



Brian P. Kemp
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Greg Dozier
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Instructional Faculty Consortium Committee (IFCC)

Diagnostic Medical Sonography

Date: March 12th, 2021

Time: 9:00 am – 12:00 pm

Location: WebEx

Meeting Facilitator: Sasha Kahiga

Recorder: Jennifer Eiland

Attendees

- 1) Sasha Kahiga- Curriculum Program Specialist, TCSG
- 2) Autumn Milburn- Clinical Coordinator, Augusta Technical College
- 3) Leslie Mansell- Clinical Coordinator, Columbus Technical College
- 4) Kristi Flowers- Program Director, Augusta Technical College
- 5) Rebecca Alexander-VPAA, Gwinnett Technical College
- 6) Kristen Buoy- Dean of Health Science, Gwinnett Technical College
- 7) Dawn Irwin-, Instructor, GA Northwestern Technical College
- 8) Nina Madden- Program Director, GA Northwestern Technical College
- 9) Theresa Snagg- Dean of Health, GA Piedmont Technical College
- 10) Regina Ridgley- Program Director, Columbus Technical College
- 11) Jennifer Eiland- Program Director, Oconee Fall Line Technical College
- 12) Kim Strong- Program Director, Gwinnett Technical College
- 13) Kermelle Hensley- VPAA, Columbus Technical College
- 14) Tina Welch- Program Director, Ogeechee Technical College
- 15) Saundra King- Sr. Executive Director, TCSG
- 16) Michele Strickland- VPAA, Oconee Fall Line Technical College

Agenda Topics/Discussion

Welcome

Sasha Kahiga welcomed all participants and asked everyone to sign in using the WebEx chat to ensure their attendance is captured and recorded. Sasha introduced herself and asked each participant to introduce themselves. Sasha provided a few housekeeping points and provided a PowerPoint overview, explaining how to navigate the WebEx button options.



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Review of Agenda

Sasha reviewed the agenda and asked the group if other items needed to be added for discussion. The group agreed with the agenda.

TCSG AA Department & IFCC Overview

Sasha provided the meaning of the IFCC– Instructional Faculty Consortium Committee and its purpose. She provided the ListServ information to the group explaining this is the official line of email communication between the faculty & TCSH. Sasha also discussed the Academic Affairs (AA) webpage as a point of reference for instructors. She explained that the AA link is where instructors can locate the AA Team's contact information, links to the curriculum database (KMS), faculty training opportunities, IFCC agenda, and meeting minutes. She will provide the link within the minutes of the meeting.

AA Webpage Link: http://teched.tcsg.edu/academic_affairs.php

DMS ListServ: DMS-L@LIST.TCSG.EDU

Introduction of IFCC Officers

Sasha introduced IFCC officers and explained their roles to the group. Kimberly Strong from Gwinnett Tech is the Chair, and Jennifer Eiland from Oconee Fall Line is the Co-Chair. Sasha stated that if anyone misses a meeting, the Chair and Co-Chair will be the point of contact to get details of items discussed. Additionally, Sasha said that each IFCC meeting is recorded, and once available, she will send it to the group via the listserv. As for the minutes of the meeting, Sasha explained that she retrieves the meeting notes taken by the Chair & Co-Chair and creates the official meeting minutes based on their notes and the WebEx recording. She stated that she typically provides the minutes to the group for review and approval before the next meeting. Once approved during the next meeting, the minutes are uploaded on the AA webpage. If there is not another meeting scheduled, the IFCC will review and provide an electronic approval of the minutes. Once approved, Sasha will have the minutes uploaded on the AA web page.

IFCC Webpage Link: http://teched.tcsg.edu/all_forms/aa_IFCCGuides.pdf

Curriculum Review and Updates

Sasha explained to the group that typically, during an IFCC meeting, the IFCC will review standard programs, which are programs that are offered at more than one college. Sasha stated that institutionally developed programs that belong to only one college are not reviewed at an IFCC meeting. Sasha continued to review the PowerPoint and explained to the group that they must understand how the KMS standards are displayed and the TCSG definitions before reviewing the courses.

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Sasha used this definition as a segway into the TCSG definition of a regular and other lab. She stated the following,

- A regular lab is any learning activity that is not explicitly designated as a lecture.
 - The teacher assists in learning activities require a little out-of-class preparation by the student and may require out-of-class practice assignments
- Other-lab is defined as either a practicum, internship, or clinical
 - Practicum is an instruction that emphasizes structured activities requiring the application and practice of occupational competencies.
 - Internship/Clinical is an instruction that emphasizes supervised work-experience activities requiring the application of occupational competencies.

She further provided within the PowerPoint the hour calculation for a lecture, lab, and other lab. She stated the following,

- Lecture
 - 1:1 Ratio
 - 750 minutes = 15 contact hrs = 1 credit hr
- Regular Lab
 - 2:1 ratio
 - 1500 minutes = 30 contact hrs = 1 credit hr
- Other Lab
 - 3:1 ratio
 - 2250 minutes = 45contact hrs = 1 credit hr

Sasha pointed out that the current version of the DMS3 program is 2014. Although the overall course credit hours look sufficient, several classes are mislabeled within the Regular Lab category. Using the PowerPoint slide, Sasha pointed out that the DMSO 1070, DMSO 1090, DMSO 1102, DMSO 2020, DMSO 2032 & DMSO 2040 were all showing a lab description of Internship or Practicum within the Regular Lab Category. Sasha further explained these types of descriptions are to be used for the Other Lab Category.

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Jennifer Eiland agreed with Regina and stated that the Statistics course is not explicitly stated within the CAAHEP standards. She noted that the CAAHEP standards say Math, and the students need college algebra to satisfy that standard requirement. In agreement with the statements, Kristi Flowers stated that after speaking with a rep from JRC-DMS, students must take only one math requirement, which could be either College Algebra, Statistics, or a Higher Level Math. Jennifer Eiland asked Sasha if it best for the group to review each of the courses or go through the new CAAHEP/JRC-DMS standards that are coming out. Sasha asked when the new standards were coming out, and the group informed her that the standards have been released and must be in effect by September 2021. Jennifer stated that it might be best for the group to review the CAAHEP/JRC-DMS standards first to see what has changed and compare it to the DMSO courses to familiarize them with the standards and provide adequate feedback. Sasha stated that she would leave that decision up to the IFCC to decide.

Teresa Snagg agreed with Jennifer. She stated that she is starting the program at her college and is not familiar with the standards at all and would like to see what those required standards are before comparing them to the KMS standards. Tina Welch asked the group if anyone has found any discrepancies between the old CAAHEP/JRC-DMS standards and the new version. Kristi Flowers stated that she had not seen any significant differences but has found a few items within pharmacology regarding students performing IV insertion versus just understanding what it is. Additionally, students must complete contrast one day, additional heart views for OB, if your program has chosen the OB track and a few additional competencies.

Tina Welch stated that they took out a few numbers within the standards, but based on the new standards, they are already applying to their programs except the additional pharmacology standards. Sasha asked if anyone has reviewed the latest standards in detail and highlighted the standards missing from the KMS program standards as they check each course. The group stated that they have not and will need to review the new standards in detail.

Kim Strong suggested that each faculty member volunteer review a section of the new standards and make changes to their assigned courses. She stated that she assumed that majority of the program would declare Abdominal Extended & OB concentration but wanted to know if anyone will declare Breast concentration. Sasha asked the group to explain the concept of needing to declare an area of specialties such as Breast or OB. Kim answered Sasha's question by explaining the biggest change to the standards, requiring each program to select a specific concentration instead of having a general program. She stated that Gwinnett Tech would be declaring all three concentrations. Kim further noted that although the new standards have been released, the curriculum must be reviewed and released as well. She stated that she asked a rep from CAAHEP/JRC-DMS the release date of the reviewed curriculum and was told sometime in 2022. Kim noted that having volunteers for each concentration will be sufficient to compare the old and new standards.

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Sasha gave a quick summary of what she understood Kim to say and asked for clarification if they asked for additional courses to be added based on their selected concentration. Kim answered by stating that the KMS standards have these concentrations within the classes, but there is no specific breast course. She further stated that not everyone will need that course and doesn't want to add additional hours to the program that won't fit everyone's needs. In response, Sasha stated that it could be discussed further at the next meeting, and the group will need to create sub-committees for each course. Sasha asked the Chair & Co-Chair to record the committees for each class. The committees are as follows,

DMSO 1010: Foundations of Sonography

- Jennifer Eiland
- Kim Strong (to evaluate Pharmacology component)

DMSO 1020: Sectional Anatomy & Normal Sonographic Appearance

- Nina Madden
- Tina Welch (working on self-study Nina has volunteered to review on Tina's behalf)
- Leslie Mansell

DMSO 1040: Sonographic Physics and Instrumentation

- Kristi Flowers

DMSO 1050: Abdominal Sonography I

- Nina Madden
- Tina Welch (working on self-study, Nina has volunteered to review on Tina's behalf)

DMSO 1060: Clinical Sonography I

- Autumn Milburn
- Jennifer Eiland

DMSO 1070: Pelvic Sonography and First Trimester Obstetrics

- Regina Ridgley

DMSO 1080: Sonographic Physics and Instrumentation Registry Review

- Kristi Flowers

DMSO 1090: Introduction to Vascular Sonography

- Regina Ridgley

DMSO 1100: Clinical Sonography II

- Autumn Milburn
- Jennifer Eiland

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DMSO 2010: OB Second & Third Trimesters

- Regina Ridgley
- Kristi Flowers

DMSO 2020: Specialized Sonographic Procedures

- Jennifer Eiland
- Autumn
- Leslie Mansell

DMSO 2030: Clinical Sonography III

- Leslie Mansell

DMSO 2040: Comprehensive ABD and OB/GYN Registry Review

- Kim Strong

DMSO 2050: Clinical Sonography IV

- Leslie Mansell

DMSO 1101: Clinical Sonography II (Part A)

- Kim Strong (To make sure these will align with any changes in their main counterparts)

DMSO 1102: Clinical Sonography II (Part B)

- Kim Strong (To make sure these will align with any changes in their main counterparts)

DMSO 2031: Clinical Sonography III (Part A)

- Kim Strong (To make sure these will align with any changes in their main counterparts)

DMSO 2032: Clinical Sonography III (Part B)

- Kim Strong (To make sure these will align with any changes in their main counterparts)

As they review their courses, Sasha reminded the group that they should be comparing the current KMS standards to the new CAAHEP/JRC-DMS standards for revisions, errors, additions, etc. Additionally, she informed the group that she would create a OneDrive folder to house all course recommendations, current KMS standards, course committee list, etc. When reviewing the standards, Kim asked Sasha if the group needs to check the minutes allocated for each competency. Sasha stated no because the new curriculum database does not require minute allocation for each competency within a course.

Sasha asked the group to circle back to the pre-occupational courses discussion to understand better what they are seeking for her to do. Sasha asked what their reason was for adding ALHS



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1040. In response, Kim stated that the course is imperative to the clinical rotation and provides students with an introduction to the medical field before acceptance into the program. Regina included that the course has the CPR/BLS certification and skills to complete vital signs, a requirement for clinical rotations. Sasha stated that she might have to discuss this with the TCSG administration.

She further explained that based on the current KMS standards, the DMS3 program is an AS degree that requires a total of 15 credit hrs of general education courses. She stated that currently, it is at 19 credit hours which will not include the Biology courses. She noted that the removal of the MATH 1127 (Statistics) and replacing it with an “or” option of ALHS 1090: Medical Terminology (2) or ALHS 1040: Introduction to Healthcare (3) within the occupational course section could be an option. Sasha explained that taking this approach will allow flexibility to select which course better suits their students' needs.

Kristi asked for the course description of the ALHS 1040 course. Sasha provided the description for both of the classes and asked the group if they would like to proceed with the “or” option. Kim stated that the learning outcomes within ALHS 1040 are identical to the learning outcomes within the DMSO 1010 course. The group asked to review the ALHS 1090 standards. Sasha provided the group with the KMS standards for the course. Autumn Milburn asked if using the ALHS 1090 courses negatively impacts the total credit hours. In response to Autumn’s question, Rebecca Alexander stated that it would not affect the program as long as it has the minimum of 60 credit hours required for an Associate Degree. Sasha agreed with Rebecca.

Sasha explained to the group that their request to remove MATH 1127 and replace it with an “or” option of ALHS 1040 or ALHS 1090 would not reflect the program's current version. She will have to create a new version of the program. Sasha further explained that making a new version of the program will result in a PROBE. She stated that she would update KMS with revisions of the courses and the program at one time to capture all modifications within the PROBE. She said that she would not begin making changes until after the group has provided her the finalized revisions of the courses. Sasha asked the group how much time do they need to review courses before they meet again. Kim stated that there aren’t many changes, and it will depend on what everyone’s schedule looks like.

Jennifer suggested that since the 1500 case requirements were taken out of the new accreditation standards, the IFCC consider removing or decreasing the requirement of the clinical case for the clinical courses. She further explained that due to her program being located within a rural area, some of the employers within their location had not met the case study, and it has gotten worst since COVID. Sasha pointed out that Jennifer brought up a good point and informed the group that within a recent PROBE that she completed, she provided the accrediting agency’s minimum clinical hour requirement leaving the colleges to go beyond those hours if they choose to do so.



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She further explained that since their accrediting agency doesn't require a certain number of clinical hours, the group may want to look closely at their clinical hours to ensure that their students aren't in clinical too long to meet the required clinical competencies. Sasha stated that this might allow a few hours for them to qualify to create a new Breast course if they choose to do so. Kim asked if this would be minimum standards and if programs can choose to go beyond if they choose to do so. Sasha answered by stating that each program can adjust its clinical hours, but they must meet the minimum requirement. She further noted that to go beyond the hours suggested on the KMS standards, each program must have a conversation with their administration about the hour adjustments.

Jennifer asked about the pharmacology requirement within the new standards, and it would be implemented in September. Kim stated that she would address it during the next meeting after seeing the changes made within the courses being reviewed and determine based on the discussion where it needs to be added. The group agreed.

Conclusion/Action Items

Sasha thanked the group for their hard work and informed them that their next meeting is scheduled for Friday, April 30th, from 9:00 am until 12:00 pm. She further explained that Kim & Jennifer will facilitate the meeting during the next meeting, and each course volunteer will present their suggested revisions to the group and lead the discussion for that particular course. Sasha also informed the group that she would have their OneDrive Folder attached to their subsequent meeting calendar request. Sasha thanked the group again for their hard work, participation, and valued feedback. Sasha concluded the meeting.

Meeting adjourned at 10:30 am.

Meeting Notes submitted by Jennifer Eiland

Meeting Minutes submitted by Sasha Kahiga



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