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## Instructional Faculty Consortium Committee (IFCC)

### Dental Assisting

Date: August 6th, 2021

Time: 9:00 am – 12:00 pm

Location: WebEx

Meeting Facilitator: Sasha Kahiga

Recorder: Ivey Spears

#### Attendees

- 1) Angela Hardy- Instructor, Southern Crescent Technical College
- 2) April Carey- Instructor, Augusta Technical College
- 3) Gina Barthelemy-Morton- Associate Dean of Health Science, Chattahoochee Technical College
- 4) Ivey Spears- Program Director, Albany Technical College
- 5) Janet Reagan- Instructor, Albany Technical College
- 6) LeaAnna Harding- Program Director, Gwinnett Technical College
- 7) Liza Charlton- Program Director, Lanier Technical College
- 8) Lukas Davies- Associate Dean of Health Science, West GA Technical College
- 9) Luz Ibarra- Program Director, Southern Crescent Technical College
- 10) Michelle Peets- Program Director, Chattahoochee Technical College
- 11) Sandi Woodward- Program Director, Wiregrass GA Technical College
- 12) Sasha Kahiga- Curriculum Program Specialist, TCSG
- 13) Sharon Jones- Department Head, Augusta Technical College
- 14) Sharron Cook- Program Director, Columbus Technical College
- 15) Stephanie Derfus- Dean, Savannah Technical College
- 16) Vanessa Goff- Program Assistant, Lanier 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 was captured and recorded. Sasha introduced herself and asked each participant to introduce themselves. Sasha provided a few housekeeping points and 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 & TCSG. Sasha also discussed the Academic Affairs (AA) webpage as a reference point 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: <https://intranet.tcsg.edu/teched/academic-affairs/>

IFCC ListServ: [DENASST-L@LIST.TCSG.EDU](mailto:DENASST-L@LIST.TCSG.EDU)

### Selection of IFCC Officers

Sasha noted that she needed two volunteers to serve as the IFCC Chair & Co-Chair to continue with the meeting. Ms. Ivey Spears from Albany Tech volunteered to serve as Chair, and Ms. Sharron Cook from Columbus Tech volunteered as Co-Chair. Sasha stated that if anyone misses a meeting, the Chair and Co-Chair would be the point of contact to discuss items. 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 meeting minutes, Sasha explained that she would retrieve 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: <https://intranet.tcsg.edu/teched/academic-affairs/ifcc/>

### KMS Standards Overview

Sasha explained to the group that typically, during an IFCC meeting, the IFCC would 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 the importance of

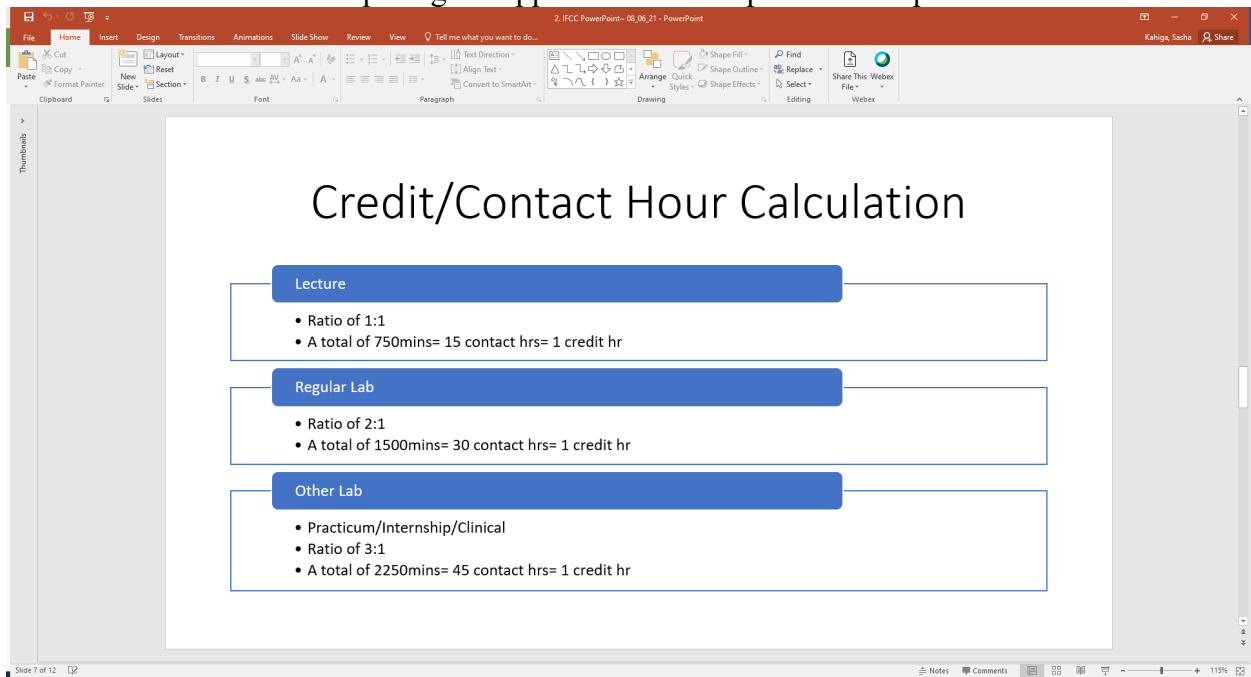
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understanding how the KMS standards are displayed and the TCSG definitions before reviewing the courses.

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.



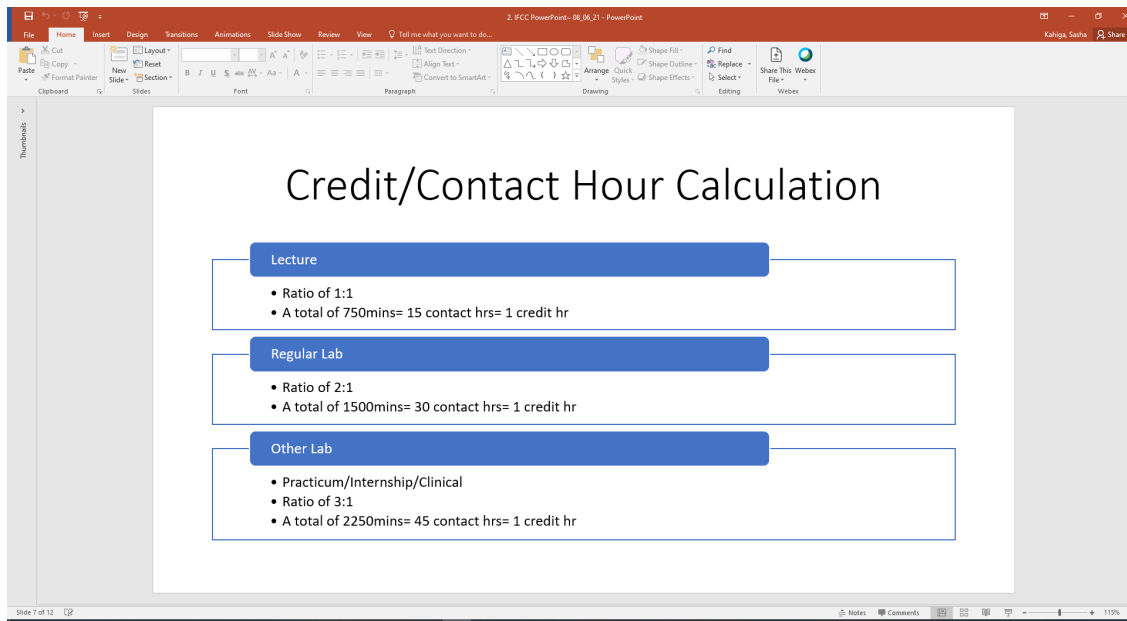
She further provided within the PowerPoint the hour calculation for a lecture, lab, and other lab. She stated the following,

- 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

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- Other Lab
  - 3:1 ratio
  - 2250 minutes = 45 contact hrs = 1 credit hr



Stephanie Derfus asked Sasha to explain in detail the clock hour calculation for the clinical course since the KMS clinical hours requirement is more than the 300hr requirement for CODA. In response, Sasha stated that the KMS standards are based on a 50-min calculation. However, for the courses with "Other Lab," allocation can utilize the 60-min or 50-min calculation to provide a range of hours for students to complete the "other lab" hours. Using DENA 1460: Dental Practicum as an example, Sasha explained that the course is presented within KMS at the 50-min calculation of 45-hrs, which provides the maximum amount of hours a student can complete for this internship course.

Sasha further explained that instructors could utilize the 60-min calculation, which provides a minimum amount of 37.5hrs. Sasha stated that an instructor has the academic freedom to require that their students complete hours between 37.5hrs or 45hrs. Sasha also explained that this calculation only applies to courses that utilize "Other Lab" for clinical or internship hours and programs that have provided the "Clinical Hour" disclaimer on their overall program standards. The disclaimer listed within DA12 states the following,

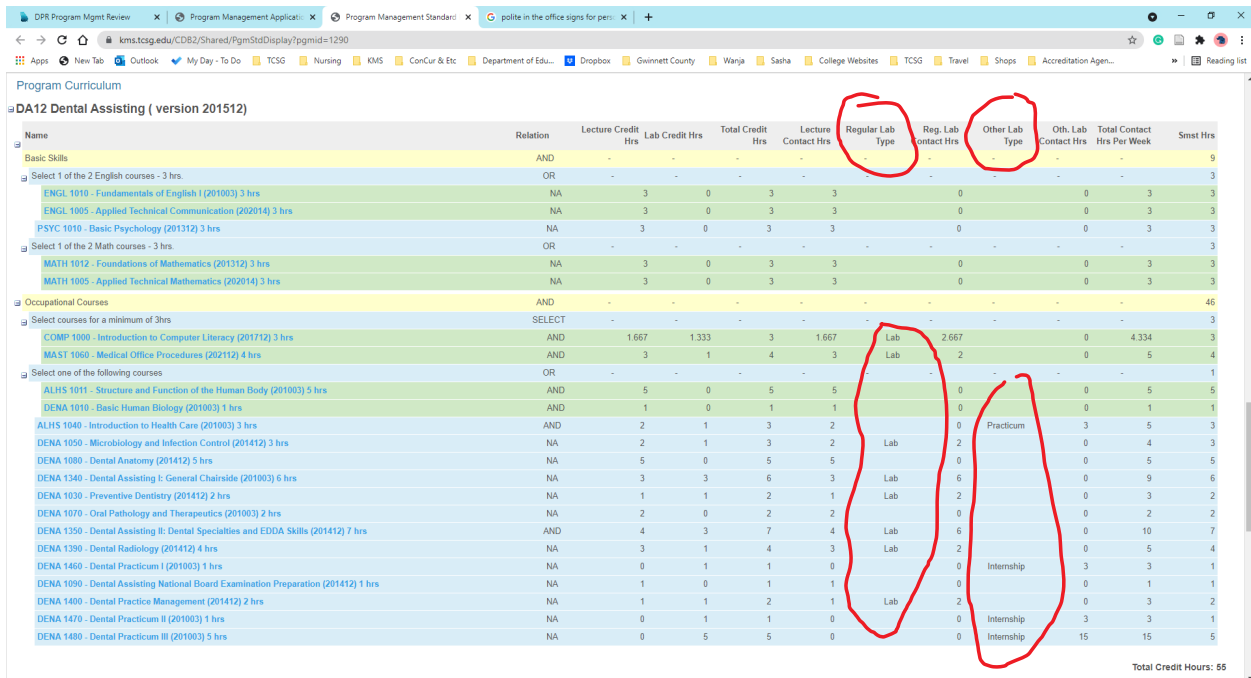
*In Health Technologies Programs, Practicum/Internship or Clinical courses are based on a clock hour (sixty minutes). Appropriate breaks are included in the clock hour as directed at the Practicum/Internship or Clinical site. One semester credit shall be awarded for a minimum*

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*of three clock hours of Practicum/Internship. One hour of credit shall be awarded for 2250 minutes of instructional time.*

Sasha asked the group if they understood and if there were any questions. The group understood, and there were no further questions. Moving forward to the next topic, Sasha presented the 2015 version of the DA12 program and explained the category description and hours look sufficient for the DENA courses.



Name	Relation	Lecture Credit Hrs	Lab Credit Hrs	Total Credit Hrs	Lecture Contact Hrs	Regular Lab Type	Reg. Lab Contact Hrs	Other Lab Type	Oth. Lab Contact Hrs	Total Contact Hrs Per Week	Smst Hrs
<b>Basic Skills</b>											
AND											
Select 1 of the 2 English courses - 3 hrs	OR										3
ENGL 1010 - Fundamentals of English I (201003) 3 hrs	NA	3	0	3	3		0		0	3	3
ENGL 1005 - Applied Technical Communication (202014) 3 hrs	NA	3	0	3	3		0		0	3	3
PSYC 1010 - Basic Psychology (201312) 3 hrs	NA	3	0	3	3		0		0	3	3
Select 1 of the 2 Math courses - 3 hrs	OR										3
MATH 1012 - Foundations of Mathematics (201312) 3 hrs	NA	3	0	3	3		0		0	3	3
MATH 1005 - Applied Technical Mathematics (202014) 3 hrs	NA	3	0	3	3		0		0	3	3
<b>Occupational Courses</b>											
AND											
SELECT											
COMP 1000 - Introduction to Computer Literacy (201712) 3 hrs	AND	1.667	1.333	3	1.667	Lab	2.667		0	4.334	3
MAST 1060 - Medical Office Procedures (202112) 4 hrs	AND	3	1	4	3	Lab	2		0	5	4
Select one of the following courses	OR										1
ALHS 1011 - Structure and Function of the Human Body (201003) 5 hrs	AND	5	0	5	5		0		0	5	5
DENA 1010 - Basic Human Biology (201003) 1 hrs	AND	1	0	1	1		0		0	1	1
ALHS 1040 - Introduction to Health Care (201003) 3 hrs	AND	2	1	3	2		0	Practicum	3	5	3
DENA 1050 - Microbiology and Infection Control (201412) 3 hrs	NA	2	1	3	2	Lab	2		0	4	3
DENA 1080 - Dental Anatomy (201412) 5 hrs	NA	5	0	5	5		0		0	5	5
DENA 1340 - Dental Assisting I: General Chairside (201903) 6 hrs	NA	3	3	6	3	Lab	6		0	9	6
DENA 1030 - Preventive Dentistry (201412) 2 hrs	NA	1	1	2	1	Lab	2		0	3	2
DENA 1070 - Oral Pathology and Therapeutics (201003) 2 hrs	NA	2	0	2	2		0		0	2	2
DENA 1350 - Dental Assisting II: Dental Specialties and EDDA Skills (201412) 7 hrs	AND	4	3	7	4	Lab	6		0	10	7
DENA 1390 - Dental Radiology (201412) 4 hrs	NA	3	1	4	3	Lab	2		0	5	4
DENA 1460 - Dental Practicum I (201003) 1 hrs	NA	0	1	1	0		0	Internship	3	3	1
DENA 1090 - Dental Assisting National Board Examination Preparation (201412) 1 hrs	NA	1	0	1	1		0		0	1	1
DENA 1400 - Dental Practice Management (201412) 2 hrs	NA	1	1	2	1	Lab	2		0	3	2
DENA 1470 - Dental Practicum II (201003) 1 hrs	NA	0	1	1	0		0	Internship	3	3	1
DENA 1480 - Dental Practicum III (201003) 5 hrs	NA	0	5	5	0		0	Internship	15	15	5

Curriculum Review

Sasha explained to the IFCC their responsibilities to review all the standard programs and their respective DENA courses listed within the Dental Assisting PAS Group curriculum database. The group must review and provide modifications for the following programs and course standards based on the curriculum database.

- Program Standard
  - AD21: Advanced Dental Assisting
  - BD21: Basic Dental Assisting
  - CY71: Coronal Polishing
  - EF71: Radiology/EFDA Cert Dental Assisting

- Course Standards

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- DENA 1010: Basic Human Biology
- DENA 1030: Preventive Dentistry
- DENA 1050: Microbiology & Infection Control
- DENA 1070: Oral Pathology & Therapeutics
- DENA 1080: Dental Anatomy
- DENA 1090: Dental Assisting National Board Examination Preparation
- DENA 1340: Dental Assisting I: General Chairside
- DENA 1350: Dental Assisting II: Dental Specialties & EDDA Skills
- DENA 1390: Dental Radiology
- DENA 1400: Dental Practice Management
- DENA 1460: Dental Practicum I
- DENA 1470: Dental Practicum II
- DENA 1480: Dental Practicum III

Sasha explained to the group that two volunteers would be needed for each program & course standards. The volunteers will work together outside of the IFCC meeting to review the courses and make the modifications required. Sasha stated that during the course review, each group should keep in mind the following tips,

➤ Review of Program Standards

- Description
  - Ensure the program description is descriptive to what the program teaches the students
- Occupational Trends
  - Ensure the occupational trends provide an overview of where program graduates could be employed. Additionally, ensure the data is not outdated.
- Education Programs
  - Ensure the education programs provide an overview of various educational programs in areas such as public vs. private.
- Job/Career Description
  - Ensure that the information is detailed and updated based on job duties graduates will be required to complete within the field.
- Employment Trends
  - Ensure that the information is detailed and provides employment data within different areas of the profession.
- Salary Trends
  - Ensure the information provides current annual and hourly salary figures.
- Occupational Analysis
  - Ensure the information provides the duties and tasks per duty required to perform in a job setting once graduated from the program.

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- Program Outcomes
  - Ensure the information provides program outcome statements that a graduate should achieve upon completion of the program.
- External Standards
  - Ensure the programmatic accreditation information, regulatory bodies, national examination, and 60-min calculation disclaimer for clinical courses are listed.
- Program Faculty/Administrative
  - Ensure the information listed is currently based on CODA requirements.
- Program Resources/Equipment/Facilities
  - Ensure the information is updated.
- Review of Course Standards
  - Course Description
  - Pre-Requisites, Co-Requisites & True-Requisites
    - Ensure the correct courses are listed, and the "one-required" or "all-required" statements are needed to provide flexibility.
  - Course Length (Hours & Description)
    - Sasha stated this is the time course hours can be reviewed and adjusted if needed. However, she further noted that adding hours to existing hours will not be accepted unless the IFCC can provide documented justification such as accreditation/regulatory agency requirements.
  - Competencies
  - Learning Outcomes
  - Learning Domain & Level of Learning
    - Ensure there is progression shown throughout the course.
  - Aligns w/accrediting agency & national examinations

Sasha further explained that during the revision process, modifications should be made to the standards she provided within the IFCC OneDrive. She asked that additions are made using red ink and that deletions are strikethrough. She advised that each faculty member contact their IT to determine if they have permission to utilize Adobe PRO or Acrobat, the best software to use when making modifications to a PDF and/or changing the PDF to a Word Document.

### PROBES

Sasha explained to the group the PROBE process. She stated that PROBES are usually initiated by an IFCC of standard programs with significant changes such as credit/contact hours, course changes, etc. Colleges can cast their vote and comment on the changes during the PROBE process. Sasha explained to the group that it's imperative to have an open dialogue with their college administration on their vote; so that the college's vote reflects their stance. Once the

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voting period ends, the votes & comments are documented by the CPS and presented to the TCSG Curriculum Committee for review.

After reviewing the Curriculum Committee, the PROBE moves forward for further review and vote of college presidents at the President Council (PC). The PROBE is then presented to TCSG State Board for review and final approval if approved. The TCSG State Board is the last step, and the updated standards are visible within the curriculum database, providing colleges a year to implement. Sasha explained that PROBES do take time, and she communicates to the IFCC the outcome of PROBE during each step.

Sasha asked the group if there were any timelines provided to the programs from accrediting agencies to implement program/course modifications. The group stated there were none; however, the IFCC prefers that by June 1<sup>st</sup> all programs have submitted their changes to CODA.

#### Additional Discussion Topics

Sasha stated that the following topics were added to the suggested agenda topics and asked the group to expand on the topics for further discussion.

##### ➤ Revision/Modification Resources

- The question of what resources should be used during the revision process was proposed. It was suggested that the Modern Dental Assisting (MDA) 13<sup>th</sup> edition be utilized. The group agreed.
- Wiregrass GA Tech suggested that utilizing changes from the 2018 IFCC meeting that did not get a chance to be implemented would be a great start to reviewing needed modifications.
  - Sasha stated that she emailed the 2018 IFCC minutes to the IFCC Listserv for further review.
  - Albany Tech stated that within the 2018 IFCC meeting, not all the courses were reviewed, and that is an excellent place to start; however, CODA has made revisions, and all classes need to be reviewed. Using the 2018 minutes as a template is feasible, but the changes may not pertain to current trends. The group agreed.

##### ➤ CODA Accreditation & Dual Enrollment

- Savannah Tech asked the question of how CODA recognizes those TCCs for programs that are CODA-accredited.
  - In response, it was stated that those colleges that utilize those TCCs and are CODA approved do not place those TCCs under their CODA accreditation.
- Southern Crescent Tech asked if any of the programs were considering stepping away from CODA altogether and only offering the TCCs to students as an option.



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In further explanation, Southern Crescent stated that this had been a consideration for their program since CODA accreditation is not a requirement to sit for the Expanded Duties certification outlined in the Board of Dentistry rules.

- In response, the others stated that they prefer to keep their accreditation for other educational purposes and requirements.
- Sasha asked the group if the Board rules stated that Board-approved programs must be on their list and that these programs must be CODA-accredited as well. The group said no, they must be approved by the Board and on their approved list. Sasha asked that someone review the Board Rules to ensure that there have not been any modifications to the rules.

➤ *COLL 1020: College Success Course*

- Albany Tech asked if other programs require completion of this course and if so, are there credit hours allocated for the class.
  - In response, other programs that colleges require this course stated that it is listed within their college catalog along with credit hour requirements.
  - Albany Tech further asked if requiring students to take a course without retrieving credit hours is against any TCSG or accrediting agencies' rules or policies.
  - In response, Sasha stated there are no policies in the TCSG policies & procedures manual for this requirement. She highly doubted that accrediting agencies dictated that all courses within a program must have allocated credit hours. However, it must be clearly stated within its rules/standards if it is a requirement. Otherwise, colleges can offer courses such as the College Success course as they see fit.
  - Sasha suggested that Albany Tech review CODA standards to ensure there are no rules/standards about the requirement of courses having credit hours.

**Conclusion/Action Items**

Sasha thanked the group for their hard work and informed them of the next steps. Based on the deadline the IFCC has set of June 2022 for CODA submission of program modifications, their next official IFCC will be scheduled in late January or early February. A poll will be sent out to schedule that meeting in the next few months. Sasha asked the group to continue to sign-up for course assignments using the following link,

[https://docs.google.com/document/d/1QH1vZRuwG7Ogd1TM57\\_z5EYNweVINWvjGRKaFY0O6k/edit?usp=sharing](https://docs.google.com/document/d/1QH1vZRuwG7Ogd1TM57_z5EYNweVINWvjGRKaFY0O6k/edit?usp=sharing)

She explained that the volunteers are responsible for making revisions/modifications to the courses utilizing the resources discussed in the meeting. Sasha suggested that each group meet

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once a month, such as every 3<sup>rd</sup> Friday, to work together. The group agreed to the suggestion. Sasha stated that she would create a standing month WebEx link for each group and suggested that the courses are grouped to help make the revisions seamless.

The group stated the following courses should be grouped together.

- Group 1: DENA 1050, 1070 & 1080
- Group 2: DEA 1010 & 1030
- Group 3: DENA 1460, 1470 & 1480
- Group 4: DENA 1340 & 1350
- Group 5: DENA 1090, 1390 & 1400

Sasha stated that each group would have its own WebEx link meeting every 3<sup>rd</sup> Friday from 9 am until 12 pm. Sasha further explained that other members of the IFCC are welcome to attend any of those meetings to request a few revisions; however, these aren't official IFCC meetings and are designed as working groups outside of the official IFCC meetings. Sasha asked that each group keep a line of communication open to the IFCC and attached ongoing revisions within the IFCC OneDrive Folder; using the link below.

[Dental Assisting IFCC OneDrive](#)

Sasha thanked the group again for their hard work, participation, and valued feedback. Sasha concluded the meeting.

Meeting adjourned at 11:35 am.

Meeting Notes submitted by Ivey Spears

Meeting Minutes submitted by Sasha Kahiga