Dental Assisting Program
Self - Study Report
2011

Florida Coast Career Tech
a division of
Florida State College at Jacksonville
North Campus
4501 Capper Road
Jacksonville, FL 32218
Office: (904) 766-6571
Fax: (904) 713-4856
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INSTITUTION: Florida State College at Jacksonville

SUMMARY OF FACTUAL INFORMATION ON THE DENTAL ASSISTING PROGRAM

The purpose of providing the following information is to give the reader of the completed self-study document a brief summary of critical factual information about the dental assisting program.

Admissions

a. Date of initiation of program: 1970
b. Number of classes admitted annually: 1
c. Date of initial enrollment: 1970
d. Current enrollment:
   - 1st year students: 21
   - 2nd year students: NA
   *To be completed by two-year programs only

e. Date of anticipated graduation of current class: June 23, 2011

Facilities

a. Identify program(s) which share facilities with the dental assisting program, e.g., dental hygiene, dental laboratory technology, nursing.
   - Dental Hygiene Program
b. Number of clinical treatment areas: 2 (21 operatories in total)
c. Number of radiography units: 6 + panoramic

Program Faculty

a. Number of dental assistants
   - Full-time: 1
   - Part-time: 0
b. Number of dentists
   - Full-time: 0
   - Part-time: 2
c. Number of dental hygienists
   - Full-time: 0
   - Part-time: 1
d. Number of other faculty
   - Full-time: 0
   - Part-time: 0
Curriculum

a. Name of term: Fall, Spring, Summer terms
b. Number of terms: 3
c. Number of weeks per term: 16 in fall and spring terms, 7 in summer term
d. Total number of weeks: 39
e. Award granted at completion: Workforce Certificate in Dental Assisting
f. Credit-to-clock hour ratio for: lecture: 1:30; laboratory: 1:30; clinic: 1:30

Setting/Curriculum Delivery

a. List all sites where preclinical/laboratory instruction occurs.

   North Campus, Dental Programs

b. Note if all or part of the curriculum is delivered via distance education technologies and/or non-traditional methods.

   No distance education technologies or non-traditional methods are employed by the Dental Assisting Program.

Financial Support

a. Total direct cost budgeted for current fiscal year: $82,739.20
COMPLIANCE WITH COMMISSION POLICIES

Please provide documentation demonstrating the program's compliance with the Commission's "Third Party Comments" and "Complaints" policies.

A. Third Party Comments

The program is responsible for soliciting third-party comments from students and patients that pertain to the standards of policies and procedures used in the Commission's accreditation process. An announcement for soliciting third-party comments is to be published at least 90 days prior to the site-visit. The notice should indicate that third-party comments are due in the Commission's office no later than 60 days prior to the site visit. Please review the entire policy on "Third Party Comments" in the Commission's Evaluation Policies and Procedures manual.

Notice will be posted in the department 90 days prior to the site-visit advising students and patients of the pending site visit and describing the procedure for third-parties to comment to the Commission. In addition, notice of the policy will be placed on the program web site and in the Financial News and Daily Record, a Division of Bailey Publishing & Communications, Inc.

B. Complaints

The program is responsible for developing and implementing a procedure demonstrating that students are notified, at least annually, of the opportunity and the procedures to file complaints with the Commission. Additionally, the program must maintain a record of student complaints related to the Commission’s accreditation standards and/or policy received since the Commission's last comprehensive review of the program. Please review the entire policy of "Complaints" in the Commission's Evaluation Policies and Procedures manual.

The Dental Assisting Student Handbook, which is reviewed with the students at the start of each academic year, contains a page that describes the procedure for filing a formal complaint with the Commission. A file of student complaints pertaining to accreditation standards is maintained in the office of the Instructional Program Manager for the Dental Programs.
Florida State College at Jacksonville
College History

Florida State College is located in Jacksonville in the Northeast section of Florida. Northeast Florida is home to a demographically diverse population and the region encompasses urban, suburban and federally-designated rural areas. Situated 25 miles south of the Georgia border, Jacksonville is the major city in northeast Florida. Jacksonville is a rapidly growing city with a population of approximately one million residents and is the third largest city on the east coast. At 840 square miles, it is the largest city geographically in the United States.

Florida State College at Jacksonville (FSCJ) serves over 80,000 students across five campuses and six centers. For more than 40 years, Florida State College at Jacksonville has been the major provider of healthcare professionals in Northeast Florida for more than 20 healthcare programs it currently offers. The College’s North campus is the primary center for health-related programs such as nursing, dental hygiene, and emergency medical services. North Campus is centrally located just eight miles northwest of downtown Jacksonville.

**Brief College History**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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<tr>
<td>1965</td>
<td>Established as Florida Junior College at Jacksonville (FJC)</td>
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<tr>
<td>Aug. 22, 1966</td>
<td>First Day of Class in College History; initial enrollment: 2,610 students</td>
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<tr>
<td>1968</td>
<td>Control of community colleges shifted from local school boards to district boards of trustees appointed by the governor.</td>
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<tr>
<td>1969</td>
<td>FJC receives full associates level accreditation from the Southern Association of Colleges and Schools.</td>
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<td>Aug. 27, 1970</td>
<td>North Campus, the College's first permanent campus, opens.</td>
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<tr>
<td>1986</td>
<td>College changes name to Florida Community College at Jacksonville.</td>
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<tr>
<td>Jan. 9, 2007</td>
<td>College receives accreditation to offer its first bachelor degree, the Bachelor of Applied Science in Fire Science Management.</td>
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<td>Fall Term 2007</td>
<td>College offers its first upper division courses for the new bachelor degree.</td>
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## Fall Term 2008
The College offers three new bachelor degrees.

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<tr>
<td>March 3, 2009</td>
<td>The College announces its new name as Florida State College.</td>
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<tr>
<td>May 9, 2009</td>
<td>Six graduates of the Bachelor of Applied Science in Fire Science Management achieve their degrees, the first presented by FCCJ.</td>
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<tr>
<td>Aug. 1, 2009</td>
<td>The former FCCJ begins full operations as Florida State College at Jacksonville.</td>
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<tr>
<td>Aug. 31, 2009</td>
<td>Florida State College at Jacksonville begins its first full academic year.</td>
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<tr>
<td>May 8, 2010</td>
<td>Florida State College at Jacksonville holds its first Commencement Ceremony. Among more than 5,800 degrees and certificate awarded are its first-ever Bachelor of Science degrees in Nursing (22) and Bachelor Of Applied Science in Supervision and Management (69) and Bachelor of Applied Science in Computer Systems Networking and Telecommunications (four).</td>
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STANDARD 1 – INSTITUTIONAL EFFECTIVENESS
Planning and Assessment

1-1 The program must demonstrate its effectiveness using a formal and ongoing planning and assessment process that is systematically documented and includes:

a) A plan with program goals

b) An implementation plan

c) An assessment process with methods of assessment and data collection, including measures of student achievement

d) Use of results for program improvement

Intent:
Planning for, evaluation of and improvement of the educational quality of the program is broad-based, systematic, continuous, and designed to promote achievement of program goals. Distance education programs will meet the parent program’s stated mission, goals, objectives and standards.

As an institution accredited by the Southern Association of Colleges and Schools (SACS), Florida State College at Jacksonville ensures that all programs participate in its Institutional Effectiveness (IE) Model. The College has a comprehensive, ongoing, multi-level planning and assessment process that is systematically documented and includes goals, implementation strategies, assessment protocols and the use of results for continuous improvement at the college-wide, campus and departmental levels and which supports the mission of the institution.

The College’s mission, revised and adopted by the District Board of Trustees, December 7, 2010, reflects the College’s expanded mission to grant baccalaureate degrees and is supported by five goals (Exhibit 1 – 1A):

College Mission:

The mission of Florida State College at Jacksonville is to provide optimal access to high quality, affordable and relevant degree, career and community education to enhance the lives of our students and the economic development of Northeast Florida.

College Goals:

• Prepare students for distinctive success, and as outstanding citizens, in the global knowledge economy.
• Optimize access to and participation in College programs and services
• Ensure that every student has an extraordinarily positive experience in every engagement with the College
Contribute significantly to the ongoing economic development of the College’s service area
Enhance institutional performance and accountability and investment capital

The North Campus and Betty P. Cook Nassau Center of Florida State College have adopted a mission statement and goals which are congruent with the College’s.

North Campus and Betty P. Cook Nassau Center Mission:

The North Campus and Betty P. Cook Nassau Center of Florida State College at Jacksonville are committed to student success. Our commitment is expressed through goals that address the learning environment, learning outcomes, partnerships with our communities of interest, services, and service providers.

North Campus and Betty P. Cook Nassau Center Goals:

- Provide high quality teaching and learning
- Provide an esthetically pleasing and technology-based learning environment
- Ensure exceptional service
- Continuously assess current programs and the demand for new programs
- Develop new and improve established partnerships with the communities we serve
- Provide professional development opportunities for all employees
- Increase public awareness and accessibility to the North Campus and the Betty P. Cook Nassau Center
- Enhance campus based performance & accountability

The Dental Assisting Program has a mission statement and goals that are aligned with the College’s and the Campus’ and which support the program competencies. The congruency of the College, Campus and Program mission statements and goals is reflected in Exhibit 1 – 1B.

Dental Program Mission Statement:
The mission of the Dental Assisting Program is to create competent, ethical, confident entry-level dental assistants who are committed to professional development through life-long learning and service to the community.

Dental Assisting Program Goals:

1. To provide the student with current theoretical and scientific knowledge for successful completion of the dental assisting curriculum, the Dental Assisting National Board and state educational requirements.

2. To provide comprehensive preparation of competent individuals in the laboratory, pre-clinical, and clinical experiences that are necessary to develop skill in rendering professional dental assisting patient care to the public.
3. To provide the student with a thorough understanding of the cause of dental diseases and the appropriate strategies for educating the community in primary and secondary prevention of oral diseases.

4. To enable the student to develop appropriate behaviors and interpersonal skills that will foster a respect for the Professional Code of Ethics and Conduct, and assure recognition and acceptance of the responsibilities of the profession of dental assisting.

5. To provide students with the knowledge to conduct critical reviews of current literature as the basis for lifelong learning and evidence-based practice.

6. Provide the instruction necessary to enable the graduates to comply with the Occupational Safety and Health Administration regulations regarding infection control in the dental environment.

7. Provide competency based training for the delegated remedial tasks (expanded duties) and dental radiography approved by the Florida Board of Dentistry.

The multi-level annual planning, allocation of resources and budget processes are driven by the mission statements, goals, implementation activities and assessment outcomes. The IE model includes analyses of findings with appropriate modifications of the plan.

The College Program Review Process (CPR) is a program effectiveness IE component that annually assesses program enrollment, student progress and completion rates, advisory committee effectiveness and job placement. The College has established minimum performance standards for each of the factors measured. Program modifications are planned based on the findings. The Dental Assisting Program consistently excels in the CPR process and has received recognition for its exemplary performance in 2009 (Exhibit 1-1C.)

Another program assessment tool provides insights regarding the achievement of program goals – The Workforce Program Assessment of Core Competencies (Exhibit 1 – 1D.) As the program’s core competencies curriculum map it identifies where in the curriculum they are taught and allows student achievement of proficiency to be tracked.

Finally, the achievement of program goals is also measured through the administration of graduate and employer satisfaction surveys (Exhibit 1 – 1E.) The administration of the surveys is managed by Ulrich Research Services, Inc. within 6 months of program completion. The review of findings is conducted by program faculty and administration and findings are used to guide program decisions. Exhibit 1- 1F provides an overview of the Dental Assisting Program assessment cycle.

Two examples of program modifications resulting from the program assessment process involve graduate and employer surveys and expanded duties. A paucity of feedback from graduates and
employers resulted over a period of years because of a break in the College’s internal processes for surveying alumni and employers. With the addition of the services of Ulrich Research Services, by the time of the site visit, the program will have begun the consistent collection of data from alumni and employers.

An expanded orthodontic assisting component was added to the program spurred by the orthodontic community’s request for graduates with orthodontic expanded duties certification. This modification reflects the value of the advisory committee in providing program input.

**Financial Support**

1-2 The program must have a strategic plan that identifies stable financial resources sufficient to support the program’s stated mission, goals and objectives.

**Intent:**

_The institution has the financial resources required to develop and sustain the program on a continuing basis. The ability to employ an adequate number of full-time faculty, replace and add equipment, procure supplies, reference material, and teaching aids is reflected in annual budget appropriations for the program._

_Financial allocations ensure that the program will be in a competitive position to recruit and retain qualified faculty. Annual appropriations provide for innovations and changes necessary to reflect current concepts of education in the discipline. The Commission assesses the adequacy of financial support on the basis of current appropriations. The financial resources identify stable sources of funding for the program and the degree of dependence upon a given funding source is based upon the stability of that source._

Florida State College at Jacksonville has a centralized accounting system administered by the College Vice President of Administrative Services (Finance). Administrative financial offices are located at the Administrative Building, 501 West State Street, Jacksonville, FL 32202.

Florida State College at Jacksonville receives most of its financial support for operations from direct state funding; however, the College also receives income through in-state and out-of-state matriculation fees; laboratory, student activities, and other special student fees; shared federal funding; grants and contracts; and miscellaneous revenue from College investments and endowments. For capital building projects, the College receives state PECO funding, an additional prioritized revenue source.

The College’s financial status is sound in keeping with State Department of Education rules which include maintaining reserves of 5% of the total budget. The College’s reserves currently stand at 7.9%. The College’s 2010-2011 budget has been included as Exhibit 1-2A.
Funds are allocated to the five campuses and seven centers based upon cost and enrollment calculations, and projected program needs. The budgeting process begins at the campus level when each department submits a Departmental Plan to the Campus President (Dr. Barbara Darby). A copy of the guidelines for the annual budget development is available on site for the Visiting Team. The Departmental Plan includes instructional, equipment, and human resource assessments and projections. A copy of the Dental Program Departmental Plan is available on site for the Visiting Team. Any budgetary requests beyond level funding are aligned with the assessments and projections included in the Departmental Plan. The Dental Programs budget is developed collaboratively with the Dental Instructional Program Manager (Dr. Jeffrey Smith), faculty and staff, and reviewed by the Dean of Florida Coast Career Tech (Dr. Melanie Ferren). Budgetary recommendations for the departments are then submitted to the College President’s Cabinet for final review and approval. Although this is an annual process, there are normally opportunities within the year to reassess budgetary needs and submit requests. A College-wide mid-year budget review is the primary mechanism for addressing emerging needs and is normally conducted each December in order to reallocate funds as necessary. A sample of the college-wide procedures for conducting the mid-year review is available on site for the Visiting Team.

Dental Program salaries and general operational expenses (including printing, non-contracted services, advertising, professional fees, travel, educational materials and supplies, and office materials and supplies) are paid from funds allocated specifically to the department in general budget categories. Hazardous waste pick-up and disposal, utilities, and phone service are provided at the institutional level through the Department of Purchasing and Business Services.

Salaries for full-time faculty are determined using the guidelines in the Faculty Collective Bargaining Agreement. Adjunct faculty at Florida State College at Jacksonville are paid at a rate of $634 per Work Load Unit (WLU). One WLU is equivalent to one credit hour. Professional Development funding is available through the Health Programs budget and through the campus’s annual allocation for professional development.

Capital outlay funds are used for the purchase of new equipment and equipment replacement. Additionally, Carl Perkins funds, and other supplemental funding provided periodically by the College are available. Funds to replace computers for classrooms and labs are usually available on a 3-year cycle.

Other financial records of the institution are available for review by the Visitation Team on site and as requested.

1-3 The sponsoring institution must ensure that support from entities outside of the institution does not compromise the teaching, clinical and research components of the program.

The program does not receive any support from agencies outside of the institution.
1-4 The authority and final responsibility for curriculum development and approval, student selection, faculty selection and administrative matters must rest within the sponsoring institution.

The sponsoring institution has the authority and final responsibility for curriculum development and approval, student selection, faculty selection and administrative matters. Florida State College adheres to the Curriculum Framework and the common course numbering system established by the Florida Department of Education (Exhibit 1-4A). At the College, curriculum development and revisions are initiated by faculty at the departmental level in collaboration with academic leaders for the programs. These proposed curriculum proposals are reviewed by a College-wide Curriculum Committee consisting of faculty and administrators. The Curriculum Committee makes its recommendations to the Executive Vice President for Instruction and Student Success. Upon approval by the Executive Vice President, the revised or new curriculum is added to the online College catalog by the Curriculum Services Department.

The program admits students once a year in the fall. Student selection for each cohort of students to be admitted is managed by the program faculty and program leadership based on published admission criteria (See College Catalog at http://catalog.floridacoastcareertech.org)

An established and rigorous process that includes drug screening and criminal background check guides the selection of faculty. The selection process begins at the departmental level with a request to the Campus President who approves and submits the request to Human Resources to advertise and fill a vacant position. A screening committee consisting of faculty, staff and administrators conducts telephone and face-to-face interviews and recommends finalists for the position to the North Campus President. In collaboration with the program’s academic leaders, the Campus President makes a hiring recommendation to the College President, who forwards the recommendation to the District Board of Trustees for final approval.

The process utilized to develop the program’s budget is covered in section 1-2, page 14. Other requested budget information in support of this section is presented in Exhibit 1-4B.

Institutional Accreditation

1-5 Programs must be sponsored by educational institutions that are responsible for postsecondary education and accredited by an agency recognized by the United States Department of Education or an officially recognized state accrediting agency.

Intent:
Dental schools, four-year colleges and universities, community colleges, technical institutes, vocational schools, private schools and recognized federal service training
centers which offer appropriate fiscal, facility, faculty and curriculum resources are considered appropriate settings for the program.

Florida State College at Jacksonville is a publicly supported state college and is fully accredited by the Southern Association of Colleges and Schools (SACS), having last earned full accreditation status in December, 2004. The College was initially accredited by the SACS in 1974 and has maintained full accreditation status since that time. Florida State College at Jacksonville was authorized by the 1963 Florida Legislature to provide a wide variety of educational services, primarily for the people of Duval and Nassau counties. The College admitted a charter class of 2610 students in August, 1966. In succeeding years it grew rapidly.

The College currently offers more than 200 degree and certificate programs on four major campuses, six educational centers, and a virtual campus. Florida State College is authorized by the action of the Florida Legislature to offer the following credentials for students enrolling in the courses and programs available at the institution:

- Seven Bachelor of Applied Science degrees and a Bachelor of Science in Nursing degree were recently approved by the Florida Department of Education and are now enrolling students;
- The Associate in Arts (A.A.) degree, for students intending to transfer to an upper division college or university;
- The Associate in Science (A.S.) degree, for students who want to enter a professional or technical field and also retain the option of transferring to an upper division college or university;
- The technical certificate, for students interested in taking a series of courses within an A.S. degree program that comprises all of the training required for certain occupations;
- The high school diploma, General Education (GED) preparation, and Adult Basic Education (ABE) for students seeking to improve employability skills and for ESOL (English for Speakers of Other Languages) students;
- The Community Services Program for students or graduates who need training to upgrade or broaden their present skills and enhance their occupational opportunities.

Florida State College assumes responsibility for the curriculum content with the Dental Assisting Program by participating in the college-approved curriculum process and adhering to the curriculum frameworks as authorized by the Florida Department of Education (FDOE).

1-6 All arrangements with co-sponsoring or affiliated institutions must be formalized by means of written agreements which clearly define the roles and responsibilities of each institution involved. Examples of evidence to demonstrate compliance may include:
The Dental Assisting Program at Florida State College at Jacksonville has no co-sponsoring or affiliated institutions.

Community Resources

1-7 There must be an active liaison mechanism between the program and the dental and allied dental professionals in the community.

Intent:
The purpose of the active liaison mechanism is to provide a mutual exchange of information for improving the program and meeting employment needs of the community.

An active liaison is maintained between the program and the dental and allied dental community through the Florida State College Dental Advisory Committee. A minimum of two meetings are held each year, usually during October and May though the actual scheduling is occasionally altered to accommodate the committee members’ schedules. The chairperson may call special meetings if deemed necessary or requested by one-third of the committee. The Florida State College General Advisory Committee By-Laws (Exhibit 1-7A) detail the policies and procedures that govern the Dental Advisory Committee. The Committee membership roster is included as Exhibit 1-7B. This document reveals a long-standing, but as-yet unresolved issue, members who have served more than the allowable maximum number of consecutive years on the committee. This is a matter of some delicacy, as the members in question are very supportive of the programs and the administration and faculty are reluctant to appear unappreciative of their years of service by dismissing them from the committee. After much deliberation, a number of long-standing committee members were rotated from their positions to make room for additional members. An imbalance in favor of dentists was addressed and more dental assistants and hygienists were selected.

The minutes from recent Advisory Committee meetings are included as Exhibits 1-7C & 1-7D.
STANDARD 2 – EDUCATIONAL PROGRAMS

Admissions

2-1 Admission of students must be based on specific written criteria, procedures and policies.

Intent:
The dental assisting curriculum is a science-oriented skill development which is relatively difficult and enrollment is limited by facility capacity, special program admissions criteria and procedures.

The program administrator and faculty, in cooperation with appropriate institutional personnel establish admissions procedures which are non-discriminatory, contribute to the quality of the program, and allow selection of students with potential for successfully completing the program.

A. Description

1. List the admission criteria for the dental assisting program. Are the criteria weighted? If so, explain.

The dental assisting program criteria contribute to the quality of the program and allow selection of students with potential for successful completing the program. The admission criteria for the program are:

- Application and acceptance to Florida Coast Career Tech (FCCT)
- Test of Adult Basic Education (TABE) scores
- Proof of high school completion – official transcripts
- Completed application for the Dental Assisting Program

The applicant’s score on the TABE test is weighted heavily. Applicants meeting the 10.0 TABE score minimum are granted “priority acceptance.” Any vacancies that remain are filled with students ranked most likely to meet the TABE score requirement by the Admissions Committee before completing the program.

2. Describe the process for selecting dental assisting students. Indicate names and titles of individuals participating in the process.

The process for selecting dental assisting students is systematic and based on objective criteria. It is briefly described below.

The Administrative Support Specialist (Diane Hickman) receives documentation from prospective students and maintains individual applicant folders. Applicants meeting the TABE score minimums are immediately accepted into the program and sent an acceptance letter. Applicants who do not meet the TABE score minimum are sent an alternate letter and urged to take the Vocational Preparatory Instruction (VPI) courses to raise their test scores to the level necessary to be competitive in the selection process.
process. Applicants who present acceptable TABE scores after completing the required VPI course are offered immediate acceptance, if spaces are available. The Admission Committee, which consists of the program manager (Dr. Smith) and full-time program faculty (Glenda Miller), determine which applicants with TABE scores below the 10.0 requirement are offered admission if spaces in the class remain.

3. How are applicants informed about the program’s criteria and procedures for admission, program goals, functions performed by dental assistants and employment opportunities?

Applicants are informed by telephoning the Dental Programs office, Dr. Jeffrey Smith (Instructional Program Manager), or Glenda L. Miller (Dental Assisting Program Instructor). Information is also provided through the Florida State College/Florida Coast Career Tech web site and the Florida State College Dental Programs web site, www.FloridaStateCollegeDental.com. Additionally the Florida Coast Career Tech catalog and online program brochures provide program information and can be accessed at http://catalog.floridacoastcareertech.org/. College-sponsored career events, which are staffed by Dental Programs faculty, are also available for applicants.

4. If students who do not meet the program’s admission criteria are admitted, what academic strengthening is provided in the area(s) of deficiency(s)? When and by whom, will the remediation be provided?

If a student is accepted with TABE scores below the required 10.0 in the areas of reading, math, and/or language, remediation is provided through the GED Academy, a division of Florida State College at Jacksonville. The student enrolls in a VPI course for each area to be remediated. Students are directed to complete the remediation by the end of the first semester. The Florida State Board of Education requires proof of passing scores upon completion of the program of study.

Refer to Exhibit 2-1A, Dental Assisting Program Brochure and Application for full admission information.

2-2 Admission of students with advanced standing must be based on the same standards of achievement required by students regularly enrolled in the program. Transfer students with advanced standing must receive an appropriate curriculum that results in the same standards of competence required by students regularly enrolled in the program.
A. Description

1. Does the dental assisting program admit students with advanced standing? If yes, describe the policies and methods for awarding advanced standing credit. Indicate the type of courses for which advanced standing is granted and the maximum number of credits that can be awarded.

   The Dental Assisting Program does not admit students with advanced standing.

2-3 The number of students enrolled in the program must be proportionate to the resources available.

Intent:
In determining the number of dental assisting students enrolled in a program, including distance education modalities/programs, careful consideration is given to ensure that the number of students does not exceed the program resources including, as appropriate, patient supply, financial support, scheduling options, facilities and faculty.

A. Description

1. How many classes does the dental assisting program admit each year? In what month(s) of the year do students begin their course of study?

   The dental assisting program admits one class each year in late August.

2. How many applicants, i.e., individuals who have submitted required credentials, were there for the most recently admitted class? Of this number, how many met the minimum admission criteria? Were offered admission? Were enrolled? Were enrolled with advanced standing?

   There were no students admitted with advanced standing.

   August 2010

<table>
<thead>
<tr>
<th>Applicant Statistics</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of applicants</td>
<td>44</td>
</tr>
<tr>
<td>How many met admission criteria?</td>
<td>37</td>
</tr>
<tr>
<td>How many were offered admission?</td>
<td>37</td>
</tr>
<tr>
<td>How many were enrolled?</td>
<td>22</td>
</tr>
</tbody>
</table>
3. Using the format illustrated in Example Exhibit F, provide enrollment and attrition data for the program during the current and four preceding years.

See Exhibit 2-3A, Enrollment and Attrition Data

Curriculum Management

2-4 The curriculum must be structured on the basis of, a minimum of, one academic year of full-time study or its equivalent at the postsecondary level.

Intent:
At least one academic year (approximately eight to ten months) is needed to provide appropriate scope and depth of content and clinical experience of sufficient variety and quantity to ensure that students will have adequate opportunity to acquire knowledge of and skill in performing all functions.

The curriculum may be structured to allow individual students to meet performance standards specified for graduation in less than the required length as well as to provide the opportunity for students who require more time to extend the length of their instructional program. The curriculum design may provide maximum opportunity for students to continue their formal education with minimum duplication of learning experiences.

The Dental Assisting Program is a 10-month, full-time program that begins in late August and extends to the middle of the following June. No provisions are made for early or late completion of the program.

A. Description

1. Outline the sequence of the dental assisting curriculum as illustrated in Example Exhibit G.

The Dental Assisting program curriculum sequence is outlined in Exhibit 2-4A.

2-5 The curriculum must be designed to reflect the interrelationship of its general education, biomedical sciences, dental sciences, clinical sciences and clinical practice. This content must be integrated and of sufficient depth, scope, sequence of instruction, quality and emphasis to ensure achievement of the curriculum’s defined competencies.

Intent:
To ensure that the foundation knowledge is established early in the dental assisting program and that subsequent information is provided which is comprehensive and
prepares the student to achieve competence in all components of dental assisting. Content identified in each subject may not necessarily constitute a separate course, but the subject areas are included within the curriculum.

A. **Description**

1. For each term of the current year’s dental assisting curriculum, provide a class schedule as illustrated in Example Exhibit H. (If the schedule does not extend the entire term, provide supplemental schedules). Include course number(s); indicate whether the session is lecture, laboratory or clinic; and provide the name(s) of the faculty responsible.

The Dental Assisting Program curriculum has undergone a recent revision to better achieve the program mission of producing competent, ethical, confident entry-level dental assistants. The review of the existing curriculum was undertaken to better prepare the program to meet the new accreditation standards. The program’s full-time professor and the Instructional Program Manager of the Dental Programs regularly review the curriculum to assure that its depth, scope, sequence of instruction, quality and emphasis are supportive of and ensure achievement of program competencies.

See Exhibit 2-5A - D, Dental Assisting Fall, Spring I, Spring II, and Summer Schedules for the 2010-2011 class.

**Instruction**

2-6 Written documentation of each course in the curriculum must be provided and include:
   a. the course description
   b. course content outline including topics to be presented
   c. specific instructional objectives
   d. learning experiences including time allocated for didactic, laboratory and clinical experiences
   e. specific criteria for course grade calculation

**Intent:**

Curriculum documentation is reviewed periodically and revised, as needed, to reflect new concepts and techniques.

Please see the written Curriculum documentation presented in a separate document.
Curriculum Content

2-7 Graduates must be competent in the knowledge and skill required to systematically collect diagnostic data, including:

a. Medical and dental histories
b. Vital signs
c. Extra/intra oral examinations
d. Dental charting
e. Radiographs
f. Preliminary impressions/study casts/occlusal registrations

2-8 Graduates must be competent in the knowledge and skill required to perform a variety of clinical supportive treatments, including:

a. Manage infection and hazard control protocol consistent with published professional guidelines
b. Prepare tray set-ups
c. Prepare and dismiss patients
d. Apply current concepts of four-handed chairside assisting
e. Assist with and/or apply topical anesthetic
f. Assist with and/or place and remove rubber dam
g. Assist with and/or apply fluoride agents
h. Provide patient preventive education and oral hygiene instruction
i. Provide pre-and post-operative instructions prescribed by a dentist
j. Maintain accurate patient treatment records
k. Maintain treatment area
m. Administer cardiopulmonary resuscitation when indicated
n. Fabricate custom trays
o. Clean and polish removable appliances and prostheses
p. Fabricate provisional restorations
q. Manipulate dental materials

2-9 Graduates must be competent in the knowledge and skill required for business office procedures, including:

a. Manage telephones
b. Control appointments
c. Perform financial transactions
d. Complete third-party reimbursement forms
e. Maintain supply inventory
f. Manage recall systems
g. Operate business equipment to include computers
A. **Description** (for Standards 2-7 through 2-9)

1. Using the format illustrated in Example Exhibit I, list the preclinical and clinical courses which provide the major instruction in each category of functions specified in Standards 2-7; 2-8 and 2-9.

2. If any function(s) specified in Standards 2-7; 2-8 and 2-9 is not included in the curriculum, what is the rationale for its omission?

Please see Exhibit 2-9A. All specified functions are taught as part of the Dental Assisting Program curriculum.

2-10 **If additional functions, beyond those specified in Standards 2-7 and 2-8 are included in the curriculum, they must be taught at least to the level of laboratory/preclinical competence.**

**Intent:**  
*The inclusion of additional functions does not dilute the quality of the basic educational program. The students are aware of the ethical and legal ramifications of performing the additional functions.*

A. **Description**

1. Using the format illustrated in Example Exhibit I, list any additional functions included in the curriculum which are not specified in Standards 2-7 and 2-8. Specify for each function whether it is taught to the level of laboratory (on manikins) and/or clinical (on patients) competence.

2. If any function is not taught to clinical competence, how are students made aware of the ethical and legal ramifications?

See Exhibit 2-10A for the additional functions taught to students of the program and the level to which they are taught. All additional duties are permitted according to the state’s practice act and Florida State College has been granted “Approved” status by the Board of Dentistry for awarding Expanded Duties credentials to our graduates. Students receive didactic and preclinical instruction for each new skill while on campus; clinical competency is acquired on externship where students receive supervised instruction in dental offices. Both the students and the externship dentists and staff are informed of the students’ skill level at the onset of the externship and their anticipated competence upon completion of the externship. Program faculty track student progress to assure that clinical competence is achieved.
2-11 The curriculum must include content in five areas: general education, biomedical sciences, dental sciences, clinical sciences and clinical practice.

Intent:
The educational program addresses the appropriate content to ensure competency as determined by the program goals and objectives. These competencies are achieved within the framework of an appropriately sequenced curriculum including biomedical sciences, dental sciences, general education and clinical practice.

The theoretical aspect of the curriculum provides content necessary for students to make judgments regarding the procedures they are expected to perform and to anticipate the dentist’s needs during procedures which are usually performed in general dentistry practices.

To meet the needs of a one academic-year curriculum, it may be necessary to develop special courses in the general education and basic science subjects. In a two-year program, students may be enrolled in general education and basic science courses which are offered for credit toward a baccalaureate degree.

General Education

2-12 The general education aspect of the curriculum must include content at the familiarity level in:

a. Oral communications
b. Written communications
c. Psychology of patient management and interpersonal relations

Intent:
General education subjects prepare the student to work and communicate effectively with patients and health professionals.

Biomedical Sciences

2-13 The biomedical science aspect of the curriculum must include content at the familiarity level in:

a. Anatomy and physiology
b. Microbiology
c. Nutrition

2-14 The biomedical science aspect of the curriculum must include content at the in-depth level in bloodborne pathogens and hazard communications standards and
content must be integrated throughout the didactic, preclinical, laboratory and clinical components of the curriculum.

Intent:
The biomedical sciences provide a basic understanding of body structure and function; disease concepts; and dietary considerations of the dental patient.

Dental Sciences

Intent:
Dental science content provides the student with an understanding of materials used in intra-oral and laboratory procedures, including experience in their manipulation; an understanding of the development, form and function of the structures of the oral cavity and of oral disease; pharmacology as they relate to dental assisting procedures; and scientific principles of dental radiography.

2-15 The dental science aspect of the curriculum must include content at the familiarity level in:

a. Oral histology
b. Oral embryology
c. Oral pathology
d. Pharmacology

2-16 The dental science aspect of the curriculum must include content at the in-depth level in:

a. Dental materials
b. Oral anatomy
c. Dental radiology

2-17 Each student must be able to demonstrate knowledge of radiation safety measures to produce diagnostic radiographic surveys on manikins prior to exposing radiographs on patients.

2-18 Students must demonstrate minimum competency in taking diagnostically acceptable radiographs on patients in the program facility prior to taking radiographs during extramural clinical assignments.

2-19 Faculty instruction and evaluation must be provided throughout the students’ radiographic technique experience.

Intent:
Faculty instruction and evaluation occurs during radiology courses.
2-20 Through scheduled instructional sessions, students must have the opportunity to develop competence in exposing and processing bitewing and periapical radiographs on a variety of patients.

Intent:
The phrase “...variety of patients” indicates more than one patient. Whenever possible, experience includes primary, mixed and permanent dentitions as well as edentulous or partially edentulous patients and extra-oral radiographic experiences.

Clinical Sciences

2-21 The clinical science aspect of the curriculum must include content at the in-depth level to include:

a. General dentistry
b. Specialty procedures as they relate to general dentistry
c. Practice management
d. Chairside assisting
e. Dental-related environmental hazards
f. Oral health education
g. Management of dental and medical emergencies
h. Legal and ethical aspects of dentistry

Intent:
The clinical sciences provide background for preclinical and clinical experience.

A. Description (for Standards 2-11 through 2-21)

1. Using the format illustrated in Example Exhibit K, list the courses which provide the major instruction in each content area specified in Standards 2-12, 2-13, 2-15, 2-16 and 2-21.

Please see Exhibit 2-21A for the courses which provide the major instruction in each content area specified for the identified standards. In addition to the HCP 0001 Health Careers Core course, instruction in effective written and oral communication as well as the psychology of patient management is embedded in many additional courses related to patient care including DEA 0020 Introduction to Clinical Procedures, DES 0501 Dental Office Management, and DEA 0311 Preventive Dentistry.

2. If any content area(s) specified in Standards 2-12, 2-13, 2-15, 2-16 and 2-21 are not included in the curriculum, what is the rationale for its omission?
All content areas are included in the curriculum.

3. The program’s curriculum is provided in the separate curriculum document. List the relevant sections in that document that identify instructional content in, and student evaluation of activities related to, bloodborne infectious diseases.

Please see the Curriculum Document, specifically the syllabi and competencies related to HCP 0001 Health Career Core and the DEA 0020 Introduction to Clinical Procedures course for content specific to bloodborne infectious diseases.

4. Describe how students acquire an understanding of radiation safety prior to exposing radiographs on patients.

Lectures on radiation safety are an important element of the DEA 0745 Radiology I and DEA 0211 Radiology II lectures and are reinforced in the laboratory experiences associated with the courses.

5. Using the format illustrated in Example Exhibit L, summarize the type and minimum number of acceptable radiographic surveys that each student is required to expose, process and mount during the dental assisting program.

Please see Exhibit 2-21B for the type and minimum number of acceptable radiographic surveys that each student is required to manage during the program.

6. Describe how faculty instruction and evaluation are provided to students throughout all of their radiographic experiences.

Faculty provide didactic instruction with the use of lectures with and without PowerPoint presentations, videotaped material and teacher-produced instructional podcasts. One-on-one instruction in lab leads to proficiency, both in obtaining radiographs and in processing and mounting radiographs. Close supervision during preclinical sessions involving patients ensures that radiation exposure is kept to a minimum, necessary retakes are avoided and students receive in time evaluation.

Clinical Practice

2-22 Clinical experience assisting a dentist must be an integral part of the educational program designed to perfect students’ competence in performing dental assisting functions, rather than to provide basic instruction.

2-23 Each student must be assigned to two or more offices or clinics for clinical experience and assisting in general dentistry situations is emphasized.
2-24 The major portion of the student’s time in clinical assignments must be spent assisting with or participating in patient care.

2-25 The dental assisting faculty must plan, supervise and evaluate the students’ clinical experience.

Intent:
*The quality and variety of experience gained in each assignment must be considered as well as the quantity of functions performed.*

2-26 Students must maintain a record of their activities in each clinical assignment.

2-27 Seminars must be conducted periodically with students during the clinical phase of the program.

Intent:
*Program faculty conduct seminars during clinical courses.*

2-28 When clinical experience is provided in extramural facilities, a dental assisting faculty member must visit each facility to assess each student’s progress. Provisions must be made to support travel required for faculty to supervise this activity.

2-29 Objective evaluation criteria must be utilized by faculty and office or clinical personnel to evaluate students’ competence in performing specified procedures during clinical experiences.

A. Description (for Standards 2-22 through 2-31)

1. Provide a typical clinical rotation schedule for a dental assisting student as an Exhibit. Indicate the type of practice and approximate length of each rotational assignment.

Exhibit 2-31A details a typical clinical rotation with all requested information.

2. Using the format illustrated in Example Exhibit M, estimate the number of hours during the program’s clinical experience phase that each dental assisting student will actually participate in each category of functions specified in Standards 2-7, 2-8, 2-9 and 2-10. Laboratory hours and clinical preparation courses should not be included.

Exhibit 2-31B summarizes the information requested above.

3. Describe the manner in which the students’ clinical experiences are planned, supervised and evaluated by dental assisting faculty in conjunction with personnel in the facilities. Identify the individuals who participate in supervision and evaluation of dental assisting students. How often are the facilities visited by dental assisting faculty?
Students begin clinical rotation assignments during the DEA 0029 Dental Specialties course the second semester in the program. Beginning the seventh week in the term, each student will be off-campus one day (Thursday) each week rotating through specialty practices including periodontics, orthodontics, pediatric, oral and maxillofacial surgery, endodontics, a dental lab, and the Dental Hygiene Program clinic. These are for observation purposes to provide students with a better understanding of the dental assisting duties, procedures, instruments and materials used in each practice. The clinical practice phase (DEA0850 Clinical Practice I) begins three weeks prior to the end of the spring term. This three-week session is followed by two additional sessions (DEA0851 Clinical Practice II), one four weeks and one three and one half weeks. The primary dental assisting instructor, Glenda L. Miller, makes the first telephone contact with the clinical site. The externship is explained, the office hours obtained, an affiliation agreement signed (if not currently in place), and a student is scheduled. Each facility receives a document describing the externship in terms of student, facility, and program expectations for a successful session. Included is an attendance form to be completed on a daily basis and faxed by the practice office each week to the dental assisting instructor. An evaluation document is also included to be completed by the dentist and/or dental assisting staff at the end of the session. The dental assisting faculty makes weekly contact with the clinical sites and visits each student at least once at each site (and more often, as needed).

4. Specify students’ expected levels of performance in the specified skills at the beginning and the end of the clinical practice phase of the program.

Students are expected to have a fundamental knowledge and skill level in chairside, laboratory, radiology, and business office procedures at the beginning of the clinical practice phase of the program. Proficiency is gained through experience with each additional session of clinical practice. At the end of the clinical practice phase, the students should be proficient in radiographic procedures, expanded duties, and a variety of chairside and laboratory procedures which are dependent on the type of dental practice.

5. How is the didactic and laboratory instruction integrated with clinical experience and how do students share clinical experiences?

During the three-week session at the end of the Spring term, students are in the clinical experience phase of the program Monday through Thursday, with radiology laboratory sessions on Fridays. Clinical experiences are shared in the DEA 0850 on campus class on Wednesdays. The Seminar course, DEA 0936, is on Fridays during the two sessions in the summer (their third term). Clinical experiences are shared at this time.
6. As an Exhibit, provide a listing of clinical facilities that are currently utilized for students’ clinical experiences. For each facility, indicate the number of students it will accommodate and the type of practice.

Exhibit 2-31C provides a listing of clinical sites that are currently used for students’ clinical experiences.

7. Describe the program’s efforts to ensure that personnel in the clinical facility are familiar with the program’s goals, curricular content and methods of instruction and evaluation.

Program goals, curricular content, methods of instruction and evaluation are provided and reviewed with each clinical site prior to the beginning of the clinical practice phase by the instructor. See Exhibit 2-31D-F for a sample of the forms utilized to plan clinical experiences.

8. If students’ clinical practice experiences are scheduled in off-campus facilities, specify the criteria used for facility selection.

Off-campus facilities are selected based on the following criteria: types and numbers of general and specialty practices needed in relation to the number of students in the program, a discussion with the dentist and/or office staff to determine how much experience the student would obtain at the site, the desire of the dentist/staff to share information and knowledge with a student, and locations based on student needs.

Student Evaluation

2-30 **Objective student evaluation methods must be utilized to measure all defined laboratory, preclinical and clinical course objectives.**

A. **Description**

1. Describe how the students’ laboratory, preclinical and clinical performance/competency is evaluated. Include the forms utilized to evaluate students’ skills in the separate curriculum document.

   Both the method and the frequency of evaluation for laboratory, preclinical, and clinical competency is dependent on the particular skill being evaluated, its complexity and the stage of student training. The DES1003 Dental Materials course evaluates proficiency in some skills, such as study model fabrication and cement mixing, only after several weeks of practice. There is a mix of process- and end-product evaluations used throughout the program. All evaluation tools are included in the Dental Assisting Curriculum document.
2. What standards of achievement/competency are required for dental assisting students to continue in the curriculum? How and when are these standards explained to the students?

The Dental Assisting Program has set the standard for passing any course, whether clinical or didactic, at 75% or a “C”. Every course syllabus that the student receives has the following section that equates letter grade to percentage grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>75-79%</td>
</tr>
<tr>
<td>D</td>
<td>65-74%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 65%</td>
</tr>
</tbody>
</table>

*A minimum grade of “C” (75%) or better must be earned in each dental assisting course for progression and completion of the program.*

This standard is explained in the Student Handbook and reviewed at the start of each course when the syllabus is reviewed with the students.

3. Who reviews dental assisting students’ academic performance and what action is taken when a student’s performance is below minimum standards? How frequently is the student made aware of her/his performance?

The role of tracking student progress is the responsibility of the dental assisting full-time faculty, currently Glenda Miller. Mrs. Miller tracks student academic, laboratory, and clinical progress and recommends remediation when necessary. Students in danger of failing a course are urged by Mrs. Miller to seek remediation. The frequency with which a student is notified of performance progress is dependent on the course. Students are provided written midterm progress reports. Feedback in didactic courses follows assignments and written examinations and, in preclinical courses, competency evaluations are used to track student progress.

4. Describe procedures for assisting students who are having academic difficulties.

Once a student is identified as struggling in a particular course, the instructor alerts the student to the concern and offers remediation. In an overwhelming majority of cases, students take necessary corrective action once notified that they are performing poorly. Additional attention is given to the student as needed by both the full-time faculty and part-time faculty.

The College itself has prioritized student success and brought to bear considerable resources for the struggling student. In the Library and Learning Commons (LLC), located at each campus are resources that facilitate student progress. They provide face-to-face and technology-based tutoring for students in critical areas such as basic mathematics, English, sciences, and foreign languages. Computer tutorials, videos, learning packets, and audiotapes are some of the tools that are used in the LLC. These
centers provide extended evening and weekend hours and are managed by professional staff with much of the tutoring done by student assistants.

In addition, the Career Development Center on North Campus provides frequent seminars on study skills, time management, test taking skills and more to provide support for students who need it.
3-1 The administrative structure must ensure the attainment of program goals.

Intent:
The administration includes formal provisions for program planning, staffing, direction, coordination and evaluation.

Florida State College at Jacksonville and its divisions operate through a multi-level, comprehensive organizational structure that supports the attainment of college, campus and program goals. The College’s Governing Board consists of 9 members appointed by the Governor. The President of the College, Dr. Steven R. Wallace has a Senior Executive Team reporting directly to him. The North Campus President, Dr. Barbara Darby, is a member of the College’s Senior Executive Team.

The North Campus and Betty P. Cook Nassau Center, where the dental assisting program is hosted, has a senior administrative team which reports directly to the Campus President. This team consists of four instructional deans, the director of administrative services, and the executive director of the Nassau Center. Dr. Melanie Ferren, one of the four instructional deans, serves as the Dean for Florida Coast Career Tech which comprehends the dental assisting program led by Dr. Jeffrey Smith. Exhibit 3-1A provides an overview of the organizational structure.

3-2 The program must be a recognized entity within the institution’s administrative structure.

Intent:
The position of the program in the institution’s administrative structure permits direct communication between the program administrator and institutional administrators who are responsible for decisions that directly affect the program.

As the Instructional Program Manager for Dental Programs, Dr. Smith works closely with Dr. Ferren in planning, staffing, coordinating, and evaluating the dental assisting program. These processes are ultimately carried out through a variety of group and individual meetings as well as planning retreats.

The Dean of the newly-formed Florida Coast Career Tech division of Florida State College at Jacksonville holds monthly meetings for programs, like Dental Assisting, that offer technical certificates rather than degrees.

The Instructional Program Manager is also a member of the North Campus Management Team, which consists of all Instructional Program Managers and Faculty Directors on the North Campus. Monthly meetings are chaired by the campus president to address issues affecting the College, North Campus, Workforce Department and Dental Programs.
The North Campus Leadership Team consists of department leaders from all areas of North Campus including security, maintenance, and student services. The Instructional Program Manager is also a member of this group. Bi-monthly meetings provide an opportunity for members to plan, evaluate, recommend and share common issues.

In addition, an Annual Leadership Team retreat is organized by the North Campus President each summer as an opportunity to refocus our goals, set direction for the coming year, and make long-range plans.

The Instructional Program Manager and faculty have ample opportunity to participate in the decisions that directly affect the Dental Assisting Program. They collaboratively review curriculum content, initiate and implement curriculum revisions, conduct textbook selection, collaborate on the need for major purchases of equipment for the program as well as establish and review class schedules, guidelines, policies and clinical requirements for the dental assisting program. Faculty meetings occur on a monthly basis in conjunction with the Dental Hygiene Program. Minutes from recent meetings are included as Exhibits 3-2A and 3-2B.

Another opportunity for input by faculty and the Program Manager is in the annual planning and budget process. A departmental plan, budget, and capital outlay request is developed by the Program and submitted to the North Campus administration for review and approval.

**Program Administrator**

3-3 The *program administrator must have a full-time commitment to the institution and an appointment which provides time for program operation, evaluation and revision.*

The Instructional Program Manager for the Dental Programs is Jeffrey R. Smith, DMD. Dr. Smith has been with the program since June, 2005. Prior to this position, he was Dental Assisting Program Director at Concorde Career College for 5 months. He also has 10 years experience as a full-time, tenured Dental Assisting faculty member at Lake Washington Technical College in Kirkland, WA where he taught both dental hygiene and assisting courses. As Instructional Program Manager, his position is a full-time 12-month contract. Dr. Smith is a graduate of the University of Pennsylvania School of Dental Medicine and West Chester University.

Please see Exhibit 3-3A.
3-4 The program administrator must be a dental assistant or dentist with occupational experience in the application of four-handed dentistry principles, either as a dental assistant or working with a chairside assistant. (Dental hygienists who were appointed as dental assisting program administrators prior to January 1, 2000 are exempt from this requirement).

Intent:
A dental hygienist who has not previously served as a dental assisting program administrator would be eligible for such an appointment after acquiring the “Certified Dental Assistant” credential offered by the Dental Assisting National Board and obtaining occupational experience in the application of clinical chairside dental assisting involving four-handed dentistry.

Dr. Smith received formal training in the application of four-handed dentistry principles while in dental school (DAU – Dental Auxiliary Utilization), applied those principles throughout his ten years of clinical practice, and taught them to dental assisting students from 1994 until 2004 at Lake Washington Technical College in Kirkland, WA.

Please see Exhibit 3-3A

3-5 The program administrator must have a baccalaureate degree or be currently enrolled in a baccalaureate degree program and have had instruction in educational methodology, e.g., curriculum development, educational psychology, test construction, measurement and evaluation.

Dr. Jeffrey Smith meets the educational and experiential requirements to serve as program administrator.

Please see Exhibit 3-3A.

3-6 The program administrator must have the authority, responsibility and privileges necessary to fulfill program goals.

The administrative duties and authority of the program administrator are as follows:

Provides routine supervision to full time and adjunct faculty and support staff in the department(s) and program(s) for both day and evening services; manages requisitions, bids, payroll, leave forms and time cards.

Develops, directs and coordinates programs; provides students with technical and laboratory training; assists students in developing successful careers.

Manages budget preparation and analysis and maintains fiscal quality control; develops new curriculum and modifies existing curriculum.
Prepares long range plans for departmental operations and needs; makes oral presentations to various groups about department programs.

Coordinates activities of campus safety committees; makes recommendations to Campus President on safety matters.

Supervises the development of the Advisory Board, selecting industry leaders, determining meetings and agenda; coordinates with industry representatives on special programs.

Directs the encoding of semester courses, classrooms and instructors; insures the coordination of courses between programs.

Determines actual faculty load and Full-time Equivalents (FTE); prepares FTE reports.

Recommends opportunities for faculty growth and development; conducts faculty evaluation; observes faculty teaching techniques; supervises faculty evaluation by student assessment.

Manages the applicable provisions of the negotiated faculty collective bargaining agreement.

Organizes the marketing of programs.

Prepares specifications for new equipment purchases; arranges for the repair of existing equipment.

Teaches the course(s) assigned within the department or program(s) according to a teaching workload approved by the instructional dean as part of these essential functions.

Substitutes for deans and instructors.

Leads faculty recruitment efforts, as needed.

Directs operation of program facilities.

Develops criteria and procedures for evaluating applicants for admission to program.

Leads departmental efforts aimed at increasing student retention.

Plans special events, and hosts visiting students and classes.

Performs related duties as required.
The Instructional program Manager has a 220 day contract. The institution does not require the Instructional Program manager to engage in a prescribed number of teaching contact hours. The program administrator’s teaching contact hours and course responsibilities allow sufficient time to fulfill assigned administrative responsibilities.

The standard workload for full-time instructors with no administrative responsibilities is 30 workload units within 180 days of full-time service, which includes two sixteen-week semesters.

The program manager has responsibility for the Dental Hygiene program in addition to the Dental Assisting program.

Faculty

3-7 Dental assisting faculty must have background in and current knowledge of dental assisting, the specific subjects they are teaching and educational theory and methodology, e.g., curriculum development, educational psychology, test construction, measurement and evaluation.

Intent:
Dental assisting faculty members have current knowledge at an appropriate level for the subject they teach and if applicable, in distance education techniques and delivery.

The full-time and adjunct dental assisting faculty meet the educational requirements stipulated in this standard. They possess the knowledge of dental assisting in the specific subjects they teach, educational theory and methodology, curriculum development, educational psychology, test construction, measurement and evaluation. Moreover, all have access to professional development opportunities through funding by the College as well as College sponsored activities such as the annual International Teaching and Learning Conference, Online Faculty Certification Program, and events executed by the Center for the Advancement of Teaching and Learning http://www.fscj.edu/catl. Some of the professional development offerings available to faculty can be reviewed at http://artemis.fscj.edu/employee/vancouver.

Professor Glenda Miller, CDA, the sole full-time faculty in the Dental Assisting Program has the educational background and extensive experience as a Dental Assisting instructor. She has taught dental assisting since 1976. Her CV is included in Exhibit 3-7A. Also included are the CVs for members of our adjunct faculty pool (Exhibit 3-7B & C).
3-8 Faculty providing didactic instruction must have earned at least a baccalaureate degree or be currently enrolled in a baccalaureate degree program.

Intent:
*Full-time and part-time faculty who teach didactic courses to dental assisting students are to possess or be working toward a baccalaureate degree in a timely manner.*

All dental assisting faculty that provide didactic instruction to students have earned a baccalaureate degree or higher. See Exhibit 3-7A - C.

3-9 Laboratory, preclinical and clinical faculty appointed after January 1, 2000 must be a Dental Assisting National Board “Certified Dental Assistant.”

Intent:
*Faculty members who are dentists are not required to obtain “Certified Dental Assistant” certification from the Dental Assisting National Board.*

All dental assisting faculty who provide laboratory, pre-clinical and clinical instruction to students have current CDA certification with the exception of Dr. Robin Harrison who is exempt from this requirement. See Exhibit 3-9A & B.

3-10 The number of faculty positions must be sufficient to implement the program’s goals and objectives.

Intent:
*Student contact hour loads allow sufficient time for class preparation, student evaluation and counseling, development of subject content and appropriate evaluation criteria and methods, and professional development. During laboratory and preclinical instruction in dental materials and chairside assisting procedures, the faculty/student ratio should not exceed one instructor to ten-fifteen students. The faculty/student ratio during radiography and clinical practice sessions should not exceed one to six.*

See Exhibit 2-5A, B, C, & D - Class schedules

See Exhibit 2-4A - Listing of ratios for laboratory, preclinical and clinical courses

3-11 Opportunities must be provided for program faculty to continue their professional development.

Intent:
*Time is provided for professional association activities, research, publishing and/or practical experience.*
All faculty have access to professional development opportunities through funding by the College as well as College sponsored activities such as the annual International Teaching and Learning Conference, Online Faculty Certification Program, and events executed by the Center for the Advancement of Teaching and Learning [http://www.fscj.edu/catl](http://www.fscj.edu/catl). Some of the professional development offerings available to faculty can be reviewed at [http://artemis.fscj.edu/employee/vancouver](http://artemis.fscj.edu/employee/vancouver).

Each faculty member is provided release time and financial support to attend at least one national or regional conference or workshop related to dental assisting education each year.

Article 24 of the Collective Bargaining Agreement states that “professional development opportunities shall be provided for faculty members and shall be based on nationally recognized best practices for teaching faculty, counselors and librarians. Professional development opportunities may be Academy for Professional Development and Florida State College courses and workshops, other college and university courses and workshops, seminars, and local, state and national conferences as approved. Professional development will have as its goal the enhancement of the College faculty as a community of learners engaged in persistent learning and exemplary teaching.”

Faculty shall receive tuition reimbursement or tuition waiver for matriculation or tuition fees paid for course(s) taken at Florida State College at Jacksonville. Faculty are also eligible for reimbursement of tuition and lab fees not to exceed $2500.00 per fiscal year toward an advanced degree at other institutions. In addition, sabbaticals are available for qualified faculty members upon approval by the Faculty Sabbatical Review Committee.

The program/institution provides periodic in-service workshops for faculty designed to provide an orientation to program policies, goals, objectives and student evaluation procedures.

**3-12 Faculty must be ensured a form of governance that allows participation in the program and institution’s decision-making process.**

**Intent:**

*There are opportunities for program faculty representation on institution-wide committees and the program administrator is consulted when matters directly related to the program are considered by committees that do not include program faculty.*

The College has a strong representative governance model that affords all employee groups and students the opportunity to participate in governance and the institution’s decision making process. Exhibit 3-12 A details the institution’s governance model.

Faculty are well represented on College as well as North Campus committees. In fact, Glenda Miller serves as an allied health programs representative on the Faculty Senate
which meets once a month to discuss faculty issues. Representatives of the Faculty Senate address the monthly Faculty Exchange of Views where faculty and administration discuss issues of concern. North Campus representatives of the Faculty Senate attend the monthly Leadership and Management Team meetings where they provide the faculty’s views and opinions to North Campus decision makers for action. The North Campus Governance Council which addresses campus specific issues and concerns for faculty, staff, students and administrators is another component of the College’s Governance process to which faculty have access.

3-13 **A defined evaluation process must exist that ensures objective measurement of the performance of each faculty member.**

**Intent:**

An objective evaluation system including student, administration and peer evaluation can identify strengths and weaknesses for each faculty member (to include those at distance sites) including the program administrator. The results of evaluations should be communicated to faculty members on a regular basis to ensure continued improvement.

Article 11 of the Collective Bargaining Agreement details performance criteria, procedures, observations and visits and ratings for faculty evaluation.

Please see Exhibit 3-13A.

Faculty on annual contract are evaluated once a year, during the spring term. Faculty on continuing contract will be evaluated once every two years during the term mutually agreed upon by the faculty member and his or her supervising administrator unless performance warrants otherwise. The goal of the evaluation is to encourage and recognize excellence in faculty performance and to provide the opportunity for faculty members and their supervisors to discuss performance regularly and in a consistent manner throughout the College. Laboratory and didactic instruction are evaluated.
Support Staff

3-14 Services of institutional support personnel must be adequate to facilitate program operation.

The support services provided by the institution to the dental assisting program include, but are not limited to those listed below:

- Academic Support Services
- Assessment Services
- Audiovisual Services
- Cafeteria/Food Services
- Campus Bookstore
- Childcare Services
- Computer Services/Labs
- Counseling
- Custodial
- Disabled Student Services
- Duplicating
- Financial Aid
- Library and Learning Resources
- Maintenance
- Security/Risk Management
- Student Retention Services

The Dental Program has one full-time administrative specialist and one part-time senior support specialist designated for the program. The support staff is located in a centralized location on the campus adjacent to the Dental Clinic.

The senior support specialist, who is employed on clinic days, is responsible for receptionist duties including but not limited to making appointments, greeting patients, collecting money, and issuing receipts.

Please see Exhibit 3-14A for the job description of the Administrative Specialist and Exhibit 3-14B for the job description of the Senior Support Specialist.
STANDARD 4 – EDUCATIONAL SUPPORT SERVICES

4-1 The program must provide adequate and appropriately maintained facilities to support the purpose/mission of the program and which are in conformance with applicable regulations.

Intent:
The physical facilities and equipment effectively accommodate the schedule, the number of students, faculty and staff, and include appropriate provisions to ensure health and safety for patients, students, faculty and staff. The facilities permit attainment of program goals. This Standard applies to all sites where students receive instruction.

A. Description

1. In what year was the program facility constructed and/or last remodeled?

   The facility was constructed in 1970. Sections of the facility were remodeled between 2000 and 2002. Examples of remodeling include a new sterilization area in the dental hygiene clinic, a major renovation of the dental assisting clinic, the addition of an instructor’s bench in the laboratory, enlargement of the patient reception area, the addition of a faculty conference room, two additional radiology rooms, a new supply room which includes a separate hazardous materials storage area, a faculty suite that includes four faculty offices, an Instructional Program Manager’s office, and eight office cubicles for adjunct faculty. In 2008, a Technology Hub was added for student use.

2. What procedures have been established for assessing program facilities and equipment in relation to current concepts of dental assistant utilization? Who is responsible for the assessment and how frequently is it made? What is the program’s long-range plan for maintaining, replacing and adding equipment?

   The Instructional Program Manager is responsible for the assessment of equipment and facility needs. Faculty and staff provide input throughout the year at faculty meetings and recommendations from the Advisory Committee are solicited twice a year at their meetings. Prioritized needs and capital outlay requests are submitted annually to the Dean of Florida Coast Career Tech. All requests are reviewed by the campus’ senior leaders and funding allocations made based on the plan submitted by the program.
Clinical Facilities

4-2 The clinical facility must be available for students to obtain required experience with faculty supervision.

The clinical facility is adequate for the purposes of dental assisting education with functional, modern equipment and easily accessible hand washing sinks and view boxes on adjacent counters. Sufficient space through the use of mobile carts provides easy access for faculty supervision.

4-3 Each treatment area must contain functional equipment including:

a. Power-operated chair(s) for treating patients in a supine position
b. Dental units and mobile stools for the operator and the assistant which are designed for the application of current principles of dental assistant utilization.
c. Air and water syringe
d. Adjustable dental light
e. High and low speed handpieces
f. Oral evacuating equipment
g. Work surface for the chairside assistant

The dental assisting clinic includes five treatment areas including all of the above-mentioned equipment in functional condition.

4-4 Each treatment area must accommodate an operator and a patient as well as the student and faculty.

Each treatment area accommodates an operator and patient as well as the student and faculty.

4-5 The sterilizing area must include sufficient space for preparing, sterilizing and storing instruments.

The sterilization area in the dental assisting clinic includes an autoclave, ultrasonic cleaner, and a container designated for liquid disinfection and/or sterilization. Adequate space is provided for instrument preparation and storage. The majority of the instruments used for treatment are stored in the individual treatment areas. The dental assisting students also have access to the larger sterilization area in the dental hygiene clinic.

4-6 Instruments must be provided to accommodate students’ needs in learning to identify, exchange, prepare procedural trays and assist in procedures as they relate to general dentistry.
Each student treatment area is provided a set of diagnostic and operative instruments to accommodate students’ learning needs. Specialty instrument sets are available for instructional purposes as well.

A. **Description** (for Standards 4-2 through 4-6)

1. How many complete, functional treatment areas are used for preclinical and clinical instruction and practice?

2. List the type and quantity of major equipment provided in each treatment area.

   The dental assisting clinic includes five treatment areas, each of which contains a dental chair, a dental unit, operating light, an operator stool, an assistant stool, and a mobile cart.

3. If the clinic is shared with other program(s), how many hours per week is it used by each program? How many treatment areas are used each session? What procedures have been established for scheduling utilization of the clinic?

   The Dental Assisting Clinic is used almost exclusively by the Dental Assisting Program.

4. Describe the size and design of the space provided as the sterilizing area. Identify the type, quantity and capacity of equipment utilized to sterilize and disinfect instruments, small equipment and supplies.

   The sterilization area in the Dental Assisting Clinic is approximately 4 X 6 ft. and contains an ultrasonic bath, sink, and autoclave. It is adequate for instruction of the dental assisting students. Any bulk sterilization of instruments for clinical use is generally moved to the larger sterilization room in the Dental Hygiene Clinic.

5. Identify the type and quantity of instruments and small equipment that have been provided in the dental assisting clinical facility as an Exhibit.

   Please see Exhibit 4-6A.
Radiography Facilities

4-7  A radiography facility must accommodate initial instruction and practice required for students to develop competence in exposing and processing radiographs with faculty supervision.

4-8  A radiography facility must be equipped with:

   a. Dental radiography units that meet applicable regulations
   b. Teaching manikin(s)
   c. A number of viewboxes to accommodate several students simultaneously

A. Description (for Standards 4-7 and 4-8)

1. How many radiography units are there for taking intraoral radiographic surveys? Of this number, how many are separate from the general treatment area(s)?

   There are four radiography units available for taking intraoral radiographic surveys within the main dental hygiene clinic. Two additional units are located in the dental assisting clinic that are available for use during laboratory and clinical sessions. In addition, a Gendex GX-Panoramic unit is present in the main clinic.

   Please see Exhibit 4-8A for blueprint of Dental Programs facility.

2. With respect to equipment used for radiography instruction and practice:

   a. Identify the type(s) and date of manufacture of the radiography units.

   All rooms are equipped with a Gendex GX-770 unit.

<table>
<thead>
<tr>
<th>Room Number</th>
<th>Date of Manufacture</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>February, 1999</td>
</tr>
<tr>
<td>2</td>
<td>February, 1999</td>
</tr>
<tr>
<td>3</td>
<td>May, 2001</td>
</tr>
<tr>
<td>4</td>
<td>May, 2001</td>
</tr>
<tr>
<td>5</td>
<td>August, 1996</td>
</tr>
<tr>
<td>6</td>
<td>August, 1996</td>
</tr>
</tbody>
</table>

   b. Describe the extension tubes available for each radiography unit.

   Extension tubes available for each radiography unit are a 4-inch round tube. Adapters for rectangular collimation are available for instructional use as well.
c. Identify the method utilized to determine whether the units are adequately filtered and collimated.

All radiography units (intraoral and extraoral) are inspected by the State of Florida, Department of Health, Bureau of Radiation Control every year.

Please see Exhibit 4-8B.

d. Identify the type(s) and quantity of manikins provided.

Dentsply/Rinn manikins are utilized for training students in dental radiology. The Dental Programs maintain 7 adult dentition manikins. In addition, a pediatric mannequin is utilized for preclinical instruction in taking radiographs on the young patient.

e. Identify the type(s) and quantity of mechanical devices utilized as aids in making acceptable radiographs.

Dentsply/Rinn XCP and E-Z Grip Instruments are utilized as aids in making acceptable radiographs.

f. Specify the type(s) and quantity of devices that provide protection from ionizing radiation.

Each radiography operatory is equipped with a lead apron and thyroid collar to shield the patient during intraoral radiographic exposures. A cape without thyroid collar is utilized during panoramic radiographic exposures.

g. Identify the type(s) and quantity of devices utilized to monitor the emission of ionizing radiation.

Florida Administrative Code 64E-5.315 states that an operator who is likely to receive 10% of the annual legal limit in one calendar year must wear a monitoring badge. The history of the Dental Assisting Program indicates that students, faculty and staff occupational exposure does not approach the annual legal limit for the permissible dose (documentation available upon request). Therefore, the use of radiology monitoring badges was discontinued in 2002.

Please see Exhibit 4-8C.

3. What specific features in the design of, and equipment in, the exposure rooms provide protection from ionizing radiation?
Students and faculty are protected from ionizing radiation through room construction (lead lined walls, doors and leaded glass windows), portable lead shields and appropriate distancing of the exposure control button outside the room.

4. Identify the type(s) and quantity of processing equipment provided.

There is one darkroom adjacent to the radiography rooms in the dental assisting clinic and one darkroom adjacent to the dental hygiene clinic. The dental assisting darkroom contains the following equipment:

1) Wolf, 2-gallon manual processing tank
2) Gendex automatic processor
3) Super-Dent 5 x 12 film duplicator

The dental hygiene darkroom contains the following equipment:

1) Rinn, 5 gallon manual processing tank
2) Air Techniques A/T200XR automatic processor
3) Super-Dent 5 x 12 film duplicator

5. What area is designated for mounting and viewing radiographs? How many students can be accommodated simultaneously? How many viewboxes are provided and in what area?

The dental assisting clinic and laboratory is utilized for instruction during dental radiology lab courses. The dental assisting laboratory can accommodate 10 to 15 students simultaneously.

Viewboxes are provided at each of the 5 dental units in the dental assisting clinic. Additional viewboxes (5) are available in the laboratory as needed.

Laboratory Facilities

4-9 An adequate laboratory facility must be provided for effective instruction.

Intent:
The laboratory facilities include an appropriate number of student stations, equipment and space for individual student performance of laboratory procedures with faculty supervision.

A. Description

1. How many work areas (student stations) are there in the laboratory(s) used for instruction in dental science courses such as dental materials?

   The shared dental assisting laboratory has 20 stations available.

2. List the type(s) and quantity of equipment provided for each work area.

   Each work area has adequate countertop space, an operator stool, storage Dr. awer and electrical outlet.

3. List the type(s), number and location of general use equipment and instruments such as lathes, model trimmers and vibrators.

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Quantity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model Trimmer</td>
<td>4</td>
<td>Dental Laboratory</td>
</tr>
<tr>
<td>Vibrators</td>
<td>9</td>
<td>Dental Laboratory</td>
</tr>
<tr>
<td>Vacuum-forming Unit</td>
<td>3</td>
<td>Dental Laboratory</td>
</tr>
<tr>
<td>Lab Lathe</td>
<td>1</td>
<td>Dental Laboratory</td>
</tr>
</tbody>
</table>

**Extended Campus Laboratory/Clinical Facilities**

4-10 It is preferable and, therefore recommended, that the educational institution provide physical facilities and equipment which are adequate to permit achievement of the program’s objectives. If the institution finds it necessary to contract for use of an existing facility for laboratory, preclinical and/or clinical education, then the following conditions must be met in addition to all existing Standards.

   a. There is a formal agreement between the educational institution and agency or institution providing the facility.
   b. The program administrator retains authority and responsibility for instruction.
   c. All students receive instruction and practice experience in the facility.
   d. Policies and procedures for operation of the facility are consistent with the philosophy and objectives of the educational program.
   e. Availability of the facility accommodates the scheduling needs of the program.
   f. Notification for termination of the contract ensures that instruction will not be interrupted for currently enrolled students.
Intent:
This standard is applicable to extramural dental offices/clinic sites used for clinical practice experience as well as off-campus sites used for laboratory, preclinical and/or clinical education. All students assigned to a particular facility are expected to receive instruction and practice experience in that facility.

A. Description

1. If the program depends on an “Extended Campus Laboratory/Clinical Facility” for the provision of laboratory, preclinical and/or clinical education:

   a. Identify the facility and its distance from the institution
   b. State the extent to which the program is dependent upon the extended campus facility.
   c. As an Exhibit, provide a signed copy of the formal agreement between the educational institution and the agency or institution providing the facility.

   The Dental Assisting Program utilizes a number of extended campus clinical facilities for the clinical training of our dental assisting students. These include clinic settings as well as private general and specialty offices in the community. Over the years, the Program has established a close relationship with the dental community and a level of trust that serves us well when seeking externship sites for our students to complete the clinical portion of their training. All clinical sites are within reasonable distance from the College and efforts are made to accommodate students’ travel needs.

   No individual extended facility is absolutely critical for the operation of the program. We have been fortunate to have more than enough local practitioners willing to assume the responsibility to assist in the clinical training of our students. The downward trend in the economy appears to have impacted the workload for local dentists and fewer are willing to take our students than in the past. Dr. Smith, the program manager, is increasing his outreach to local dentists to assure a ready supply of externship sites now and in the future.

   We have begun the process of formalizing our relationship with the clinical sites we utilize by developing a standard affiliation agreement. We will have formal agreements with all externship sites before the next class starts their externship. The legal document that the College will employ meets the Commission’s requirements and details our expectations so that no misunderstandings occur. A copy of the Affiliation Agreement is included as Exhibit 4-10A. Signed agreements will be available for site visitors to inspect. A list of dental clinics and private practices that have accommodated our students is attached as Exhibit 2-31C. Exhibit 4-10B is an Affiliation Agreement currently in effect for the Sulzbacher Dental Clinic.
Classroom Space

4-11 Classroom space must be provided for, and be readily accessible to, the program.

A. Description

1. Is there a classroom assigned exclusively to the dental assisting program? If not, what arrangements have been made to ensure the availability of a classroom for the program?

   One classroom is assigned primarily to the dental assisting program. Use by other programs is cleared through the Instructional Program Manager or Dean to insure availability of the classroom at days and times required by the dental assisting program. The Director of Administrative Services facilitates the scheduling of additional classroom space in the event of overlapping schedules.

2. Indicate the capacity of the classroom(s) utilized by the program. What equipment is available in each classroom?

<table>
<thead>
<tr>
<th>Room</th>
<th>Capacity</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A324</td>
<td>24</td>
<td>Faculty podium with “smart classroom suite” consisting of a computer w/ Microsoft Office Software, DVD/VCR, document camera, projector, ceiling-mounted projector, and chalkboard</td>
</tr>
<tr>
<td>A317</td>
<td>24</td>
<td>Faculty podium with “smart classroom suite” consisting of a computer w/ Microsoft Office Software, DVD/VCR, document camera, projector, ceiling-mounted projector, and whiteboard</td>
</tr>
</tbody>
</table>

Office Space

4-12 Office space must be provided for the program administrator and faculty.

A. Description

1. Specify the number, capacity and location of the program administrator and faculty offices.

   A suite of offices has been assigned to the Dental Programs on the third floor of “A” Building. The suite is in close proximity to classroom, clinical and laboratory areas. The suite contains 5 private offices with secured entry; one is designated for the Instructional Program Manager. Eight cubicles are available for use by adjunct faculty members. Each cubicle is equipped with a computer with network access, a locking file cabinet and a storage area. The support staff office is adjacent to the dental hygiene clinic area. The office accommodates two support staff members and provides space for files and office supplies.
2. Describe the space available for securing student and program records.

Active student records are secured in locking file cabinets in the support staff office. Records of program graduates are stored in a separate area within the department. Purging of any records containing personal information follows College policies and procedures. The College operates a computerized system of student record management called Orion, as well. This system is the official repository of student records such as transcripts.

Program records are kept in the support staff office, in the Dental Program’s faculty suite and in the Instructional Program Manager’s office where they are secured to insure confidentiality and safety.

Learning Resources

4-13 The program must provide adequate and appropriately maintained learning resources to support the goals and objectives of the program.

Intent:
Instructional aids and equipment, and institutional learning resources are provided and include access to a diversified collection of current dental, dental assisting and multidisciplinary literature and references necessary to support teaching, student learning needs, services, and research. All students, including those receiving education at a distance site, are provided access to learning resources.

A. Description

1. Where is the major collection of books and periodicals related to dental assisting retained? If the major collection is housed in the central library, is a separate collection of books and periodicals related to dental assisting retained in the program’s facilities?

The major collection of books and periodicals related to dental assisting is retained in the central library of the North Campus of Florida State College at Jacksonville. The Library and Learning Commons is located in Building D, Room 301 in close proximity to the Dental Assisting Program. A smaller collection of books and materials is retained in the program’s facilities.

2. Do students and faculty have access to additional libraries and on-line/electronic sources?

The North Campus Library and Learning Commons is open for a total of 75.5 hours per week. In addition, three other Florida State College at Jacksonville libraries at the Downtown, Kent and South campuses are available to all students.
The North Campus recently began offering weekly Saturday hours to better serve our students and the community.

Research activities are enhanced by technology. In addition to the traditional print sources, the North Campus Library and Learning Commons has an online computer catalog, LINCC, which allows for quick and easy retrieval of these materials as well as other pertinent titles housed at other Florida State College at Jacksonville campuses. LINCC is the Library Information Network of the 28 Community and State Colleges of the State of Florida. The library homepage also allows for viewing of holdings at the nine state universities in Florida through WebLUIS. Internet is available through the library workstations. In addition, LINCCWeb accesses full-text periodical articles (currently over 15,000), indexes to newspapers with some full-text issues, a statistical database, and many other resources that serve as research tools for students, faculty and staff. The library provides many avenues for research and is supported by the latest in information technology.

The materials not readily available at Florida State College at Jacksonville Libraries can be requested through interlibrary loan (ILL) for use by students and faculty. Most ILL requests can be completed online from any internet connection. ILL courier service is available between all state community college libraries, state university and college libraries, most private institution higher education libraries and points within the public library systems of most Florida cities. A courier service delivers materials once a week to the Downtown Campus library. The Downtown Campus library staff then send the materials to the Florida State College at Jacksonville campus from which the request originated.

Also available (and heavily used for research) are many online databases. There are both general and specialized databases that provide access to periodical and newspaper information. Some provide full-text coverage and others provide only an index; still others give an abstract, simple or detailed. Any information in an index that the North Campus library cannot provide can be requested through ILL and made available for research. Many documents are retrieved from international publications.

3. As an Exhibit, provide a list of periodicals related to dental assisting and general and specialty dentistry that are available for student and faculty reference.

Exhibit 4-13A provides a list of periodicals related to dentistry available for students and faculty reference.

4. As an Exhibit, provide a comprehensive listing of the specialized reference texts and the collection of books related to dental assisting and general and specialty dentistry that are available for student and faculty reference.
The specialized reference texts available for the Dental Assisting Program’s utilization are listed in the online catalog of the library. Please see Exhibit 4-13B & C.

5. Describe the procedure for updating and expanding library holdings. New monies are available each year to purchase additional and updated library materials for the Dental Assisting Program at North Campus. Requests for materials (books, multimedia, periodicals, etc.) are given by the dental assisting faculty (full-time and adjunct) to the library staff for purchase. Dental materials receive a priority status for purchase by the North Campus library. Recommendations from the dental assisting faculty working with the library staff allow for withdrawal of obsolete books and materials from the library. The North Campus Library full-time librarian faculty are Mary Dumbleton and Dr. Victoria McGlone.

6. Briefly describe the instructional aids used in the program, i.e., skeletal and anatomical models and replicas, slides and videos that depict current techniques.

Instructional aids used in the Dental Assisting program are listed in Exhibit 4-13D.

7. List the audiovisual equipment available for program use.

Multimedia/audiovisual equipment is available for utilization to enhance the delivery of the curriculum. These include computers, electronic presentation units, video projectors, half-inch videocassette players/recorders, monitors (TV), DVD players, slide projectors, ELMO/overhead projectors and cassette tape recorders. Audiovisual (AV) equipment is housed in the library for student/faculty use, and is kept at various points around the campus for access by the faculty. Equipment is available for checkout from the library by faculty for usage in the classroom. Many of the classrooms have become “smart” (formatted for high technology multimedia instruction) classrooms for electronic and internet presentations and are supported by the library.

Students and faculty in the Library and Learning Commons may, on an individual, small group, or large group basis, use audiovisual materials. Faculty may check out the AV materials for classroom use and outside viewing. Adjunct faculty have the same checkout and usage privileges as full-time faculty. AV equipment and services are available during the regular library hours. Arrangements may be made for AV materials/equipment after hours for classroom or off-campus use. This would be done through the multimedia specialist or his designee at the circulation desk. Requests for after-hours instruction/assistance may be arranged with the multimedia specialist. All after-hours assistance must be planned in advance of the event or need.
8. Discuss how and to what extent self-instructional materials are utilized in the dental assisting program.

Self-instructional materials utilized in the dental assisting program are mainly in the online resource format. Their use is for independent study as a supplement to print textbooks. In addition, a number of student textbooks are accompanied by DVD/CD supplemental materials that are utilized for self-instruction.

Student Services

4-14 There must be specific written due process policies and procedures for adjudication of academic and disciplinary complaints, which parallel those established by the sponsoring institution.

Intent:
These policies and procedures protect the students as consumers; provide avenues for appeal and due process; ensure that student records accurately reflect work accomplished, and are maintained in a secure manner; ensure confidentiality of and access to student records is followed; ensure student participation when appropriate. The institution provides services to the allied dental students equal to those available to other students.

A. Description

1. Provide information concerning the institution’s ethical standards and policies which protect students as consumers. What avenues for appeal and due process have been established?

Florida State College at Jacksonville has established ethical standards and policies which protect students as consumers. Individuals seeking the services of the College shall be afforded equal treatment regardless of race, color, religious beliefs, national origin, sex, marital status or disability. The institution also provides all students with direct services, consultation, training and educational programs necessary to support students in the pursuit of their educational goals. Students have the right to pursue any incident in which they believe they have been unfairly treated through due process procedures established by the institution in accordance with state and federal laws.

The College and the Dental Assisting Program reserve the right to deny continuance or require withdrawal of any student who gives evidence of being unable to perform the responsibilities and tasks required in the technical certificate program. These rules and regulations for student compliance are found in Board Rule 6Hx7-11. Students, thus denied, or required to withdraw, or who have other complaints may appeal by due process procedures described in the
2010-2011 Florida Coast Career Tech catalog (link) as well as in the student handbook section of Student’s Rights and Responsibilities.

Please see Exhibit 4-14A for a reproduction of the Students Rights & Responsibilities online catalog page.

2. Describe the manner in which records of student work in the program are maintained.

See below.

3. Describe the way in which confidentiality of and access to student records are provided.

Active student records are secured in locking file cabinets in the support staff office. Records of program graduates are stored in a separate area within the department. Purging of any records containing personal information follows College policies and procedures. The College operates a computerized system of student record management called Orion, as well.

Program records are kept in the support staff office, in the Dental Program’s faculty suite and in the Instructional Program Manager’s office where they are secured to insure confidentiality and safety.
STANDARD 5 – HEALTH AND SAFETY PROVISIONS

5-1 The program must document its compliance with institutional policy and applicable regulations of local, state and federal agencies including, but not limited to, radiation hygiene and protection, ionizing radiation, hazardous materials, and bloodborne and infectious diseases. Policies must be provided to all students, faculty and appropriate support staff and continuously monitored for compliance. Additionally, policies on bloodborne and infectious disease(s) must be made available to applicants for admission and patients.

Intent: The dental assisting program should establish and enforce a mechanism to ensure adequate preclinical/clinical/laboratory asepsis, infection and biohazard control and disposal of hazardous waste.

Policies and procedures on the use of ionizing radiation should include criteria for patient selection, frequency of exposing and retaking radiographs on patients, consistent with current, accepted dental practice.

Policies and procedures should be in place to provide for a safe environment for patients, students, faculty and staff. The confidentiality of information pertaining to the health status of each individual is strictly maintained.

This Standard applies to all program sites where laboratory and clinical education is provided.

5-2 Students, faculty and appropriate support staff must be encouraged to be immunized against and/or tested for infectious diseases, such as mumps, measles, rubella, hepatitis B, and tuberculosis prior to contact with patients and/or infectious objects or materials, in an effort to minimize the risk to patients and dental personnel.

A. Description (for Standards 5-1 and 5-2)

1. As an Exhibit, provide policies and procedures that have been developed related to radiation hygiene and protection and ionizing radiation.

The Dental Assisting Program has delineated criteria for patient exposure to radiation in the laboratory sessions for DEA 0745 Radiology I and DEA 0211 Radiology II. The rules governing radiation exposure, patient selection, frequency of exposure and retaking radiographs are described in the lecture portion of DEA 0745. They are included as Exhibit 5-2A.

2. As an Exhibit, provide policies and procedures that have been developed related
to the program’s asepsis, infection and hazardous control protocol.

The Dental Assisting Program’s protocols for asepsis and infection control are consistent with the Occupational Safety and Health Administration Bloodborne Pathogens Standard and the Centers for Disease Control and Prevention recommendations. Standard precautions are utilized during patient treatment and pre-clinical and clinical faculty are charged with assuring that students adhere strictly to this standard. An Infection Control Manual and a Hazard Communication Plan have been developed to provide policies and procedures for asepsis, infection and hazardous control protocol. These are included as Exhibit 5-2B.

3. As an Exhibit, provide policies and procedures that have been developed related to bloodborne and infectious disease(s). How is this policy made available to applicants for admission and patients?

A Florida State College at Jacksonville Infectious Disease Policy for Patients and Student Infectious Disease Policy have been established. The Student Infectious Disease Policy is reviewed and discussed at the new student orientation approximately three weeks prior to the beginning of the program. Students receive this information prior to accepting a position in the class. Patients receive the Infectious Policy for Patients prior to the start of treatment in the dental assisting laboratory or clinical session. Patients also receive a copy of the HIPAA privacy policy and the patient “Bill of Rights,” a copy of which is posted on the wall of the patient waiting room. This is included in Exhibit 6-3A.

4. How will these policies and procedures be monitored within the program to ensure compliance?

Instructors monitor student and peer compliance during laboratory and clinical sessions. Student mastery of this information is assessed through written and oral quizzes and examinations prior to patient contact. The Infection Control Manual, Hazard Communication Plan, and the Infectious Disease Policies for Patients and Students are reviewed and updated annually to include current scientific and regulatory information. This review is performed by the Dental Programs faculty and Instructional Program Manager.

5. How will these policies be made available to students, faculty and appropriate staff?

Each student, faculty and appropriate staff member is given a copy of the Infection Control Manual and the Hazard Communication Plan. The Infectious Disease Policies for Patients and Students are also provided for review. Students are instructed in these policies and procedures in the DEA 0020 Introduction to
Clinical Procedures class. Annual meetings provide faculty and staff with needed updates to the program’s policies and procedures.

6. How will students be encouraged to be immunized against and/or tested for infectious disease(s)?

Infectious diseases and available immunizations are discussed at the new student orientation and students are encouraged to be immunized. Students are given health physical and history documents at this time that are to be completed and submitted to the dental programs’ office prior to patient contact. All dental assisting students are required to submit proof of childhood and Hepatitis B immunizations. The health physical documents are included as Exhibit 5-2C.

**Emergency Management**

5-3 The program must establish and enforce preclinical/clinical/laboratory protocols and mechanisms to ensure the management of emergencies; these protocols must be provided to all students, faculty and appropriate staff; faculty, staff and students must be prepared to assist with the management of emergencies.

5-4 All students, faculty and support staff involved in the direct provision of patient care must be continuously recognized/certified in basic life support procedures, including cardiopulmonary resuscitation.

A. **Description** (for Standards 5-3 and 5-4)

1. As an Exhibit, provide preclinical/clinical/laboratory protocols that have been developed related to the management of emergencies. How are these protocols provided to all students, faculty and appropriate staff.

Theoretical and practical knowledge in the handling of medical emergencies is provided to students in the first semester in the HCP 0001 Health Careers Core class and in the second semester in DEA 0746 Pharmacology and Dental Office Emergencies. Per Florida State College at Jacksonville requirements, all students in laboratory classes receive oral and visual instruction in safety protocol and safety equipment operation during the first laboratory session. The dental assisting students receive this instruction during the first laboratory session of DES 0103 Dental Materials. Student signatures verifying instruction are obtained and retained by the instructor. The North Campus Safety Committee provides information to faculty and staff through departmental participation on the safety committee.

2. Describe how the program ensures that faculty, staff and students are prepared to assist with the management of emergencies.
Each faculty and staff member is provided with a copy of the Medical Emergency Management for the Dental Clinic that contains detailed instruction on how to handle emergencies. This document is reviewed annually and training is provided as part of the review of Infection Control and Hazardous Material policies. The Medical Emergency Management for the Dental Clinic document is included in Exhibit 5-3A.

3. Describe the program’s policy regarding basic life support procedures, including continuous recognition/certification in cardiopulmonary resuscitation for all students, faculty and support staff involved in the direct provision of patient care. How does the program ensure that recognition/certification of these individuals is obtained and does not lapse.

The Dental Assisting Program requires all students, faculty, and appropriate staff to be certified and current in basic life support procedures. The dental assisting students receive Basic Life Support training in the first semester HCP0001 Health Careers Core class. The training includes CPR, including use of the Automatic External Defibrillator (AED) for the Health Care Provider and First Aid. Copies of certifications are maintained in student, faculty, and appropriate staff files and are renewed when required. Active CPR certification must be maintained by faculty throughout employment and by students through enrollment. Exhibit 5-3B contains current CPR certification for the Dental Assisting Program faculty.
STANDARD 6 – PATIENT CARE SERVICES

THIS STANDARD APPLIES WHEN A PROGRAM HAS AN ON-SITE CLINIC AND PROVIDES DENTAL CARE.

Intent:
These standards apply to any dental assisting program operating an on-site or distance site clinic which provides comprehensive dental care to patients (e.g., diagnosis and treatment planning, operative and/or surgical procedures).

6-1 The program must conduct a formal system of quality assurance for the patient care program that demonstrates evidence of:

a. Standards of care that are patient centered, focused on comprehensive care and written in a format that facilitates assessment with measurable criteria
b. An ongoing review of a representative sample of patients and patient records to assess the appropriateness, necessity and quality of the care provided.

6-2 The program must develop and distribute to appropriate students, faculty, staff and each patient a written statement of patients’ rights.

6-3 Patients accepted for dental care must be advised of the scope of dental care available at the dental assisting program facilities. Patients must also be advised of their treatment needs and appropriately referred for the procedures that cannot be provided by the program.

A. Description (for Standards 6-1 through 6-3)

1. Describe the program’s quality assurance process and procedures for the patient care program.

Very limited patient care is provided as part of the Dental Assisting Program. That care consists exclusively of taking radiographs on students’ family members and friends. The faculty are tasked with assureing that radiographs are taken according to our written exposure guidelines and that they are of diagnostic quality. (Exhibit _)

2. As an Exhibit, provide a copy of the written statement of patients’ rights. Describe how the statement is distributed to students, faculty, staff and patients.

Patients receive an information packet at their initial visit to the dental clinic (available on site). Included in that packet is the Patient’s Bill of Rights developed by Florida State College at Jacksonville’s dental hygiene and assisting faculty. Patients are made aware of their right to care at the established standard of professional practice. This care is provided in a non-discriminatory,
professional and confidential environment. The Patient’s Bill of Rights is posted in the reception room, as well.

Students are informed about the Patient’s Bill of Rights and Access to Care during preclinical and clinical orientation sessions. A copy of the document is distributed and reviewed in the DEA0020 Introduction to Clinical Procedures course. Faculty and appropriate staff review the document at program meetings and during preclinical and clinical orientation sessions.

Please see Exhibit 6-3A.

3. Describe how the patients are informed of the scope of dental care available at the program facilities, advised of their treatment needs and referred for further treatment.

The scope of dental care available at the program’s facility is listed on the Scope of Dental Care and Informed Consent documents provided in the patient registration packet.

Please see Exhibits 6-3B and 6-3C.
CONCLUSIONS AND SUMMARY OF THE SELF-STUDY REPORT

Note: This summary culminates the self-study report in a qualitative appraisal and analysis of the program’s strengths and weakness.

STANDARD 1 – INSTITUTIONAL EFFECTIVENESS

1. Assess the extent to which the assessment process is consistent with the stated program goals.

   The assessment regimen was developed with an eye toward assuring that program goals were in alignment with and supportive of North Campus and College goals. The introduction of the state college designation and the structural divisions that were created, as well as the upcoming SACS accreditation, have increased our scrutiny of the assessment plan to assure that it is sufficiently robust. Where deficiencies were found (inadequate and inconsistent process for collecting graduate and employer surveys, for example), measures have been taken to address the concern.

2. How are the results of the assessment process utilized to evaluate the effectiveness of the program in meeting its goals?

   A prime example of effective use of the assessment process to spur program change was the introduction of an orthodontic assisting component to the program. This was a direct result of input from advisory committee members and employers who were anxious to have our students graduate with these skills.

3. Assess the stability of the program’s fiscal support as anticipated over the next several years.

   These are particularly challenging times for state-supported colleges in Florida. The College’s CFO projects the College’s budget for a 3 year period ensuring that state mandated reserves are maintained. The 3 year projections for 2010-2011, 2011-2012 and 2012-2013 reflect that while state funding allocations may be challenged, enrollment growth projections, College reserves and the College’s conservative management of its finances will keep the College in sound financial status. The College’s commitment is to maintain instruction and instructional support services as its top funding priority.

4. Assess the degree to which current financial support permits or inhibits achievement of program goals.

   Financial constraints have, thus far, had no ill effect on our ability to achieve program goals.
5. Assess the financial allocations for faculty salaries and professional development to ensure the program is in a competitive position to recruit and retain qualified faculty.

Faculty salaries are competitive and we are fortunate to have attracted an exemplary full-time faculty member whose expertise and teaching skills are first rate. In fact, Glenda Miller has been recognized frequently for the quality of her teaching skills, most recently winning the Sister Mary Clare Hughes Endowed Chair for Excellence in Health Care and Natural Sciences. Adjunct salaries are also quite competitive and have not been a hindrance to finding part-time instructors.

One of the areas where Florida State College at Jacksonville excels is in its commitment to developing the professional skills of its instructional staff. The College hosts the International Conference on College Teaching and Learning each year and all faculty are encouraged to attend tuition-free. In addition, the College offers each full-time faculty member $2500 in tuition reimbursement annually that can be used for professional development activities.

The Academy for Professional Development at Florida State College at Jacksonville was instituted to provide a wide range of courses for improving faculty teaching skills. North Campus administration has prioritized faculty development, particularly in the area of incorporating technology in the classroom, by remodeling and equipping its Faculty Resource Center with the latest equipment and software. Courses are offered in many areas including the use of “clickers” and the operation of “smart classroom” equipment. The Center for the Advancement of Teaching and Learning is a faculty led vehicle that promotes and sponsors faculty development opportunities. Additionally, faculty have 10 unscheduled hours of the 40-hour week for professional development.

6. Evaluate the effectiveness of the liaison mechanism between the program and the dental and allied dental community.

The program maintains a robust advisory committee with broad representation from the local dental community. One area where improvement is needed is in identifying and appointing dental assistants to serve on the committee. We have employed past members as adjuncts, thus making them ineligible for membership, and have had some who were not sufficiently active. Enforcing term limits per the By-laws will also assist in creating vacancies on the Advisory Committee that can be filled with Dental Assistants. By the time of the scheduled accreditation team site visit, we should have appointed two additional dental assistants to the advisory committee.

Another liaison mechanism is the relationship that has been established between the Dental Assisting Program and local dentists who serve as hosts to our externs. Until recently, a close relationship with local practitioners assured us a ready supply of externship sites for our students and employers for our graduates. The struggling economy is having an adverse effect on local dental practices and we are seeing that
manifested in greater difficulty identifying willing externship sites. This is another area where our advisory committee will be used to address a challenge.

**STANDARD 2 – EDUCATIONAL PROGRAMS**

1. Evaluate the admission criteria in terms of its ability to identify students with the potential for completing the curriculum and performing dental assisting functions with competence and efficiency.

While we have identified areas for strengthening in the admission criteria and process, an excess of 90% of enrolled students complete the program and enter the profession. We have begun to prioritize admission to students with TABE scores above the minimum requirement for graduation to ensure that we have students with the requisite basic skills to succeed academically. The faculty and leadership will explore establishing an application period, at the end of which, applicants will be ranked based on the admission criteria and the top ranked applicants receiving acceptance priority.

2. Do enrollment statistics reveal any trend which the institution is concerned? If so, describe those concerns.

No. We are fortunate to be admitting well-qualified students each year, almost all of whom have the minimum TABE score required for graduation when they are enrolled in the program. The few who do require remediation in basic skills are followed closely to assure that they have met the minimum requirements by the time they complete the program. The College, which has always taken its responsibility to educate adult and non-traditional students in basic skills in preparation for admission to a certificate or degree program, has undertaken a more aggressive approach as part of the college restructuring. The GED Academy was founded for just this purpose.

3. Assess the extent to which course descriptions and objectives reflect the content delineated in the respective topical outlines.

Course descriptions and objectives accurately reflect the content in the corresponding course outlines.

4. Explain the rationale for the overall curriculum sequence.

First term courses are foundational in nature with subsequent terms building on the knowledge base established early on. The scientific and clinical basis for dental care are primarily included in the student’s first term. By the time students are preparing for their externships, they have the skills and knowledge to successfully meet the challenges that they will face. The curriculum sequence supports the learning principles of moving from simple to complex knowledge and skills in a progressive manner.
5. How does the placement of clinical practice courses within the curriculum contribute to application of other subjects?

Mastery of preclinical skills precedes the students’ enrollment in clinical courses. In addition, the biological basis for dental treatment is mastered as a prelude to related clinical skills. As an example, the Dental Materials (DES 0103) and Head, Neck & Dental Anatomy (DES 0020) courses are taught in the first term to prepare students for the Expanded Duties course (DEA 0834) which is taught in the second term. In the Dental Materials course, the students learn about alginate impression material, for example, while in the head, Neck and Dental Anatomy course, they learn about intraoral landmarks. The knowledge learned in both courses is applied when students obtain impressions on their peers in the Expanded Duties course.

6. Assess the degree to which curriculum objectives for clinical experiences are being met.

All curriculum objectives for clinical experience are being met. Close monitoring of student progress while on externship and the use of at least three externship sites helps to assure that students have a varied experience that meets curriculum objectives.

7. Assess the degree to which the educational program provides students with the background knowledge of and competence required to perform functions delineated in Standards 2-7, 2-8, 2-9 and 2-10.

All functions delineated in Standards 2-7, 2-8, 2-9 and 2-10 are taught to students at a preclinical level while on campus and to a clinical level on externship. Successful preclinical competency evaluations are maintained for students as well as externship evaluations. The externship evaluation provides valuable feedback on how well we prepare students for clinical practice. In addition, our advisory committee keeps us abreast of how our graduates are being received by the dental community.

8. To what extent have results of the student evaluation process been used to modify the curriculum?

Student evaluations were the basis for several of the curriculum changes two years ago. Additional contact hours were added to courses to better prepare students to perform clinical skills. As an example, additional hours were added to the Expanded Duties course (DEA 0834). Another example is the introduction of an expanded orthodontic assisting component to the program at the urging of advisory committee members and other practitioners.
STANDARD 3 – ADMINISTRATION, FACULTY AND STAFF

1. Assess the effectiveness of communication between the program administrator and institutional administrators.

The Instructional Program Manager is an important part of the management team of North Campus and has worked closely with the College Workforce Education administrators to provide the needed support for the Dental Programs. Additionally, the Instructional Program manager has direct access to the campus president, when needed. These relationships have been beneficial for the Dental Assisting Program and were instrumental in identifying funding for the purchase of orthodontic instruments and teaching aids for our expanded orthodontic assisting module.

Monthly meetings are also held with the new Dean of the Florida Coast Career Tech, Dr. Melanie Ferren. The new organizational structure of the Florida Coast Career Tech is rapidly coalescing and, as the new entity matures, the role of each participant will become clearer and more defined.

2. What activities during the past year demonstrate that the program administrator has assumed responsibility for continuous coordination, evaluation and development of the dental assisting program?

The development of this self study document was directed by the Instructional Program Manager with the valuable assistance of the sole full-time faculty, Glenda Miller. In addition, Dr. Smith and Ms. Miller prepared the new curriculum to reflect updated program objectives and in anticipation of the accreditation process.

3. If any faculty member(s) lack(s) a baccalaureate degree, background in educational theory and practice and/or work experience as a dental assistant, in what ways are these deficiencies being corrected? Is the institution able to provide financial assistance and/or release time to support this endeavor?

All faculty teaching didactic courses have earned a baccalaureate degree. All faculty have opportunity to attend the annual International Conference on College Teaching and Learning. This benefit is provided without charge to all faculty and the program is tailored to improving the teaching skills of attendees with courses such as: “Cooperative Learning,” “Designing Courses to Improve Retention,” and “Tools for the Millennial Student.” Full-time faculty can access $2500 annually for professional development. In addition, the Academy for Professional Development and the North Campus Faculty Resource Center provide frequent short courses designed to improve the level of instruction provided to our students.
4. To what extent do faculty/student ratios during laboratory, preclinical and clinical sessions provide individualized instruction and allow evaluation of the process as well as the end result?

Faculty/student ratios during laboratory, preclinical and clinical sessions consistently provide sufficient individualized instruction to allow both process and end-result evaluation of student performance.

5. Compare the program faculty’s opportunities to continue professional development with those of other faculty in terms of release time and financial support.

No distinction exists between the professional development opportunities afforded Dental Assisting Program faculty and those of other programs.

6. Assess the effectiveness of the faculty evaluation system.

The faculty evaluation system is delineated in the collective bargaining agreement and as such was negotiated by the faculty bargaining team. It provides program administration a more than adequate opportunity to gauge faculty effectiveness.

**STANDARD 4 – EDUCATIONAL SUPPORT SERVICES**

1. Assess the advantages and disadvantages of the capacity, design and scheduling of the clinical, laboratory and classroom facilities and equipment in relation to the attainment of program goals.

The clinical, radiographic and laboratory facilities are adequate for providing students with the necessary learning experiences, especially when combined with the off-campus externship sites with which we have a cooperative relationship. The dental assisting clinic was updated within the last ten years and provides an appropriate instructional environment for the students. Storage space is at a premium, though adequate. With six x-ray units, two darkrooms, and some careful scheduling, the radiographic facilities are sufficient for our students to gain the required experience.

2. Evaluate the comprehensiveness, diversity, currency and quality of the texts and periodicals pertaining to dentistry and dental assisting that are available for use.

A wide selection of dental periodicals is available for student and faculty use in the library. Many of the periodicals can be accessed online and North Campus is undergoing a shift toward more computer-based assets in what is called The Library and Learning Commons. A large renovation project involving the library was completed the summer of 2010 with the result being greater access to the computerized databases for all college programs. In preparation for the shift from the traditional library model to the computer-
based Learning Commons, the dental faculty engaged in a thorough examination of all
dentally-related library holdings and made recommendations for future acquisitions.
There is continuing need to keep holdings current.

3. Assess the budget available to purchase instructional aids and equipment.

Sufficient funds are available to acquire the necessary instructional aids and equipment.

4. Evaluate the support services available to the program.

Florida State College at Jacksonville through Florida Coast Career Tech provides
exceptional support services to students, faculty, staff and its programs.

**STANDARD 5 – HEALTH AND SAFETY PROVISIONS**

1. Assess the program’s policies on the use of ionizing radiation.

Procedures related to radiation safety have been standard operating practice for many
years. With each new advance in the field of dental radiography, the Program re-
examines the current procedures and modifies them to incorporate the latest knowledge.
Faster dental x-ray film has been utilized for years to reduce patient exposure to ionizing
radiation and the recent incorporation of digital radiography equipment and techniques
has reduced further the patients’ exposure. The introduction of digital radiography will
further reduce patient exposure and provide environmental benefits as well.

In conjunction with the dental hygiene program, a manual on radiation safety will be
added to our Infection Control/Medical Emergencies manual by the beginning of fall
term.

2. To what degree does the institution comply with state and federal laws related to
radiation?

The Dental Programs comply with all state and federal laws related to radiation safety.

3. Assess the effectiveness of the program’s infectious disease(s) and hazardous materials
policy(s) and procedures in ensuring a safe environment for patients, students, faculty and
staff.

The Dental Programs maintain an Infection Control Manual (Exhibit 5-2B) that reviews
standard practices and procedures for maintaining a safe environment for patients,
students, faculty and staff. It is updated annually by the Instructional Program Manager
and full-time faculty. Students review this manual as part of their curriculum and faculty
and staff receive annual training at a faculty meeting.
4. Assess the effectiveness of the program’s policy to manage emergencies which might occur in the dental assisting clinical and laboratory facilities.

Fortunately, we have not had to test our ability to manage emergencies in the dental assisting clinical and laboratory facilities in many years. Our Medical Emergency Management document is reviewed and updated annually by the Instructional Program Manager and full-time faculty and training provided to the Dental Programs staff and students.

STANDARD 6 – PATIENT CARE SERVICES

1. If the program has an on-site clinic and provides dental care, assess the effectiveness of the program’s system of quality assurance for the patient care program.

The program does not operate an on-site clinic for the dental assisting students. The Dental Hygiene Clinic maintains its own quality assurance regimen.