

## Instructional Faculty Consortium Committee (IFCC)

### Dental Hygiene

Date: November 04, 2022

Time: 10:00 am – 2:00 pm

Location: WebEx

Meeting Facilitator: Sasha Kahiga

#### Attendees

- 1) Sasha Kahiga- Curriculum Program Specialist, TCSG
- 2) Toni Yates- Instructor, Wiregrass GA Technical College
- 3) Pamela Mazaris- Instructor, Central GA Technical College
- 4) Torekia Kemp- Senior Clinical Coordinator, Atlanta Technical College
- 5) Gail Blitch- Clinical Coordinator, Wiregrass GA Technical College
- 6) Marisha Singleton- Program Chair, Atlanta Technical College
- 7) Sandi Woodward- Director of Dental Programs, Wiregrass GA Technical College
- 8) Nikki Gilbert- Dean of Health Sciences, West GA Technical College
- 9) Kelly Scruggs- Program Chair, Central GA Technical College
- 10) Jennifer Burrell- Program Chair, Athens Technical College
- 11) Dr. Suzanne Edenfield- Program Director, Savannah Technical College
- 12) Amber Brazile- Program Director, Columbus Technical College
- 13) Kay Thigpen- Instructor, Savannah Technical College

#### Agenda Topics/Discussion

| Agenda Items                 | Discussion  |
|------------------------------|---|
| <i>Welcome/Introductions</i> | <p>Sasha Kahiga welcomed the faculty and thanked them for their attendance. Sasha introduced herself and asked the faculty to introduce themselves by providing their name, college, and title. Sasha reviewed the agenda and explained to the group that the primary purpose of the meeting was to review and vote on the proposed program and course revisions drafted by the Executive Board.</p> <p>Sasha stated that the Executive Board consisted of the following members,</p> |

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|   | <ul style="list-style-type: none"> <li>▪ Marisha Singleton- Chair</li> <li>▪ David Byers- Vice Chair</li> <li>▪ Kelly Scruggs</li> <li>▪ Rebecca Fost</li> <li>▪ Suzanne Edenfield</li> </ul> <p>Sasha informed the group that during the review process, there was a slight change to the Vice Chair position, which is now held by Dr. David Byers (Lanier). She stated that the Executive Board worked extremely hard for over a year to make the necessary revisions while ensuring that changes from the regulatory body and accreditation agency during the review process were addressed at each step.</p> <p>Sasha extended another thank and expression of gratitude to the Executive Board for their hard work and dedication. Sasha asked the group if there were any questions or concerns, and there were none.</p>  |
| <p><b><i>Review of Revised Curriculum</i></b></p> | <p>Sasha thanked the group again and turned the meeting over to Marisha Singleton- Chair (Atlanta), and David Byers-Vice Chair (Lanier), to present the Executive Board's proposed revisions. Marisha (Atlanta) thanked Sasha and asked the group if everyone could print out the proposed revisions or have access to them, for they will need to have it present as she reviews each course.</p> <p>She further stated that after each course review, she would open the floor for discussion, at which point changes could be made. Once all modifications to the proposed course are made, she will open the floor for an IFCC vote on each course. Marisha (Atlanta) asked if there were any questions, and there were none.</p> <p>Marisha began the presentation of the proposed revisions and explained that the revisions were not only adequately aligned with the CODA standards &amp; guidelines and the new Board of Dentistry rules.</p> <p>The Dental Hygiene IFCC met on November 04, 2022, to review and discuss proposed revisions made by the Dental Hygiene IFCC Executive Board. The proposed modifications to the DHYG courses were based on the revised Commission on Dental Accreditation (CODA) curriculum standards. Based on the IFCC discussions, the</p> |

following revisions were voted on and appropriately aligned with the CODA standards & guidelines.

*DH13: Dental Hygiene (201312)*

- The Program Description, Occupational Trends, and Educational Programs were revised.
- Employment trends were revised to align with current data provided by the U.S. Bureau of Labor Statistics (<https://www.bls.gov/ooh/healthcare/dental-hygienists.htm>)
- Occupational Analysis, Program Outcomes, Program Faculty, and Program Resources were revised to align with accrediting standards and professional trends.
- The IFCC agreed with the proposed revisions.

*DHYG 1020: Head and Neck Anatomy*

- Revisions of competencies and learning outcomes are as follows,

| Revised Learning Outcome   | Deleted Learning Outcome | Added Learning Outcome  |
|--|--------------------------|---|
| The student will integrate associated landmarks into performing patient extraoral and <del>intraoral</del> intraoral examinations. |                          | The student will integrate an understanding of the pathology of the head and neck as it relates to clinical practice. |

- The IFCC agreed with the proposed revisions.

*DHYG 1030: Dental Materials*

- Revision of course description is as follows,
  - Focuses on the nature, qualities, composition, and manipulation of materials used in dentistry. The primary goal of this course is to enhance the student's ability to make clinical judgments regarding the use and care of dental materials based on how these materials react in the oral environment. Topics include dental materials standards, dental materials properties, impression materials, gypsum products, mouthguards and whitening systems, dental bases, liners and cements, temporary

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|  | <p>restorations, classifications for restorative dentistry, direct restorative materials, indirect restorative materials, polishing <del>procedures for</del> dental restorations, removable dental prostheses, sealants, and implants.</p> <ul style="list-style-type: none"> <li>Revision of competencies and learning outcomes are as follows,</li> </ul> |                        |  |
| Revised Learning Outcome   | Deleted Learning Outcome   | Added Learning Outcome |  |
| The student will describe the <del>manufacture various forms of gypsum. and its various forms.</del>       | The student will attend a local dental laboratory to view the process for fabrication of indirect restorative materials.   |                        |  |
| The student will demonstrate the fabrication of <del>study stone</del> models in the laboratory.           |  |                        |  |
| The student will describe the <del>usual basic</del> components of each of the above.                      |  |                        |  |
| The student will describe the indications <del>for the use</del> of each of the above.                     |  |                        |  |
| The student will <del>demonstrate describe</del> the procedure to mix each of the above in the laboratory. |  |                        |  |
| The student will <del>demonstrate describe</del> the   |  |                        |  |

|   | <p>techniques to fabricate a temporary restoration.</p>  |  |                          |                        |   |  |  |   |  |  |  |  |  |
|---|--|--|--------------------------|------------------------|---|--|--|---|--|--|--|--|--|
|   | <p>The student will demonstrate the procedure to place a sealant <del>on</del> <b>extracted natural teeth.</b></p>   |  |                          |                        |   |  |  |   |  |  |  |  |  |
|   | <ul style="list-style-type: none"> <li>▪ The IFCC agreed with the proposed revisions.</li> </ul>   |  |                          |                        |   |  |  |   |  |  |  |  |  |
|   | <p><u><i>DHYG 1040: Preclinical Dental Hygiene Lecture</i></u></p>   |  |                          |                        |   |  |  |   |  |  |  |  |  |
|   | <ul style="list-style-type: none"> <li>▪ Revision of competencies is as follows,             <ul style="list-style-type: none"> <li>• Competency #2 revised, <b>Principles of Instrumentation</b></li> </ul> </li> </ul>   |  |                          |                        |   |  |  |   |  |  |  |  |  |
|   | <ul style="list-style-type: none"> <li>▪ The IFCC agreed with the proposed revisions.</li> </ul>   |  |                          |                        |   |  |  |   |  |  |  |  |  |
|   | <p><u><i>DHYG 1050: Preclinical Dental Hygiene Lab</i></u></p>   |  |                          |                        |   |  |  |   |  |  |  |  |  |
|   | <ul style="list-style-type: none"> <li>▪ Revision of competencies and learning outcomes are as follows,</li> </ul>   |  |                          |                        |   |  |  |   |  |  |  |  |  |
|   | <table border="1"> <thead> <tr> <th>Revised Learning Outcome</th> <th>Deleted Learning Outcome</th> <th>Added Learning Outcome</th> </tr> </thead> <tbody> <tr> <td data-bbox="526 1058 878 1142"> <p>Demonstrate <del>periodontal probing and</del> charting.</p> </td> <td data-bbox="878 1058 1094 1142"></td> <td data-bbox="1094 1058 1321 1142"> <p>Demonstrate proper instrumentation.</p> </td> </tr> <tr> <td data-bbox="526 1142 878 1226"> <p>Demonstrate the <del>principles of instrumentation and their implementation.</del></p> </td> <td data-bbox="878 1142 1094 1226"></td> <td data-bbox="1094 1142 1321 1226"></td> </tr> </tbody> </table> | Revised Learning Outcome                   | Deleted Learning Outcome | Added Learning Outcome | <p>Demonstrate <del>periodontal probing and</del> charting.</p> |  | <p>Demonstrate proper instrumentation.</p> | <p>Demonstrate the <del>principles of instrumentation and their implementation.</del></p> |  |  |  |  |  |
| Revised Learning Outcome  | Deleted Learning Outcome   | Added Learning Outcome                     |                          |                        |   |  |  |   |  |  |  |  |  |
| <p>Demonstrate <del>periodontal probing and</del> charting.</p>                           |  | <p>Demonstrate proper instrumentation.</p> |                          |                        |   |  |  |   |  |  |  |  |  |
| <p>Demonstrate the <del>principles of instrumentation and their implementation.</del></p> |  |  |                          |                        |   |  |  |   |  |  |  |  |  |
|   | <ul style="list-style-type: none"> <li>▪ The IFCC agreed with the proposed revisions.</li> </ul>   |  |                          |                        |   |  |  |   |  |  |  |  |  |
|   | <p><u><i>DHYG 1070: Radiology Lecture</i></u></p>  |  |                          |                        |   |  |  |   |  |  |  |  |  |
|   | <ul style="list-style-type: none"> <li>▪ Revision of pre-requisites are as follows,             <ul style="list-style-type: none"> <li>• Contingent to each college's programmatic admission requirements &amp; program layout, programs may select one or more of the provided courses as a pre-req.                 <ul style="list-style-type: none"> <li>▪ Program Admission remained as is.</li> <li>▪ DHYG 1020: Head and Neck Anatomy remained as is.</li> </ul> </li> </ul> </li> </ul>  |  |                          |                        |   |  |  |   |  |  |  |  |  |
|   | <ul style="list-style-type: none"> <li>▪ Revision of co-requisites are as follows,</li> </ul>  |  |                          |                        |   |  |  |   |  |  |  |  |  |

|   | <ul style="list-style-type: none"> <li>• Contingent to each college’s programmatic admission requirements and program layout, programs may select the following course as a co-req.             <ul style="list-style-type: none"> <li>▪ DHYG 1020: Head and Neck Anatomy remained as is.</li> </ul> </li> <li>▪ Revision of competencies &amp; learning outcomes are as follows,             <table border="1" data-bbox="623 604 1321 1890"> <thead> <tr> <th data-bbox="623 604 862 667">Revised Learning Outcome</th> <th data-bbox="862 604 1118 667">Deleted Learning Outcome</th> <th data-bbox="1118 604 1321 667">Added Learning Outcome</th> </tr> </thead> <tbody> <tr> <td data-bbox="623 667 862 789">The student will identify proper <del>film</del> image receptors.</td> <td data-bbox="862 667 1118 789">The student will describe the hazards of chemical solutions on living tissue.</td> <td data-bbox="1118 667 1321 789"></td> </tr> <tr> <td data-bbox="623 789 862 1003">The student will explain proper <del>exposure</del> techniques for acquiring radiographic images.</td> <td data-bbox="862 789 1118 1003">The student will discuss the importance of calibration of radiograph equipment.</td> <td data-bbox="1118 789 1321 1003"></td> </tr> <tr> <td data-bbox="623 1003 862 1251">The student will explain proper techniques for processing radiographic images. <del>film processing and handling</del>.</td> <td data-bbox="862 1003 1118 1251">The student will explain proper digital radiograph imagery techniques.</td> <td data-bbox="1118 1003 1321 1251"></td> </tr> <tr> <td data-bbox="623 1251 862 1524">The student will explain proper techniques for displaying radiographic images. <del>processing solution management and disposal</del>.</td> <td data-bbox="862 1251 1118 1524">The student will discuss duplication procedures.</td> <td data-bbox="1118 1251 1321 1524"></td> </tr> <tr> <td data-bbox="623 1524 862 1709">The student will interpret radiographic surveys and <del>film types</del> image receptors.</td> <td data-bbox="862 1524 1118 1709">The student will discuss alternate imaging modalities.</td> <td data-bbox="1118 1524 1321 1709"></td> </tr> <tr> <td data-bbox="623 1709 862 1831"></td> <td data-bbox="862 1709 1118 1831">The student will discuss principles of digital radiographic theory.</td> <td data-bbox="1118 1709 1321 1831"></td> </tr> <tr> <td data-bbox="623 1831 862 1890"></td> <td data-bbox="862 1831 1118 1890">The student will list and describe the</td> <td data-bbox="1118 1831 1321 1890"></td> </tr> </tbody> </table> </li> </ul> | Revised Learning Outcome | Deleted Learning Outcome | Added Learning Outcome | The student will identify proper <del>film</del> image receptors. | The student will describe the hazards of chemical solutions on living tissue. |  | The student will explain proper <del>exposure</del> techniques for acquiring radiographic images. | The student will discuss the importance of calibration of radiograph equipment. |  | The student will explain proper techniques for processing radiographic images. <del>film processing and handling</del> . | The student will explain proper digital radiograph imagery techniques. |  | The student will explain proper techniques for displaying radiographic images. <del>processing solution management and disposal</del> . | The student will discuss duplication procedures. |  | The student will interpret radiographic surveys and <del>film types</del> image receptors. | The student will discuss alternate imaging modalities. |  |  | The student will discuss principles of digital radiographic theory. |  |  | The student will list and describe the |  |
|---|--|--------------------------|--------------------------|------------------------|---|---|--|---|---|--|--|--|--|---|--|--|--|--|--|--|---|--|--|--|--|
| Revised Learning Outcome  | Deleted Learning Outcome   | Added Learning Outcome   |                          |                        |   |   |  |   |   |  |  |  |  |   |  |  |  |  |  |  |   |  |  |  |  |
| The student will identify proper <del>film</del> image receptors.   | The student will describe the hazards of chemical solutions on living tissue.  |                          |                          |                        |   |   |  |   |   |  |  |  |  |   |  |  |  |  |  |  |   |  |  |  |  |
| The student will explain proper <del>exposure</del> techniques for acquiring radiographic images.                                       | The student will discuss the importance of calibration of radiograph equipment.  |                          |                          |                        |   |   |  |   |   |  |  |  |  |   |  |  |  |  |  |  |   |  |  |  |  |
| The student will explain proper techniques for processing radiographic images. <del>film processing and handling</del> .                | The student will explain proper digital radiograph imagery techniques.   |                          |                          |                        |   |   |  |   |   |  |  |  |  |   |  |  |  |  |  |  |   |  |  |  |  |
| The student will explain proper techniques for displaying radiographic images. <del>processing solution management and disposal</del> . | The student will discuss duplication procedures.   |                          |                          |                        |   |   |  |   |   |  |  |  |  |   |  |  |  |  |  |  |   |  |  |  |  |
| The student will interpret radiographic surveys and <del>film types</del> image receptors.  | The student will discuss alternate imaging modalities.   |                          |                          |                        |   |   |  |   |   |  |  |  |  |   |  |  |  |  |  |  |   |  |  |  |  |
|   | The student will discuss principles of digital radiographic theory.  |                          |                          |                        |   |   |  |   |   |  |  |  |  |   |  |  |  |  |  |  |   |  |  |  |  |
|   | The student will list and describe the   |                          |                          |                        |   |   |  |   |   |  |  |  |  |   |  |  |  |  |  |  |   |  |  |  |  |

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|  |  |  | equipment used in digital radiography.   |   |
|  |  |  | The student will list and describe advantages and disadvantages of digital radiography.                              |   |
|  |  |  | The student will discuss techniques for various digital radiographic images.   |   |
|  |  | <ul style="list-style-type: none"> <li>The IFCC agreed with the proposed revisions.</li> </ul>   |  |   |
|  |  | <p><u><i>DHYG 1080: Oral Biology</i></u></p> <ul style="list-style-type: none"> <li>Revisions of competencies and learning outcomes are as follows,</li> </ul> |  |   |
|  |  | Revised Learning Outcome   | Deleted Learning Outcome   | Added Learning Outcome  |
|  |  | <del>Assess oral</del><br>Identify structures in the <del>laboratory</del> oral cavity.  | Demonstrate tooth anatomy in the laboratory.   | Identify teeth in the primary and permanent dentition.  |
|  |  | <del>Draw or</del> identify teeth. <del>in the laboratory</del>  | Utilize nomenclature and numbering systems in the laboratory.  | The student will define various terms used to describe the location of structures in relation to the midlines or anatomical position. |
|  |  |  | Define various terms used to describe the locations of structure in relation to the midlines or anatomical position. | The student will define the anatomical position.  |

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|  |  |  | Define the anatomical position.   | The student will identify anatomic landmarks utilizing proper terminology in describing their location to other landmarks. |
|  |  |  | Determine and identify anatomic landmarks utilizing proper terminology in describing their location to other landmarks. | The student will integrate associated landmarks into performing patient extraoral and intraoral examinations.              |
|  |  |  | Integrate associated landmarks into performing patient extraoral and intraoral examinations.                            | The student will identify various bones of the skull and face.   |
|  |  |  | Locate and list the bony, soft tissue and ligaments of the TMJ.   | The student will identify various specific anatomic structures of the bones of the skull and face.                         |
|  |  |  | Identify various bones of the skull and face.   | The student will describe the temporomandibular joint.   |
|  |  |  | Identify various sutures, fossa, foramina and process of the bones of the skull and face.                               | The student will list the bony and soft tissue components of the TMJ.  |
|  |  |  | Describe the temporomandibular joint.   | The student will name the ligaments of the TMJ.  |
|  |  |  | Articulate movements of the TMJ.  | The student will outline the movements of the TMJ.   |



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|  |  |  | Recognize dental anomalies of tooth numbers, size, shape and structural defects. | The student will label the muscles of mastication.   |  |
|  |  |  | Identify muscles of mastication.   | The student will understand the origin and insertion and nerve supply of the muscles of mastication. |  |
|  |  |  | Describe origin and insertion and nerve supply of the muscles of mastication.    | The student will describe the functions of each muscle of mastication.                               |  |
|  |  |  | Identify muscles of facial expression.   | The student will identify the muscles of facial expression.  |  |
|  |  |  | Describe origin and insertions of the major muscles of facial expression.        | The student will describe the origin and insertion of the major muscles of facial expression.        |  |
|  |  |  | Articulate function of the major muscles of facial expression.                   | The student will discuss the functions of the major muscles of facial expression.                    |  |
|  |  |  | Explain and identify nerve supply of the muscles of facial expression.           | The student will name the nerve supply of the muscles of facial expression.                          |  |
|  |  |  | Define distribution of blood to the head and neck beginning with the heart.      | The student will define central, peripheral and autonomic nervous system.                            |  |
|  |  |  | Identify components of a neuron.   | The student will identify the components of a neuron.  |  |
|  |  |  | Describe and list the function of  | The student will describe the  |  |

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|  |  |  | each of the cranial nerves.  | function of each of the cranial nerves.   |
|  |  |  | Articulate nerves associated with structures of the oral cavity and their importance to the practice of dentistry. | The student will recognize the nerves associated with structures of the oral cavity and the administration of local anesthetic. |
|  |  |  | Describe distribution of blood to the head and neck beginning with the heart.                                      | The student will describe the distribution of blood to the head and neck beginning with the heart.                              |
|  |  |  | Identify and describe the distribution of blood to major structures of the head and neck.                          | The student will identify the distribution of blood to major structures of the head and neck.                                   |
|  |  |  | Identify and describe the flow of venous blood in the head and neck.   | The student will identify and describe the flow of venous blood in the head and neck.   |
|  |  |  | Relate the importance of the knowledge of blood flow and the practice of dentistry.                                | The student will relate the importance of the knowledge of blood flow and the administration of local anesthetic.               |
|  |  |  | Define the importance and function of the lymphatic system.  | The student will discuss the importance and function of the lymphatic system.   |
|  |  |  | Identify and describe the locations of the major lymph node groups of the head and neck.                           | The student will identify and describe the locations of the major lymph node groups of the head and neck.                       |

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|  |  |  | Describe regions drained by the various node groups.   | The student will trace the regions drained by the various node groups.  |
|  |  |  | Analyze the relationship of the lymphatic system to the overall function of the immune system. | The student will compare the relationship of the lymphatic system to the overall function of the immune system. |
|  |  |  | Define an endocrine and an exocrine gland.   | The student will define an endocrine and an exocrine gland.   |
|  |  |  | Identify endocrine and exocrine glands of the head and neck and their locations.               | The student will identify endocrine and exocrine glands of the head and neck and their locations.               |
|  |  |  | Describe types of secretions of the glands of the head and neck and their function.            | The student will describe the types of secretions of the glands of the head and neck and their function.        |
|  |  |  | Articulate and identify innervations of the major glands of the head and neck.                 | The student will recall the innervations of the major glands of the head and neck.                              |
|  |  |  | Identify and locate the nasal and paranasal sinuses.   | The student will identify and locate the nasal and paranasal sinuses.   |
|  |  |  | Describe functions of the sinuses.   | The student will describe the functions of the sinuses.   |
|  |  |  | Describe innervations of the soft tissues of the sinuses.                                      | The student will describe the innervation of the soft tissues of the sinuses.                                   |

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|  |  | Identify fascial triangles of the head and neck.                                   | The student will identify the fascial spaces of the head and neck.   |
|  |  | Point out and describe the spread of dental infections through the fascial spaces. | The student will diagram the spread of dental infections through the fascial spaces.                                     |
|  |  |  | The student will integrate an understanding of the pathology of the head and neck as it relates to clinical practice.    |
|  |  |  | The student will recall the names of the various injection techniques.   |
|  |  |  | The student will recognize the significant features associated with each anesthetic block as well as local infiltration. |

- The IFCC agreed with the proposed revisions.

DHYG 1090: Radiology Lab

- Revisions of pre-requisites are as follows,
  - Contingent to each college's programmatic admission requirements & program layout, programs may select one or more of the provided courses as a pre-req.
    - Program Admission remained as is.
    - DHYG 1020: Head and Neck Anatomy remained as is.
- Revision of co-requisites are as follows,
  - Contingent to each college's programmatic admission requirements and program layout, programs may select the following course as a co-req.

|  | <ul style="list-style-type: none"> <li>▪ DHYG 1020: Head and Neck Anatomy remained as is.</li> <li>▪ Revisions of competencies and learning outcomes are as follows,</li> </ul> |  |   |
|--|---|--|---|
|  | Revised Learning Outcome  | Deleted Learning Outcome   | Added Learning Outcome  |
|  | The student will <b>understand and implement procedures to</b> limit radiation exposure.  | The student will understand the importance of calibration of radiograph equipment. | The student will demonstrate proper techniques for viewing radiographic images. |
|  | The student will select the proper <b>film image receptor.</b>  | The student will demonstrate proper digital radiograph imagery techniques.         |   |
|  | The student will demonstrate proper <b>techniques for acquiring radiographic images film processing and handling.</b>   | The student will perform duplication procedures.                                   |   |
|  | The student will demonstrate proper <b>techniques for processing radiographic images processing solution</b>  | The student will discuss alternate imaging modalities.                             |   |

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|                           |   | <del>management and disposal.</del>  |  |  |                          |                          |                        |                           |  |  |
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|                           | The student will select <del>appropriate radiographic surveys and film types sizes of image receptors.</del>  | The student will follow the ALARA principle.                                   |  |  |                          |                          |                        |                           |  |  |
|                           |   | The student will identify the equipment used in digital radiography.           |  |  |                          |                          |                        |                           |  |  |
|                           |   | The student will contrast advantages and disadvantages of digital radiography. |  |  |                          |                          |                        |                           |  |  |
|                           |   | The student will implement techniques for various digital radiographic images. |  |  |                          |                          |                        |                           |  |  |
|                           | <ul style="list-style-type: none"> <li>▪ The IFCC agreed with the proposed revisions.</li> </ul>  |  |  |  |                          |                          |                        |                           |  |  |
|                           | <p><i>DHYG 1110: Clinical Dental Hygiene I Lecture</i></p> <ul style="list-style-type: none"> <li>▪ Revision of course description as follows, <ul style="list-style-type: none"> <li>• Continues the development of knowledge in patient care. Topics include: prevention, instrumentation, patient management, dental appliances, and <del>treatment planning</del> <b>dental hygiene care planning.</b></li> </ul> </li> <li>▪ Revisions of competencies &amp; learning outcomes are as follows, <table border="1" data-bbox="625 1711 1323 1890"> <thead> <tr> <th>Revised Learning Outcome</th> <th>Deleted Learning Outcome</th> <th>Added Learning Outcome</th> </tr> </thead> <tbody> <tr> <td>Discuss the rationale for</td> <td></td> <td></td> </tr> </tbody> </table> </li> </ul> |  |  |  | Revised Learning Outcome | Deleted Learning Outcome | Added Learning Outcome | Discuss the rationale for |  |  |
| Revised Learning Outcome  | Deleted Learning Outcome  | Added Learning Outcome   |  |  |                          |                          |                        |                           |  |  |
| Discuss the rationale for |   |  |  |  |                          |                          |                        |                           |  |  |

|  | <p>designing an individualized dental hygiene care plan for the patient <del>treatment plan for the patient.</del></p> |                        |  |  |                          |                          |                        |   |   |  |  |  |  |  |  |  |
|--|--|------------------------|--|--|--------------------------|--------------------------|------------------------|---|---|--|--|--|--|--|--|--|
| <ul style="list-style-type: none"> <li>The IFCC agreed with the proposed revisions.</li> </ul>   |  |                        |  |  |                          |                          |                        |   |   |  |  |  |  |  |  |  |
| <p><u>DHYG 1111: Clinical Dental Hygiene I Lab</u></p>   |  |                        |  |  |                          |                          |                        |   |   |  |  |  |  |  |  |  |
| <ul style="list-style-type: none"> <li>Revision of course description as follows,             <ul style="list-style-type: none"> <li>Continues the development of knowledge in patient care. Topics include: prevention, instrumentation, patient management, dental appliances, <del>treatment planning dental hygiene care planning</del>, and applied techniques.</li> </ul> </li> </ul>  |  |                        |  |  |                          |                          |                        |   |   |  |  |  |  |  |  |  |
| <ul style="list-style-type: none"> <li>Revision of competencies and learning outcomes are as follows,</li> </ul>   |  |                        |  |  |                          |                          |                        |   |   |  |  |  |  |  |  |  |
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| Revised Learning Outcome   | Deleted Learning Outcome   | Added Learning Outcome |  |  |                          |                          |                        |   |   |  |  |  |  |  |  |  |
| <del>Follow the rationale for</del> Demonstrate effective communication skills.  | Demonstrate effective communication skills.  |                        |  |  |                          |                          |                        |   |   |  |  |  |  |  |  |  |
| <del>Promote</del> Demonstrate stress and conflict management of patients.   |  |                        |  |  |                          |                          |                        |   |   |  |  |  |  |  |  |  |
| Design <del>treatment individualized dental hygiene care plans for the individual needs of</del> patients.   |  |                        |  |  |                          |                          |                        |   |   |  |  |  |  |  |  |  |
| <ul style="list-style-type: none"> <li>The IFCC agreed with the proposed revisions.</li> </ul>   |  |                        |  |  |                          |                          |                        |   |   |  |  |  |  |  |  |  |
| <p><u>DHYG 2010: Clinical Dental Hygiene II Lecture</u></p>  |  |                        |  |  |                          |                          |                        |   |   |  |  |  |  |  |  |  |
| <ul style="list-style-type: none"> <li>Revisions of course description as follows,</li> </ul>  |  |                        |  |  |                          |                          |                        |   |   |  |  |  |  |  |  |  |

|   | <ul style="list-style-type: none"> <li>• Continues the development of student knowledge in treating patients and preventing oral disease. Topics include instrument sharpening; patient assessment; antimicrobial use; pulp vitality testing local anesthesia; treatment of hypersensitivity; whitening; implant care; tobacco smoking cessation; pit and fissure sealants, scaling, debridement, and root planing; ultrasonics and air polishing and dietary analysis.</li> <li>▪ Revisions of competencies and learning outcomes are as follows, <table border="1" data-bbox="623 737 1321 1873"> <thead> <tr> <th data-bbox="623 737 854 848">Revised Learning Outcome</th> <th data-bbox="854 737 1073 848">Deleted Learning Outcome</th> <th data-bbox="1073 737 1321 848">Added Learning Outcome</th> </tr> </thead> <tbody> <tr> <td data-bbox="623 848 854 1325">Discuss the rationale for <del>tobacco</del> cessation of tobacco, smokeless tobacco, e-cigarette, marijuana, and other alternative tobacco products.</td> <td data-bbox="854 848 1073 1325">Discuss pulp vitality testing.</td> <td data-bbox="1073 848 1321 1325">Recall and recognize the components required to deliver local anesthesia using block and infiltration techniques.</td> </tr> <tr> <td data-bbox="623 1325 854 1692"></td> <td data-bbox="854 1325 1073 1692">Discuss observations that suggest loss of vitality.</td> <td data-bbox="1073 1325 1321 1692">Recognize and assemble the armamentarium components necessary for the delivery of local anesthesia using block and infiltration techniques.</td> </tr> <tr> <td data-bbox="623 1692 854 1873"></td> <td data-bbox="854 1692 1073 1873"></td> <td data-bbox="1073 1692 1321 1873">Recall the requirements in the provision of delivery of local anesthesia using</td> </tr> </tbody> </table> </li> </ul> | Revised Learning Outcome  | Deleted Learning Outcome | Added Learning Outcome | Discuss the rationale for <del>tobacco</del> cessation of tobacco, smokeless tobacco, e-cigarette, marijuana, and other alternative tobacco products. | Discuss pulp vitality testing. | Recall and recognize the components required to deliver local anesthesia using block and infiltration techniques. |  | Discuss observations that suggest loss of vitality. | Recognize and assemble the armamentarium components necessary for the delivery of local anesthesia using block and infiltration techniques. |  |  | Recall the requirements in the provision of delivery of local anesthesia using |
|---|---|---|--------------------------|------------------------|---|--------------------------------|---|--|---|---|--|--|--|
| Revised Learning Outcome  | Deleted Learning Outcome  | Added Learning Outcome  |                          |                        |   |                                |   |  |   |   |  |  |  |
| Discuss the rationale for <del>tobacco</del> cessation of tobacco, smokeless tobacco, e-cigarette, marijuana, and other alternative tobacco products. | Discuss pulp vitality testing.  | Recall and recognize the components required to deliver local anesthesia using block and infiltration techniques.                           |                          |                        |   |                                |   |  |   |   |  |  |  |
|   | Discuss observations that suggest loss of vitality.   | Recognize and assemble the armamentarium components necessary for the delivery of local anesthesia using block and infiltration techniques. |                          |                        |   |                                |   |  |   |   |  |  |  |
|   |   | Recall the requirements in the provision of delivery of local anesthesia using  |                          |                        |   |                                |   |  |   |   |  |  |  |



|  |  |  | block and infiltration techniques. |                          |                          |                        |   |  |                                 |  |                                    |  |                                 |  |   |
|--|--|--|------------------------------------|--------------------------|--------------------------|------------------------|---|--|---------------------------------|--|------------------------------------|--|---------------------------------|--|---|
|  | <ul style="list-style-type: none"> <li>The IFCC agreed with the proposed revisions.</li> </ul> <p><i>DHYG 2020: Clinical Dental Hygiene II Lab</i></p> <ul style="list-style-type: none"> <li>Revision of course description is as follows,           <ul style="list-style-type: none"> <li>Continues the development of student knowledge in treating patients and preventing oral disease. Topics include: instrument sharpening; patient assessment; antimicrobial use; <del>pulp vitality testing</del> local anesthesia; treatment of hypersensitivity; whitening; implant care; tobacco cessation; pit and fissure sealants; scaling, debridement, and root planing; ultrasonics and air polishing; <del>and</del> dietary analysis, <del>and applied techniques.</del></li> </ul> </li> <li>Revision of competencies and learning outcomes are as follows,           <table border="1" data-bbox="625 976 1331 1890"> <thead> <tr> <th>Revised Learning Outcome</th> <th>Deleted Learning Outcome</th> <th>Added Learning Outcome</th> </tr> </thead> <tbody> <tr> <td>Identify <del>and attend to</del> individual needs of each patient.</td> <td>Recognize clinical and radiographic factors that suggest loss of pupal vitality.</td> <td>Assemble correct armamentarium.</td> </tr> <tr> <td>Develop an individualized dental hygiene care plan based on assessment data and findings. <del>a treatment plan for each individual patient after gathering assessments.</del></td> <td>Demonstrate pulp vitality testing.</td> <td>Utilizing anesthesia manikins, perform local anesthesia using block and infiltration techniques.</td> </tr> <tr> <td>Determine evidence-based reason</td> <td>Identify characteristics and attend to</td> <td>Utilizing student partners, perform local</td> </tr> </tbody> </table> </li> </ul> |  |                                    | Revised Learning Outcome | Deleted Learning Outcome | Added Learning Outcome | Identify <del>and attend to</del> individual needs of each patient. | Recognize clinical and radiographic factors that suggest loss of pupal vitality. | Assemble correct armamentarium. | Develop an individualized dental hygiene care plan based on assessment data and findings. <del>a treatment plan for each individual patient after gathering assessments.</del> | Demonstrate pulp vitality testing. | Utilizing anesthesia manikins, perform local anesthesia using block and infiltration techniques. | Determine evidence-based reason | Identify characteristics and attend to | Utilizing student partners, perform local |
| Revised Learning Outcome   | Deleted Learning Outcome   | Added Learning Outcome   |                                    |                          |                          |                        |   |  |                                 |  |                                    |  |                                 |  |   |
| Identify <del>and attend to</del> individual needs of each patient.  | Recognize clinical and radiographic factors that suggest loss of pupal vitality.   | Assemble correct armamentarium.  |                                    |                          |                          |                        |   |  |                                 |  |                                    |  |                                 |  |   |
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| Determine evidence-based reason  | Identify characteristics and attend to   | Utilizing student partners, perform local  |                                    |                          |                          |                        |   |  |                                 |  |                                    |  |                                 |  |   |

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|  |  | <p><b>rationale</b> for use of antimicrobials for patients.</p>            | <p>factors that characterize dentinal hypersensitivity in the patient.</p>   | <p>anesthesia using block and infiltration techniques.</p>  |
|  |  | <p>Apply <b>application-of</b> antimicrobial agents.</p>                   | <p>Demonstrate use of alginate for impression, pouring and trimming of study models for fabrication of custom whitening trays.</p> | <p>Demonstrate safety precautions during local anesthesia administration.</p>   |
|  |  | <p>Demonstrate <b>application-of</b> oral irrigation <b>technique</b>.</p> | <p>Demonstrate the types of whitening products and the procedures used for each one.</p>   | <p>Identify methods of cessation for tobacco, smokeless tobacco, e-cigarette, marijuana, and other alternative tobacco products.</p>                      |
|  |  | <p><b>Demonstrate the use-of</b><br/>Apply hypersensitivity agents.</p>    | <p>Display evidence based information and demonstrate tobacco cessation methods for select patients.</p>                           | <p>Implement methods of cessation for tobacco, smokeless tobacco, e-cigarette, marijuana, and other alternative tobacco products for select patients.</p> |

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|  | <p><del>Demonstrate the modifications of</del> Modify dental hygiene care for patients with implants.</p>   | Demonstrate tobacco cessation methods for select patients.                 |                        |  |
|  | <p><del>Generate</del> Develop a <del>treatment dental</del> hygiene care plan for a periodontal patient.</p>   | Demonstrate communication skills.  |                        |  |
|  |   | Implement continued application of all previously learned clinical skills. |                        |  |
|  | <ul style="list-style-type: none"> <li>The IFCC agreed with the proposed revisions.</li> </ul> <p><i>DHYG 2050: General and Oral Pathology/Pathophysiology</i></p> <ul style="list-style-type: none"> <li>Minor grammar and spacing revisions made to the competencies and learning outcomes.</li> <li>The IFCC agreed with the proposed revisions.</li> </ul> <p><i>DHYG 2070: Community Dental Health</i></p> <ul style="list-style-type: none"> <li>Revisions of the competencies and learning outcomes are as follows,</li> </ul> |  |                        |  |
|  | Revised Learning Outcome  | Deleted Learning Outcome   | Added Learning Outcome |  |
|  | Give examples of measures used in <del>dental diseases, prevention, and control</del> the prevention and control of dental diseases.  |  |                        |  |

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|   | <p>Employ <b>illustrate</b> dental health education principles in planning and implementing community health presentations, including media utilization.</p> |  |  |  |
|   | <p><b>Evaluate, implement,</b> and plan dental educational services for a target population.</p>   |  |  |  |
|   | <p>Describe mechanisms (e.g. HMO, dental insurance and unions) <b>considered</b> for the <b>purchases financing</b> of dental care.</p>                      |  |  |  |
|   | <p>Interpret and evaluate dental literature and statistical data <b>including research.</b></p>  |  |  |  |
| <ul style="list-style-type: none"> <li>▪ The IFCC agreed with the proposed revisions.</li> </ul>  |  |  |  |  |
| <p><i>DHYG 2080: Clinical Dental Hygiene III Lecture</i></p>  |  |  |  |  |
| <ul style="list-style-type: none"> <li>▪ Minor grammar and spacing revisions made to the competencies and learning outcomes.</li> <li>▪ The IFCC agreed with the proposed revisions.</li> </ul> |  |  |  |  |
| <p><i>DHYG 2090: Clinical Dental Hygiene III Lab</i></p>  |  |  |  |  |

|   | <ul style="list-style-type: none"> <li>Revisions of competencies and learning outcomes are as follows,</li> </ul>   |   |                          |                        |   |   |   |   |  |  |   |  |  |
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| Revised Learning Outcome  | Deleted Learning Outcome  | Added Learning Outcome  |                          |                        |   |   |   |   |  |  |   |  |  |
| <p><del>Determine</del><br/> <b>Implement</b> the appropriate <del>DHY</del><br/> <b>Dental Hygiene</b> Process of Care <del>for</del> to include special needs patients.</p> | <p>Assist and treat special needs patients.</p>   | <p>Perform required local anesthesia using block and infiltration techniques on patients.</p> |                          |                        |   |   |   |   |  |  |   |  |  |
|   | <ul style="list-style-type: none"> <li>The IFCC agreed with the proposed revisions.</li> </ul> <p><i><u>DHYG 2130: Clinical Dental Hygiene IV Lecture</u></i></p>   |   |                          |                        |   |   |   |   |  |  |   |  |  |
|   | <ul style="list-style-type: none"> <li>Revisions of competencies and learning outcomes are as follows,</li> </ul>   |   |                          |                        |   |   |   |   |  |  |   |  |  |
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|   | Revised Learning Outcome  | Deleted Learning Outcome  | Added Learning Outcome   |                        |   |   |   |   |  |  |   |  |  |
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|   |   |   |                          |                        |   |   |   |   |  |  |   |  |  |
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|                          | <p>other <del>counties</del> <b>countries</b>.</p> <p>Describe the legal relationship between a healthcare provider, patients, <b>and</b> other personnel.</p> <p>Describe <del>dental practice</del> <b>benefits offered at various dental practice settings</b>.</p>   |  |  |  |                          |                          |                        |  |                                      |  |  |  |                                     |
|--------------------------|--|--|--|--|--------------------------|--------------------------|------------------------|--|--------------------------------------|--|--|--|-------------------------------------|
|                          | <ul style="list-style-type: none"> <li>The IFCC agreed with the proposed revisions.</li> </ul>   |  |  |  |                          |                          |                        |  |                                      |  |  |  |                                     |
|                          | <p><i>DHYG 2140: Clinical Dental Hygiene IV Lab</i></p> <ul style="list-style-type: none"> <li>Revisions of competencies and learning outcomes are as follows,</li> </ul>  |  |  |  |                          |                          |                        |  |                                      |  |  |  |                                     |
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| Revised Learning Outcome | Deleted Learning Outcome   | Added Learning Outcome   |  |  |                          |                          |                        |  |                                      |  |  |  |                                     |
|                          | Establish efficient time management.   | Perform required local anesthesia using block and infiltration techniques on patients. |  |  |                          |                          |                        |  |                                      |  |  |  |                                     |
|                          |  | Demonstrate time management skills.  |  |  |                          |                          |                        |  |                                      |  |  |  |                                     |
|                          | <ul style="list-style-type: none"> <li>The IFCC agreed with the proposed revisions.</li> </ul>   |  |  |  |                          |                          |                        |  |                                      |  |  |  |                                     |
|                          | <p><i>DHYG 2200: Periodontology</i></p> <ul style="list-style-type: none"> <li>Revisions of the competencies and learning outcomes are as follows,</li> </ul>  |  |  |  |                          |                          |                        |  |                                      |  |  |  |                                     |

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|   | Revised Learning Outcome   | Deleted Learning Outcome | Added Learning Outcome |  |
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|   | Classify periodontal disease and conditions according to the <del>1999 International Classification System</del> American Academy of Periodontal Classification Guidelines.  |                          |                        |  |
|   | <ul style="list-style-type: none"> <li>▪ The IFCC agreed with the proposed revisions.</li> </ul> <p>Marisha (Atlanta) thanked the group once more for their full participation and approval of the proposed revision. She asked if there were any questions. The expected date for the revisions to be within KMS was asked. In response, Marisha (Atlanta) stated that would be a question for Sasha and handed the meeting back to Sasha for closing.</p> <p>In response, Sasha explained that the timeline for completion and implementation depends on several factors. She elaborated that those factors determine the process that must be taken, whether it's done as an information ticket or undergoes the PROBE process.</p> <p>Sasha further explained that although the credit and contact hours were not impacted, the new GA Board of Dentistry rule allowing Dental Hygienists to administer anesthesia will be a factor to consider due to the liability concerns colleges may have. However, Sasha did express that she will continue to speak with her administration on the need for the revisions to undergo an information ticket change.</p> <p>Sasha asked if there were any other questions and there were none.</p> |                          |                        |  |
| <p><b><i>Closing Remarks/Next Steps</i></b></p> | <p>Sasha thanked the group for their participation and explained the next steps. She stated that she would begin the revisions within KMS and create a new 2023 version of the DHGY courses. She</p>   |                          |                        |  |

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|  | explained that this could take some time and that it should be completed within the next month. She further explained that she would need to discuss the changes with her administration on how to proceed with the implementation of the new courses within the program standard. Sasha stated that they would keep the group informed throughout the process. She asked if there were any further questions or concerns and there were none. |
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Meeting adjourned at 2:30pm.

Meeting Minutes submitted by Sasha Kahiga