

## Instructional Faculty Consortium Committee (IFCC)

### Dental Hygiene

Date: August 19<sup>th</sup>, 2021

Time: 9:00 am – 12:00 pm

Location: WebEx

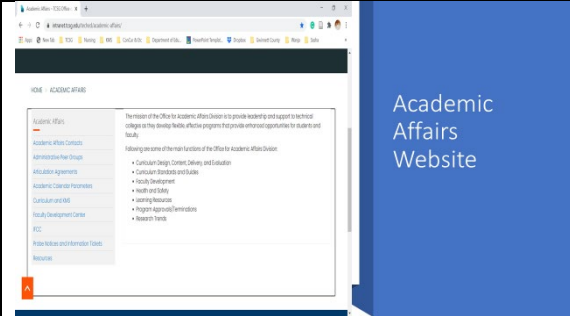
Meeting Facilitator: Sasha Kahiga

#### Attendees

- 1) Sasha Kahiga- Curriculum Program Specialist, TCSG
- 2) Rebecca Foster- Program Director, Columbus Technical College
- 3) Pat Gainey- Program Director, Athens Technical College
- 4) Lukas Davies- Associate Dean, West GA Technical College
- 5) Kelly Scruggs- Program Director, Central GA Technical College
- 6) Jennifer Gramiak- Program Director, Southeastern Technical College
- 7) Marisha Singleton- Program Coordinator, Atlanta Technical College
- 8) Sandi Woodward- Director of Dental Programs, Wiregrass GA Technical College
- 9) Rebecca Stewart- Program Director, Columbus Technical College
- 10) Jennifer Burrell- Program Chair, Athens Technical College

#### Agenda Topics/Discussion

Agenda Items	Discussion
<i>Welcome</i>	<p>Sasha Kahiga welcomed the IFCC and called the meeting to order. Sasha provided the group with a few housekeeping tips and introduced herself. Sasha asked that each member introduce themselves by providing their name, title &amp; the college they represent. After introductions, Sasha explained to the IFCC her role and responsibilities as the Allied Health Curriculum Program Specialist.</p> <p>Sasha explained that she is responsible for all allied health programs except paramedicine. Sasha reviewed the agenda and asked the group if other items needed to be added for discussion. The group agreed with the agenda.</p>

<p><b>IFCC Overview</b></p>	<p style="text-align: center;">IFCC Overview</p> <ul style="list-style-type: none"> <li>• Instructional Faculty Consortium Committee</li> <li>• Access to the <a href="mailto:resp-l@list.tcsg.edu">resp-l@list.tcsg.edu</a></li> <li>• Meets twice annually</li> <li>• Must have a Chair and Co-Chair</li> <li>• Review of total operations of a standard program</li> <li>• Access to detailed IFCC guidelines, meeting agendas &amp; minutes: <a href="https://intranet.tcsg.edu/teched/academic-affairs/ifcc/">https://intranet.tcsg.edu/teched/academic-affairs/ifcc/</a></li> </ul> <p>Sasha explained to the group the purpose of an IFCC and the responsibilities of the Chair and Co-Chair. Marsha Singleton (Atlanta) volunteered as Chair, and Pat Gainey (Athens) volunteered as co-chair. Sasha provided the group with information on accessing the IFCC listserv and reviewing IFCC guidelines, meeting agendas, and meeting minutes.</p> <p>Listserv: <a href="mailto:DHIFCC-L@LIST.TCSG.EDU">DHIFCC-L@LIST.TCSG.EDU</a> IFCC Webpage: <a href="https://intranet.tcsg.edu/teched/academic-affairs/ifcc/">https://intranet.tcsg.edu/teched/academic-affairs/ifcc/</a></p>
<p><b>AA Overview</b></p>	 <p style="text-align: center;">Academic Affairs Website</p> <p>Sasha reviewed the TCSG website and discussed the TCSG Academic Affairs department. She also discussed the AA department CPS contacts, dual enrollment, and articulation agreements. Sasha explained the difference between an Information Ticket and a PROBE. Sasha explained to the group that the IFCC initiates an information ticket and a PROBE for standard programs based on the number of changes in the curriculum standards &amp; program/course hours.</p> <p>Sasha also informed the group that the faculty development center can be found on the AA. The faculty development center is where training events can be found. Training sessions such as Phase I, Phase II &amp; KMS are on the page. The group asked when the next KMS training would be, and Sasha informed the group that the training would be conducted by the AA Director, Steve Conway, each quarter. She stated that when the details are emailed to the deans, she typically forwards the information to all of her IFCC listservs.</p>

	<p>Academic Affairs Webpage: <a href="https://intranet.tcsg.edu/teched/academic-affairs/">https://intranet.tcsg.edu/teched/academic-affairs/</a></p>
<p><b><i>Information Ticket vs. PROBES</i></b></p>	<p>Sasha provided a clear distinction between a PROBE and an Information Ticket. She explained that an IFCC of standard programs typically initiates PROBES and Information Tickets. If a program and its respective courses have minor changes, those changes are updated within the curriculum database, and a detailed explanation of those changes is listed within the information. On the other hand, if a program and its respective courses have significant changes, such as credit/contact hours, course changes, etc., those changes are updated within the curriculum database, and a new version of the program will be created, requiring the program to undergo a PROBE.</p> <p>During the PROBE process, Sasha highlighted the importance of open dialogue and collaboration. She encouraged the group to engage in discussions with their college administration, ensuring that their vote reflects their stance. Sasha reassured the group that their votes and comments are documented and presented to the TCSG Curriculum Committee for review, emphasizing the collective effort in the decision-making process.</p> <p>If approved, the PROBE is presented to the TCSG State Board for review and final approval. The TCSG State Board is the last step, and the updated standards are visible within the curriculum database, providing colleges with a year to implement. Sasha explained that PROBES take time, and she communicates the PROBE outcome to the IFCC during each step.</p> <p>Sasha asked the group if any timelines were provided to the programs by accrediting agencies to implement program/course modifications. The group stated there were none.</p>



	<p>Sasha presented the group with the DH13 program overview and explained that several of the DHYG courses have a lab description of "practicum" within the regular lab category. Sasha explained that the description should state "lab."</p> <p>Sasha explained to the IFCC their responsibilities to review all the standard programs and their respective DHYG courses in the Dental Hygiene PAS Group curriculum database. Based on the curriculum database, the group must review and provide modifications for the following programs and course standards.</p> <ul style="list-style-type: none"> <li>➤ <u>Program Standard</u> <ul style="list-style-type: none"> <li>○ DH13: Dental Hygiene</li> </ul> </li> <li>➤ <u>Course Standards</u> <ul style="list-style-type: none"> <li>○ DHYG 1080: Oral Biology</li> <li>○ DHYG 1000: Tooth Anatomy &amp; Root Morphology</li> <li>○ DHYG 1010: Oral Embryology and Histology</li> <li>○ DHYG 1020: Head &amp; Neck Anatomy</li> <li>○ DHYG 1070: Radiology Lecture</li> <li>○ DHYG 1030: Dental Materials</li> <li>○ DHYG 1040: Preclinical Dental Hygiene Lecture</li> <li>○ DHYG 1050: Preclinical Dental Hygiene Lab</li> <li>○ DHYG 1130: Microbiology &amp; Infection Control in the Dental Profession</li> <li>○ DHYG 1090: Radiology Lab</li> <li>○ DHYG 2050: General and Oral Pathology/Pathophysiology</li> <li>○ DHYG 1110: Clinical Dental Hygiene I Lecture</li> <li>○ DHYG 2200: Periodontology</li> <li>○ DHYG 2010: Clinical Dental Hygiene II Lecture</li> <li>○ DHYG 2020: Clinical Dental Hygiene II Lab</li> <li>○ DHYG 1111: Clinical Dental Hygiene I Lab</li> <li>○ DHYG 1206: Pharmacology and Pain Control</li> <li>○ DHYG 2130: Clinical Dental Hygiene IV Lecture</li> <li>○ DHYG 2080: Clinical Dental Hygiene III Lecture</li> <li>○ DHYG 2090: Clinical Dental Hygiene III Lab</li> <li>○ DHYG 2140: Clinical Dental Hygiene IV Lab</li> <li>○ DHYG 2070: Community Dental Health</li> <li>○ DHYG 2110: Biochemistry &amp; Nutrition Fundamentals</li> <li>○ DHYG 2105: Nutrition</li> </ul> </li> </ul>
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	<p>Sasha reiterated the significance of the IFCC Executive Board in the curriculum review process. She emphasized that the board, consisting of the Chair, Co-Chair, and five other faculty members from different regions, will play a crucial role in making necessary revisions. Sasha expressed her confidence in the board's ability to contribute to the continuous improvement of dental hygiene education, inspiring the members to take on this responsibility enthusiastically and following a few tips.</p> <ul style="list-style-type: none"> <li>➤ <u>Review of Program Standards</u> <ul style="list-style-type: none"> <li>○ Description           <ul style="list-style-type: none"> <li>▪ Ensure the program description is descriptive of what the program teaches the students</li> </ul> </li> <li>○ Occupational Trends           <ul style="list-style-type: none"> <li>▪ Ensure the occupational trends provide an overview of where program graduates could be employed. Additionally, ensure the data is not outdated.</li> </ul> </li> <li>○ Education Programs           <ul style="list-style-type: none"> <li>▪ Ensure the education programs provide an overview of various educational programs in areas such as public vs. private.</li> </ul> </li> <li>○ Job/Career Description           <ul style="list-style-type: none"> <li>▪ Ensure that the information is detailed and updated based on job duties graduates will be required to complete within the field.</li> </ul> </li> <li>○ Employment Trends           <ul style="list-style-type: none"> <li>▪ Ensure that the information is detailed and provides data on employment within different areas of the profession.</li> </ul> </li> <li>○ Salary Trends           <ul style="list-style-type: none"> <li>▪ Ensure the information provides current annual and hourly salary figures.</li> </ul> </li> <li>○ Occupational Analysis           <ul style="list-style-type: none"> <li>▪ Ensure the information provides the duties and tasks per duty required to perform in a job setting once graduated from the program.</li> </ul> </li> <li>○ Program Outcomes           <ul style="list-style-type: none"> <li>▪ Ensure the information provides program outcome statements that a graduate should achieve upon program completion.</li> </ul> </li> <li>○ External Standards</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>▪ Ensure the programmatic accreditation information, regulatory bodies, national examination, and 60-min calculation disclaimer for clinical courses are listed.</li> <li>○ Program Faculty/Administrative       <ul style="list-style-type: none"> <li>▪ Ensure the information listed is currently based on CODA requirements.</li> </ul> </li> <li>○ Program Resources/Equipment/Facilities       <ul style="list-style-type: none"> <li>▪ Ensure the information is updated.</li> </ul> </li> </ul> <p>➤ <u>Review of Course Standards</u></p> <ul style="list-style-type: none"> <li>○ Course Description</li> <li>○ Pre-Requisites, Co-Requisites &amp; True-Requisites       <ul style="list-style-type: none"> <li>▪ Ensure the correct courses are listed, and the "one-required" or "all-required" statements are needed to provide flexibility.</li> </ul> </li> <li>○ Course Length (Hours &amp; Description)       <ul style="list-style-type: none"> <li>▪ 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.</li> </ul> </li> <li>○ Competencies</li> <li>○ Learning Outcomes</li> <li>○ Learning Domain &amp; Level of Learning       <ul style="list-style-type: none"> <li>▪ Ensure there is progression shown throughout the course.</li> </ul> </li> <li>○ Aligns w/accrediting agency &amp; national examinations</li> </ul> <p>Sasha further explained that modifications will be made to the standards she provided within the IFCC OneDrive during the revision process. She asked that additions be made using red ink and deletions be 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 modify a PDF or change the PDF to a Word Document.</p>
<p><b><i>Open Discussion Topics</i></b></p>	<p>Sasha opened the floor to the group for an open discussion, and the following topics were discussed.</p> <ul style="list-style-type: none"> <li>• <u>CODA Accreditation Updates</u> <ul style="list-style-type: none"> <li>○ Updated standards do not have a timeline for implementation.</li> <li>○ Programs were informed to use the updated 2020 CODA information for their self-study documentation.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Programs are reviewing the updated CODA information to ensure proper alignment with KMS standards.</li> <li>● <u>COVID Policies</u> <ul style="list-style-type: none"> <li>○ Due to CODA, programs must complete clinical rotations on live patients, and depending on the college, it is open to the public.</li> <li>○ Some colleges do not require COVID vaccinations; however, if a student is assigned to an external clinical rotation, they understand that the clinical site mandates the vacation requirements. However, this has become a challenge for the college because students decide to drop out of the program.</li> <li>○ However, some colleges have external clinical sites that require weekly COVID testing instead of vaccination. Other colleges have experienced temporary shutdowns of clinical rotations for their students.</li> <li>○ Programs have expressed to the students that vaccination is highly encouraged; however, if a clinical site requires it, they must get the vaccinations, and if not, they will be dismissed.</li> <li>○ The group asked, since having a live clinic aspect of the program, if having an IFCC or state-required policy for COVID-19 vaccination is feasible.</li> <li>○ In response, vaccination is a choice, and we must comply with respecting that choice.</li> <li>○ Many colleges provide the choice of vaccination or wearing a mask if not vaccinated.</li> <li>○ Ultimately, it has been determined that each college addresses the COVID precautions &amp; protocols differently.</li> </ul> </li> <li>● <u>Curriculum/Coruse Assignment Review</u> <ul style="list-style-type: none"> <li>○ Sasha discussed with the group the need and benefits of creating an Executive Board when reviewing &amp; revising the program/course standards.</li> <li>○ Sasha provided a few tips and requested that the group decide on the best approach to addressing curriculum revisions.</li> <li>○ An Executive Board was established with the following members, <ul style="list-style-type: none"> <li>▪ Marisha Singleton- Chair</li> <li>▪ Pat Gainey- Vice Chair</li> <li>▪ Kelly Scruggs</li> <li>▪ David Byers</li> <li>▪ Rebecca Foster</li> <li>▪ Suzanne Edenfield</li> </ul> </li> </ul> </li> </ul>
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Brian P. Kemp  
Governor

Greg Dozier  
Commissioner

<b><i>Closing Remarks/Next Steps</i></b>	Sasha thanked the group for their participation and asked if there were any further questions or concerns. There were none. Sasha stated that the Executive Board will be meeting soon to make revisions to the curriculum and will present at the next IFCC meeting. She further noted that the meeting schedule will occur during the last steps of the Executive Board's review and revision process.
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Meeting adjourned at 11:40 am.

Meeting Minutes submitted by Sasha Kahiga