area D-2	Psychology	PSYCH 1A	
Area E	Lifelong development	HLTH 21	

G. Timeline for program planning, implementation, requisite accreditation approval, and degree completion.

January 2015	Program is selected for the pilot program Attend first statewide meeting to discuss pilot project Contact Commission on Dental Accreditation (CODA) & Accrediting Commission for Community and Junior Colleges (ACCJC) to report a substantive change and initiate the required reporting process.
February 2015	Create one new course (research/capstone) Create new admissions information and materials
March 2015	Submit revised courses & new course to Curriculum Committee

April 2015	Obtain final college approval for revised & new courses. Submit curriculum for State approval. Host a Program Information Night
2015-2016	Complete the course development for the revised and new courses (learning objectives, instructional materials and resources). Finalize the pilot program Dental Hygiene application Hold Applicant Information Nights Work with Community College Partners on curriculum alignment
2016-2017	Admit the 1 st DH pilot program class, graduation June 2018
2017-2018	Admit the 2 nd DH pilot program class, graduation June 2019 Complete curriculum alignment with Community College Partners
2018-2019	Admit the 3 rd DH pilot program class, graduation June 2020 CODA site visit for Foothill College Dental Hygiene Program Admit students from Community College Partners
2019-2020	Admit the 4 th DH pilot program class, graduation June 2021
2020-2021	Admit the 5 th DH pilot program class, graduation June 2022
2021-2022	Admit the 6 th DH pilot program class, graduation June 2023
2022-2023	Graduation for the last class in the pilot program June 2023 Baccalaureate pilot program ends June 30, 2023 Pilot program participant final report due August 31, 2023

Recurring annual tasks: Pilot Program reporting, CODA accreditation reports, collecting program data & outcomes, curriculum review & planning with faculty, college program review, reporting on Student Learning Outcomes & Program Learning outcomes, Advisory Board meeting/consultation.

3. Program Management/Institutional Commitment

A. Summary of a current and historical positive accreditation status.

Foothill College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). The most recent reaffirmation of accreditation was January, 2012 and the College enjoys a sanction free history.

The Foothill College Dental Hygiene program was accredited by the American Dental Association's Council on Dental Education from the inception of the program in 1964 until the Commission on Dental Accreditation (CODA) was established in 1974. The last CODA accreditation site visit was in 2011, with a status of "approval without reporting requirements". The next accreditation site visit will be 2018.

B. Verification of college and district long-term effective and stable fiscal management

Financially, the district is among the strongest in the state. From fiscal year 2007 through 2014, balances in the general fund have totaled between 20-30% of general fund revenues. Unreserved fund balances have similarly been sound and stable at about 18% over that period. No short-term cash borrowing has been required since 1996. The District has earned AAA and AA ratings by Moody's Investors Service and Standard & Poor's on all or most of its General Obligation bond issues and consecutive refinancing. Sound management of resources and implemented controls resulted in no audit findings for Foothill College in the past three years.

C. Identification of experienced and appropriate program administration and support staff with sufficient time allocated to ensure project success for the pilot baccalaureate program

Phyllis Spragge, RDH, MA, was hired as a faculty member in 1998 and appointed Director of the Dental Hygiene Program in 2000. She receives 40% reassigned time for program administration and may receive up to 75% for CODA accreditation site visits. She has been granted a sabbatical leave in Spring 2015 to work on baccalaureate curriculum and accreditation processes if Foothill were to be selected for the pilot.

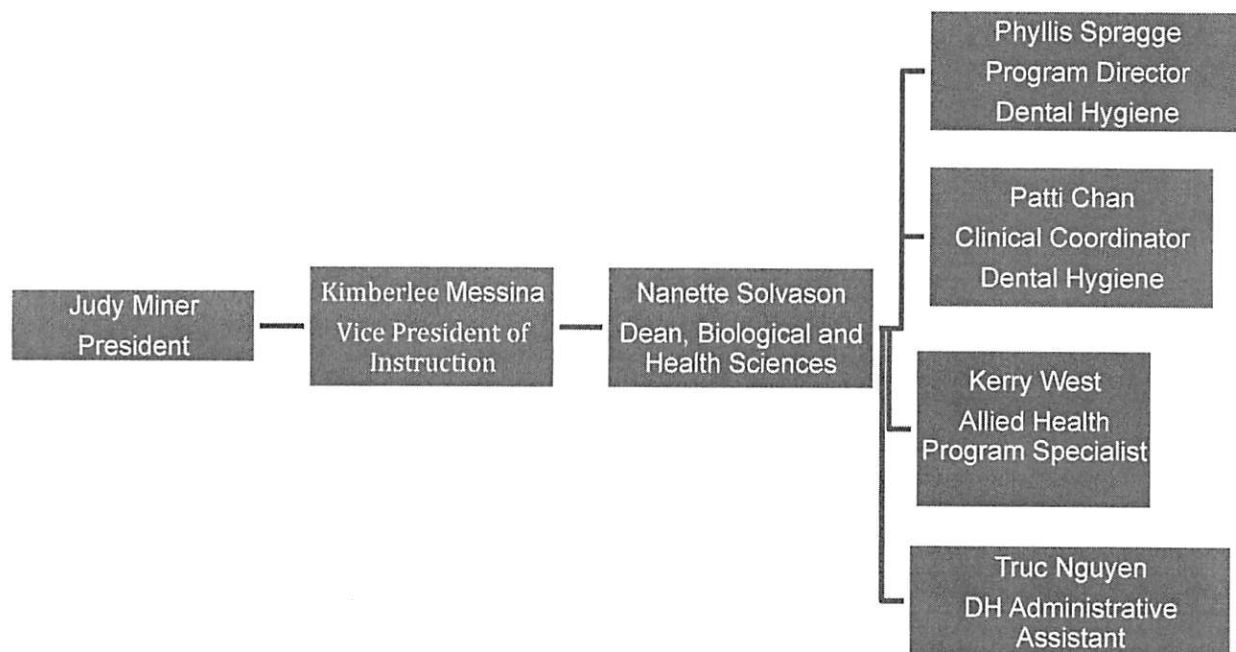
Patti Walter Chan, RDH, MS, serves as the clinical coordinator of the dental hygiene program. She has an extensive background in research, clinical education and community dental health. She will be working with the program director on the curriculum for the pilot program.

The dental hygiene program has a full-time administrative assistant who provides secretarial and clerical services. Additionally, an allied health program specialist supports the eight allied health programs, including dental hygiene.

D. Examples of programs that the college and/or district have successfully implemented which are similar to the proposed baccalaureate degree program

Since 1971, Foothill has partnered with Stanford University in the Primary Care Associate Program (PCAP) which, prepares physician assistants to work with primary care physicians caring for under served populations. The Primary Care Associate Program offers students a 21-month curriculum that combines the traditional concepts of physician assistant training. The Primary Care Associate Program features full-time classroom training during its first and second quarter and emphasizes clinical training during the remaining four quarters. History-taking, physical examination skills, basic laboratory techniques, common diagnostic and therapeutic procedures as well as patient counseling and education skills are important parts of the curriculum.

E. Organizational chart for the pilot program



4. Identified Resources

A. Summary of funding and other resources, including professional development and curriculum development that will be provided to support the planning and implementation of the program.

The program director will receive a sabbatical leave in Spring 2015 to work on baccalaureate curriculum and accreditation processes. Planning and implementation costs will be funded by a combination of CTE Enhancement Funds, Perkins, Chancellor's Circle, President's Innovation Fund, and divisional operating budgets.

B. Evidence of the availability of discipline prepared instructional faculty and appropriate student support services and personnel.

The program has four full-time faculty: (1) a program director/instructor/first year clinic coordinator, (2) a radiology instructor/coordinator, (3) second year clinic coordinator, (4) classroom lecturer. All have master's degrees or higher and qualify to teach at the baccalaureate level. They have experience with research, curriculum development, educational methodology, and program evaluation. An additional nine part-time faculty are qualified to teach baccalaureate students.

Comprehensive student services are available including but not limited to: academic counseling, financial aid, library services, health services, psychological services, legal services, tutoring, veterans services, disability resource center, ride sharing, transfer services, and transition to work. Pursuant to 3SP and Student Equity plans, Foothill College has robust outreach and retention programs to increase the enrollment and success of underrepresented populations, including but not limited to Latinos, African-Americans, and Filipinos. The baccalaureate pilot will have focused strategies to ensure broad diversity of participants.

C. Evidence of available facilities, instructional equipment, and supplies to support the program.

The District has passed two bond measures, which have funded state-of-the-art capital improvements, furniture, fixtures, and equipment for the program. The Foothill College community takes great pride in showcasing Dental Hygiene and visitors have come from all over the world to see the program's facilities. Operational funding has been stable during the most volatile economic times to ensure adequate supplies and timely replacement of equipment.

D. Evidence that the proposed Baccalaureate Degree can be addressed with available resources.

Dental Hygiene has traditionally been a high-unit program with 101-quarter units in major courses. The redesign of courses to meet baccalaureate standards will require a

one-time investment, but the faculty load can be drawn from existing FTEF allocations. The current staffing of the program is adequate to launch the pilot program and track the outcomes of the pilot program. Dental hygiene programs have extensive reporting requirements for the Commission on Dental Accreditation and the pilot program would fit in with the data collection, analysis and reporting expected of a dental hygiene program. Foothill College Institutional Research has the staffing to assist with surveys and data analysis. Our current facility meets the needs of the pilot program. In addition, Foothill College Online Learning has one of the largest offerings of online and hybrid courses in the state. They have the experience and infrastructure to assist the pilot program with course work that might be offered in online or hybrid formats. Foothill College academic counselors and financial aid departments are aware of the possible pilot program and are ready to meet the need if Foothill College is chosen to participate.

E. References

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APPENDIX A

By submission of their application, the District/College agrees to abide by the terms and conditions set forth in the Application to Participate in the California Community Colleges Baccalaureate Degree Pilot Program and the District/College application.

APPLICATION SIGNATURE PAGE

District: Foothill – DeAnza Community College District _____

College: Foothill College _____

Address: 12345 El Monte Road _____

City: Los Altos Hills _____ State: CA _____ Zip+4: 94022-4504 _____

District Superintendent/President (or authorized Designee)

Name: Dr. Linda Thor _____

Title: Chancellor, FHDA district _____

Phone: (650)949-6100 _____

Date: 12/4/14 _____

Signature:  _____

E-Mail Address: thorlinda@fhda.edu _____

College President

Name: Dr. Judy Miner _____

Title: President, Foothill College _____

Phone: (650)949-7201 _____

Date: 12/5/14 _____

Signature:  _____

E-Mail Address: minerjudy@fhda.edu _____

Chief Business Officer

Name: Bernata Slater _____

Title: VP, Finance & Admin Services _____

Phone: (650)949-7364 _____

Date: 12-4-14 _____

Signature:  _____

E-Mail Address: slaterbernata@fhda.edu _____

Chief Instructional Officer

Name: Dr. Kimberlee Messina _____

Title: VP, Instruction & Instl Research _____

Phone: (650)949-7209 _____

Date: 12/4/14 _____

Signature:  _____

E-Mail Address: messinakimberlee@fhda.edu _____

Chief Student Services Officer

Name: Dr. Denise Swett _____

Title: VP, Student Services _____

Phone: (650)949-7524 _____

Date: 12/4/14 _____

Signature:  _____

E-Mail Address: swettdenise@fhda.edu _____

Academic Senate President

Name: Dr. Carolyn Holcroft _____

Title: Academic Senate President _____

Phone: (650)949-7429 _____

Date: 12/4/14 _____

Signature:  _____

E-Mail Address: holcroftcarolyn@fhda.edu _____

APPENDIX B

BOG Fee Waiver Verification Form

The District has a written policy that requires all potential students who wish to apply for a Board of Governors Fee Waiver pursuant to Section 76300 to complete and submit either a Free Application for Federal Student Aid or a California Dream Act application in lieu of completing the Board of Governors Fee Waiver application.

Signed:


Chancellor/Superintendent


Date