



DENTAL HYGIENE CURRICULUM MANAGEMENT PLAN



Lyndsey Beetz, M.Ed., BSDH, RDH, CDA
Dental Hygiene Program Coordinator

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INTRODUCTION

The Illinois Valley Community College Dental Hygiene Program has received Initial Accreditation status with the Commission on Dental Accreditation in February of 2023, and will graduate its first dental hygiene class in the Fall of 2025. The next scheduled site visit will occur between August–December of 2025.

IVCC VISION, MISSION AND CORE VALUES

MISSION

Illinois Valley Community College provides a high-quality, accessible, and affordable education that inspires individuals and our community to thrive.

VISION

Illinois Valley Community College is the preferred gateway to advance individual and community success.

CORE VALUES

Responsibility: We will follow through on our commitments and welcome constructive assessment and suggestions for improvement. We will meet performance expectations for personal and professional conduct.

Caring: We will nurture a culture of mutual appreciation; cultivate empathy and a compassionate response to others.

Honesty: We will speak and act truthfully, without hidden agendas—admitting when we make mistakes or do not know, avoiding silence when it may be misleading, identifying and working with each other to communicate and solve problems.

Fairness: We will treat students and colleagues equitably, without favoritism or prejudice, giving all the benefit of the doubt and providing opportunities for individual success.

Respect: We will consider the talents, feelings and contributions of everyone in our interactions and behaviors; practice active listening and collaborating in our daily work; base our relationships on the essential dignity of each individual; value diverse cultures, backgrounds, lifestyle and abilities; and understand that inclusion makes us stronger and able to perform at higher levels.

IVCC GOALS AND OBJECTIVES

GOAL 1

Raise community appreciation for post-secondary education and the opportunities it provides.

- Promote IVCC's educational opportunities so as to optimize enrollments.
- Solicit community feedback and participation in the development and enhancement of IVCC's programs.
- Create and coordinate opportunities for community engagement in order to highlight IVCC's contributions to the community.

GOAL 2

Provide resources and support systems that cultivate success for our students, employees, and community.

- Enhance the student experience by continuously improving teaching and learning both in and out of the classroom
- Develop interventions that address students' academic, social, emotional, and financial needs.
- Create and maintain a dynamic workplace that supports employees' personal and professional growth.
- Develop sustainable partnerships that contribute to the economic success of the individual and the community.

GOAL 3

Serve as responsible stewards of college, community, state, and donor resources.

- Leverage human resources to maximize student learning, satisfaction, and safety.
- Plan and manage fiscal resources proactively to balance revenue with expenses.
- Design, supply, and maintain an environment that is conducive to student learning and community well-being.

ASSESSMENT OF STUDENT LEARNING

IVCC has 4 Institutional Learning Goals: Communication, Inquiry, Social Consciousness, Responsibility, and 10 Institutional Learning Outcomes (ILOs).

By assessing the ILOs, we determine if students are proficient or not yet proficient in our institutional learning goals and outcomes.

IVCC's master course outlines indicate which of the 4 ILOs are assessed in a course. Learning may be assessed by one or more outcomes in a course.

IVCC faculty assess ILOs in assignments and evaluations (tests, quizzes) aligned to course objectives and competencies. The Assessment Plan indicates which course outcomes and competencies are aligned to the ILOs assessed in the course. When assessing, faculty should look for assessment evidence to determine if a student is proficient or not yet proficient in an outcome.

ILO assessment evidence provides examples of knowledge, skills, abilities, and behaviors demonstrated by students who are proficient in an ILO. Visit the ILO Assessment Evidence page.

Alignment and assessment are done in the learning management system, Brightspace. The results of assessment are collected and reported by subject, division, and other variables. IVCC uses assessment results for measuring student learning and for continuous improvement.

INSTITUTIONAL LEARNING OUTCOMES (ILOS)

GOAL 1. COMMUNICATION: TO COMMUNICATE EFFECTIVELY

Is the student proficient in...

- communicating to or with a specific audience? (Outcome 1.1)
- demonstrating purpose and organization? (Outcome 1.2)
- synthesizing and supporting ideas? (Outcome 1.3)

GOAL 2. INQUIRY: TO APPLY CRITICAL, LOGICAL, CREATIVE, AESTHETIC, OR QUANTITATIVE ANALYTICAL REASONING TO FORMULATE A JUDGMENT OR CONCLUSION

Is the student proficient in...

- gathering and selecting information? (Outcome 2.1)
- analyzing or investigating data? (Outcome 2.2)
- articulating reasons for decisions or solutions? (Outcome 2.3)

GOAL 3. SOCIAL CONSCIOUSNESS: TO ARTICULATE WHAT IT MEANS TO BE A SOCIALLY CONSCIOUS PERSON, LOCALLY AND GLOBALLY

Is the student proficient in...

- describing a social system, theoretical framework, culture, or lifestyle? (Outcome 3.1)
- appreciating diverse perspectives or differences within social, theoretical, or cultural systems? (Outcome 3.2)

GOAL 4. RESPONSIBILITY: TO RECOGNIZE HOW PERSONAL CHOICES AFFECT SELF AND SOCIETY

Is the student proficient in...

- articulating an assessment of self in relation to others? (Outcome 4.1)
- demonstrating awareness of personal responsibility and positioning within a larger context, culture, community, or system of thought? (Outcome 4.2)

ASSESSMENT OF STUDENT LEARNING PROCESS

ILO assessment evidence provides examples of knowledge, skills, abilities, and behaviors demonstrated by students who have met an ILO.

1.1 IS THE STUDENT PROFICIENT IN COMMUNICATING TO OR WITH A SPECIFIC AUDIENCE?

1. Attention: Is able to attract and retain the audience's attention
2. Language: Uses ideas and language consistently appropriate for the intended audience
3. Listening: Listens actively
4. Persuasion: Understands the rhetorical means of persuasion
5. Respect: Demonstrates a respect for others; Exhibits a respect for diversity of perspectives and is tolerant of dissent
6. Responding: Responding appropriately—considers context of and follows rules regarding contexts of the situation
7. Technology: Understands the repercussions of inadequate or unwise uses of technology: Uses technological tools correctly in presenting a message

1.2 IS THE STUDENT PROFICIENT IN DEMONSTRATING PURPOSE AND ORGANIZATION?

1. Language: Uses Standard English appropriately throughout or follows formal grammar of another language
2. Structure: Contains an introduction that captures the reader's attention, transitions to the topic by giving context or background information, and presents the thesis statement, while having a conclusion that reemphasizes the thesis and main ideas and provides a sense of closure: If written, there are few errors in sentence boundaries, spelling, punctuation, mechanics, or grammar. If spoken, there are no major errors in presentation, both verbally (i.e., grammar, vocalization, pacing, etc.) and non-verbally; speaker exhibits consistent control of self and thorough understanding of both assignment and audience expectations. If interpersonal, speaker stays focused on message, balancing audience/group response, appropriately and sensitively, with communicative task; Shows that the student has thought through the inventing process, providing student's own thoughts instead of merely repeating ideas and summarizing sources
3. Thesis: Has a thesis or introduction that is generally clear and logical, is appropriate for the assignment and the audience, and concisely expresses the main idea as well as previewing the supporting ideas; Supports its thesis or main point with an adequate development of ideas
4. Transitions: Demonstrates the student's ability to clearly, logically, and accurately organize information and to provide clear and smooth transitions among ideas

1.3 IS THE STUDENT PROFICIENT IN SYNTHESIZING AND SUPPORTING IDEAS?

1. Citations: Cites and documents evidence correctly according to the standards of the discipline with minimal errors
2. Ethics: Uses evidence fairly—within context or explains context appropriately
3. Logical fallacies: Avoids logical fallacies
4. Negotiation: Negotiates with others, whether those others are viewpoints, people, or texts
5. Perspective: Demonstrates student's previous knowledge and addresses that student's viewpoint is not the only perspective
6. Sources: Evidence and sources are relevant and credible and documented with minimal errors

2.1 IS THE STUDENT PROFICIENT IN GATHERING AND SELECTING INFORMATION?

1. Problem statement: States, describes, and clarifies the issue/problem to be considered critically so that understanding is not seriously impeded by omissions, with evidence of relevant contextual factors
2. Questions: Frames appropriate questions related to the issue/problem
3. Ethics: Defines criteria to assess the credibility, validity and accuracy of information, as well as relevance to information need
4. Sources: Explores general and specialized information sources in order to gain understanding of topic
5. Evidence: Gathers and organizes relevant information, integrating and acknowledging background knowledge, prior assumptions, observations, external sources, and collected data sets
6. Method: Matches research method appropriately to task
7. Technology: Uses appropriate data gathering, compiling, and analyzing tools and lists societal forces that influence perceptions, including cultural and political values and norms, historical and technological effects, and personal position in the world

2.2 IS THE STUDENT PROFICIENT IN ANALYZING OR INVESTIGATING DATA?

1. Argument: Develops arguments, identifying premises and conclusions within the argument. Defuses invalid arguments and distinguishes between arguments leading to valid arguments
2. Ethics: Applies appropriate theoretical and/or moral decision-making strategies
3. Logic: Draws logical conclusions and inferences and logically discusses and debates benefits, limitations, and aspects of concern regarding various proposed solutions, eradicating most bias and irrelevant information
4. Synthesis: Relates classroom learning to real world and identifies theoretical concepts in daily activities
5. Trends: Identifies trends and patterns, making connections between problems and

solutions

6. Wellness: Compares and contrasts theories and perspectives, explaining relationships, similarities and differences

2.3 IS THE STUDENT PROFICIENT IN ARTICULATING REASONS FOR DECISIONS OR SOLUTIONS?

1. Conclusion: Adequately shows how conclusion was reached and explains which and why decision-making tools were used. Draws conclusions that are logically tied to and supported by a range of appropriate information (data sets, viewpoints, theories, etc.), and while solution may be incorrect, methodology used shows validity of thought process
2. Solution: Discusses adequacy of solution and probable impact of decision, recognizing there may not be just one right answer. Recommends and defends potential solutions, even if somewhat obvious, for existing or newly encountered problems

3.1 IS THE STUDENT PROFICIENT IN DESCRIBING A SOCIAL SYSTEM, THEORETICAL FRAMEWORK, CULTURE, OR LIFESTYLE?

1. Beliefs: Recognizes variations in beliefs, traditions, and values across and within cultures
2. Ethics: Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. Indicates understanding of how diverse groups have been treated and perceived throughout history.
3. Patterns: Identifies patterns in cultural behavior, including stereotypes.
4. Social System: Describes a social system or culture in terms of dominant features, beliefs, practices, or traits—as well as some of the underlying, complicating, or subordinate features of that system or culture.
5. Theory: Accurately identifies the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain/explains the details of the theory or theories used.
6. Wellness: Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.

3.2 IS THE STUDENT PROFICIENT AT APPRECIATING DIVERSE PERSPECTIVES OR DIFFERENCES WITHIN SOCIAL, THEORETICAL, OR CULTURAL SYSTEMS?

1. Anti-stereotype: Makes a conscious effort to overcome/counteract stereotypes and bias.
2. Choice: Understands the power to make positive choices may be obstructed by mental, medical, cultural, economic, or identity factors that are not easily controlled.
3. Diversity: Exhibits tolerance. Demonstrates positive regard for the culture, religion,

gender, and sexual orientation of individual students and their families. Explains the value of diversity, equity, and inclusion. Recognizes and participates in cultural differences in verbal and nonverbal ways and begins to negotiate a shared understanding based on those differences.

4. Ethics: Articulates that individual prioritize choices differently leading to diverse outcomes for the whole culture.
5. Perspective: Engages in perspective taking or exhibit empathy, curiosity, or openness.
6. Responsibility: Acknowledges the rights, responsibilities, and contributions of others.
7. Wellness: Alters interactions to accommodate differences, resists automatic judgment, and/or considers possibility of multiple meanings. Communicates with others, showing the ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' experiences.

4.1 IS THE STUDENT PROFICIENT IN ARTICULATING AN ASSESSMENT OF SELF IN RELATION TO OTHERS?

1. Culture: Explains ways in which one's own culture influences behaviors, choices, and values.
2. Diversity: Places own life within the context of the cultural diversity, history, or some other cultural or theoretical framework. Questions experience, while considering specific position in relation to others, when comparing others' cultures to own.
3. Ethics: Articulates own basic beliefs, values, morals, biases, and assumptions, or can provide examples of his or her own values and the source of those values. Provides evidence of having assessed values within a social, profession, disciplinary or theoretical context.
4. Self-awareness: Discusses in detail/analyze both core beliefs and the origins of the core beliefs. Expresses awareness of own background and how it affects one's world view, values, and assumptions. Expresses tension between previously held beliefs and contradictory beliefs from others. Recognizes that personal experiences and beliefs are starting points for understanding others.
5. Sustainability: Evaluates their environment and behavior (both positive and negative) and the relationship between the two.
6. Synthesis: Connects knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, government, or other social or cultural system. Demonstrates a link between own life and others—through career choice, assumptions about self or the world. Describes what they have learned about themselves as it relates to a growing sense of themselves within a larger community. Recognizes new perspectives about own cultural or social rules or biases—is becoming comfortable with the complexities that new perspectives offer.

7. Wellness: Acknowledges the individual is a holistic system with wellness extending beyond the physical aspects. Discusses how socio-emotional, socioeconomic, or other systemic factors affect personal decisions or actions Identifies constructive and/or destructive behaviors or relationships.

4.2 IS THE STUDENT PROFICIENT IN DEMONSTRATING AWARENESS OF PERSONAL RESPONSIBILITY AND POSITIONING WITHIN A LARGER CONTEXT, CULTURE, COMMUNITY, OR SYSTEM OF THOUGHT?

1. Choice: Describes societal and individual impact of choices and actions.
2. Community: Demonstrates ability and commitment to work actively within community contexts and structures to achieve a civic aim. Describes societal and individual impact of choices and actions.
3. Diversity: Considers the impact of a dominant culture. Describes how knowledge from different cultural perspectives can or could affect interpretations of prominent problems in politics, society, the arts and/or global relations. Evaluates the global or systemic effect/s of own and others' specific local actions on the natural and human world. Recognizes intellectual and emotional dimensions of more than one worldview, theoretical framework, social system, or lifestyle—and sometimes uses more than one in interactions.
4. Ethics: Acts with academic integrity and considers the alignment of personal values and an accepted moral code of behavior within specific situations. Accepts responsibility for own actions and understands that others' failures to act morally or accept responsibility may be a product of many variables. Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility. Demonstrates that own position goes toward or hold with the greater good. Demonstrates understanding of ethical issues and the social responsibility manifest in one's own personal choices, including decisions of when and how to act. Does not blame others for the consequences of one's own decisions, actions, or inactions. Evaluates his or her own assumptions and implications reflecting the ethical perspectives of different stakeholders, while considering the ramifications of alternative actions. Recognizes that personal values impact ethical choices. Identifies ethical dilemmas, and can describe the conflict between competing values, in civic, social, and academic life. Is able to suggest appropriate approaches to or frameworks for ethical decision making and considers the limitations of those, as well.
5. Sustainability: Compels others to understand limits to the ability to make positive choices. Discusses how socio-emotional, socioeconomic, or other systemic factors that affect personal decisions or actions lead to systemic issues. Identify ethical dilemmas associated with environmental, social, or cultural issues. Recognizes the influence of culture on contemporary problems.
6. Wellness: Identifies less controllable factors and outside influences within a culture, social system, theoretical framework, or lifestyle—in addition to personal



accountability. Understands and articulates societal and individual impact of individual and community choices and actions.

ILLINOIS COMMUNITY COLLEGE BOARD (ICCB)

COURSE CREDIT HOUR DETERMINATION

Credit hours for courses for which ICCB credit hour grants are to be claimed shall be determined on the basis of an expected 45 hours of combined classroom/laboratory and study time for each semester hour.

Information on determining the amount of credit hours a given course should be offered for can be found in the ICCB Administrative Rules Section 1501.309 Course Classification and Applicability. ICCB Program Approval Manual defines the required number of instructional contact hours per credit hour awarded. Contact to credit hour calculations are based on minimum requirements, using a 50–60-minute contact hour over a 15–16-week semester.

LECTURE COURSES

Courses with students participating in lecture/discussion-oriented instruction shall be assigned one semester credit hour or equivalent for each 15 classroom contact hours, at a minimum, of instruction per semester or equivalent. It is assumed that two hours of outside study will be invested for each classroom contact hour.

1 credit hour = 1 contact hour per week for 15 weeks (15 hours total)

i.e., 45 contact hours = 3 credit hours

LABORATORY COURSES

Courses in which students participate in laboratory/clinical-laboratory oriented instruction shall be assigned one semester credit hour or equivalent for each 30–45 classroom contact hours, at a minimum, of instruction per semester or equivalent. It is assumed that one hour of outside study will be invested for each two laboratory contact hours.

1 credit hour = 2–3 contact hour per week for 15 weeks (30–45 hours total), to be decided by the institution, division or department

i.e., 112.5 contact hours = 3 credit hours

CLINICAL PRACTICUM COURSES

Courses in which students participate in clinical practical experiences shall receive one semester credit hour or equivalent each 30-60 contact hours, at a minimum, per semester or equivalent. It is expected that one hour of outside study time will be invested for each two clinical practicum contact hours.

1 credit hour = 2-4 contact hour per week for 15 weeks (30-60 hours total)

i.e., 90 contact hours = 3 credit hours

INTERNSHIP COURSES

Courses in which students participate in nonclinical internship practicum, or on-the-job supervised instruction shall receive one semester credit hour or equivalent for each 75-149 contact hours, at a minimum, per semester credit hour or equivalent.

1 credit hour = 5-10 contact hour per week for 15 weeks (75-149 hours total)

i.e., 225 contact hours = 3 credit hours

INTENSIFIED OR ACCELERATED SCHEDULES

Students who participate in an approved program with an intensified or accelerated schedule shall be exempt from the contact hour requirements of this subsection.

DENTAL HYGIENE PROGRAM GOALS

1. Prepare students, through proper academic and clinical educations, to be qualified dental professionals.
2. Provide comprehensive dental hygiene care to patients to enhance the clinical education of students.
3. Develop health education skills for students and faculty through participation in the delivery of clinical and educational services in the community.
4. Utilize skills to assess, diagnose, plan, implement, and evaluate treatment that are essential to the maintenance of patients' health.
5. Instill an appreciation and motivation for lifelong learning and professional growth in the students.
6. Utilize problem solving and critical thinking skills to integrate accepted scientific theories and research into educational, preventative, and therapeutic oral health services.
7. Use evidence-based decision making to assess and apply health care strategies aligned with arising trends to attain high-quality, affordable and humanistic care.

Goal	Objective	Action Step	Monitoring Mechanism	Evaluating Mechanisms	Data Collection Timeline	Data Collection	Data Assessment	Results	Resulting Action	Program Improvement as a result of data analysis
Goal #1	Prepare students, through proper academic and clinical educations , to be qualified dental professionals.	All courses in the Dental Hygiene Curriculum	National and Regional Boards	National and Regional Board Results	January	Coordinator for Dental Hygiene	Coordinator for Dental Hygiene and the advisory board	N/A	N/A	N/A
Goal #2	Provide comprehensive dental hygiene care to patients to enhance the clinical education of students.	This is taught in DLH 1200 Pre-Clinic	Testing in DLH 1200 and clinical tracking in Blackboard	Grading of course work and clinical tracking in Blackboard	Ongoing, at the completion of the patient when the student receives a grade for patient care.	DLH 1200 instructor and clinical faculty	Coordinator for Dental Hygiene and instructors for DLH 1200 Pre-Clinic	N/A	N/A	N/A
Goal #3	Develop health education skills for students and faculty through participati	School based dental education programs	DLH 2215 Community Dental Health requires students to plan and participate in these	DLH 2215 Community Dental Health reflection assignments	After each completed project.	Instructor for DLH 2215 Community Dental Health	DLH 2215 instructor and meets with the Coordinator for Dental Hygiene	N/A	N/A	N/A

Goal	Objective	Action Step	Monitoring Mechanism	Evaluating Mechanisms	Data Collection Timeline	Data Collection	Data Assessment	Results	Resulting Action	Program Improvement as a result of data analysis
	on in the delivery of clinical and educational services in the community.		community programs.							
Goal #4	Utilize skills to assess, diagnose, plan, implement, and evaluate treatment that are essential to the maintenance of patients' health!	This is taught in DLH 1200 Pre-Clinic and DLH 1205 Dental Hygiene I	Students write treatment plans for all patients the first semester of clinic. In continuing semesters of clinic, students write treatment plans for higher level patients.	All treatment plans are assessed by faculty when grading student work. Two treatment plans are graded in the SP, one in the SM and one in the FL semester	Ongoing, at the completion of the patient when the student receives a grade for patient care.	All clinical faculty	Coordinator for Dental Hygiene and instructors for DLH 1200 Pre-Clinic and DLH 1205 Dental Hygiene I	N/A	N/A	N/A
Goal #5	Instill an appreciation and motivation for lifelong learning and profession	Students and faculty will be required to attend continuing education	Required in Dental Hygiene Orientation and clinic calendars	Registrations collected and sent together. Attendance taken at the event.	Day of the event	Faculty	Coordinator for Dental Hygiene	N/A	N/A	N/A

Goal	Objective	Action Step	Monitoring Mechanism	Evaluating Mechanisms	Data Collection Timeline	Data Collection	Data Assessment	Results	Resulting Action	Program Improvement as a result of data analysis
	al growth in the students.	programs yearly								
Goal #6	Utilize problem solving and critical thinking skills to integrate accepted scientific theories and research into educational, preventive, and therapeutic oral health services.	Students will use these skills while seeing patients in Clinic I, Clinic II, and Clinic III. Case studies are used in DLH 2202 and DLH 2205	Case studies in DLH 2202 and DLH 2205. Care plans in clinic.	Case studies are graded by faculty. All DH care plans are assessed by faculty members and supervising dentist.	DH care plans are assessed at time of appointment. Case studies are graded after submission.	Faculty, supervising dentist	Faculty, supervising dentist	N/A	N/A	N/A
Goal #7	Use evidence-based decision-making to assess and apply health care strategies	Students will use these skills while seeing patients in Clinic I, Clinic II, and Clinic III. Case	Case studies in DLH 2202 and DLH 2205. Care plans in clinic.	Case studies are graded by faculty. All DH care plans are assessed by faculty members and supervising dentist.	DH care plans are assessed at time of appointment. Case studies are graded after	Faculty, supervising dentist	Faculty, supervising dentist	N/A	N/A	N/A

Goal	Objective	Action Step	Monitoring Mechanism	Evaluating Mechanisms	Data Collection Timeline	Data Collection	Data Assessment	Results	Resulting Action	Program Improvement as a result of data analysis
	aligned with arising trends to attain high-quality, affordable and humanistic care.	studies are used in DLH 2202 and DLH 2205			submission.					

SCHEDULE OF DENTAL HYGIENE CURRICULUM MANAGEMENT

Dental Faculty (DF), Director of Dental Programs (DOD); Dean of Health Professions (DOH), Vice President for Academic Affairs (VPAA), Advisory Board (AB)

Activity	Responsibility of	Discussion	Due Date	Follow-up Needed
FALL August-December				
Evaluate courses/instruction from summer term	DF, DOD	October	December	
Plan spring Advisory Board Meeting	DOD	October	December	
Review competencies/outcomes assessment plan	DF, DOD	October	December	
Submit required documents to make minor/major curricular changes to Curriculum Committee	DOD, DOH	September	November 1	
Review syllabi for Spring	DF, DOD, DOH, VPAA	September	November	
Develop wish list and proposals for equipment acquisition/maintenance	DF, DOD	October	December	
SPRING January-April				

Activity	Responsibility of	Discussion	Due Date	Follow-up Needed
Update DLH Student Handbook	DF	March 1	May 1	
Review program alignment with IVCC Mission, Vision and Values	DOD, DOH, AB	March 1	May 1	
Update DLH Clinic Manual	DF, DOD, AB	March 1	May 1	
Review Clinic Policies, Procedures, and Forms	DF, DOD, AB	March 1	May 1	
Evaluate courses/instruction from Fall terms	DF, DOD	January	March 1	
Review syllabi for Summer	DF, DOD, DOH, VPAA	February	April	
Review sequencing of courses	DF, DOD, AB	February	March	
Begin process required to make minor/major curricular changes	DOD	March	May	
Recommend changes to the clinic procedures and policies	DOD, DF	March	May	

Activity	Responsibility of	Discussion	Due Date	Follow-up Needed
Administer graduate exit, alumni, and employer surveys.	DOD	April	May	
SUMMER May-July				
Ensure Faculty and Student CPR/Immunizations are current	DOD, DF	June	July	
Evaluate courses/instruction from spring terms	DOD, DF	June	July	
Review Syllabi for Fall	DOD, DF, DOH, VPAA	June	July	
Evaluate exit, alumni, and patient surveys	DOD	June	July	
Review IVCC Assessment report	DOD	June	July	
Review national/regional board exam results	DOD, DF, DOH	June	July	
Plan fall advisory board meeting	DOD	June	July	
Review library holdings and requests	DOD, DF	June	July	

Activity	Responsibility of	Discussion	Due Date	Follow-up Needed
Review DLH Application and Admissions Procedure with IVCC Director of Admissions	DOD	June	July	
Continue process required to make minor/major curricular changes	DOD	June	July	

END OF TERM CURRICULUM REVIEW FORM

DATE OF REVIEW:

COURSE TAUGHT:

INSTRUCTOR:

TERM:

Check the competencies that are taught in this course and indicate the level of proficiency expected of the student. I=Introductory, D=Developing, C=Competent			
√	Level	Following all state and federal regulations, the student will:	Mapped to IVCC Core Outcomes
	I D C	Prepare students, through proper academic and clinical educations, to be qualified dental professionals.	
	I D C	Provide comprehensive dental hygiene care to patients to enhance the clinical education of students.	
	I D C	Develop health education skills for students and faculty through participation in the delivery of clinical and educational services in the community.	
	I D C	Utilize skills to assess, diagnose, plan, implement, and evaluate treatment that are essential to the maintenance of patients' health.	
	I D C	Instill an appreciation and motivation for lifelong learning and professional growth in the students.	
	I D C	Utilize problem solving and critical thinking skills to integrate accepted scientific theories and research into educational, preventive, and therapeutic oral health services.	
	I D C	Use evidence-based decision-making to assess and apply health care strategies aligned with arising trends to attain high-quality, affordable and humanistic care.	

Teaching Format: ___ Lecture ___ Online ___ Blended ___ Lab ___ Clinical

Evaluation Methods Used			
	Assignments		Skill Evaluation
	Projects		Self-Evaluation
	Group Activities		Community Rotation
	Research		Quizzes
	Written Paper		Midterm
	Portfolio		Final Exam
	Oral Presentations		Journal
	Other:		

List Courses in the DLH program that review/enhance material presented in this course:			
Topic	Supporting Course	Review	Enhance

How do you coordinate instruction with the other course instructors?

What emerging information, technology, textbook, evidence or research do you plan on incorporating into this course the future?

What resources and support will you need to help you incorporate emerging information, technology, textbook, evidence or research in to your course?

Are there any subject materials in this course that is outdated and needs to be removed or replaced? If so, please list below.

What changes will you make to the course based on student evaluations, exit/alumni surveys, board results, advisory committee comments, employer surveys or self-assessment?

If you were not able to cover everything included in the course content, what provisions have you made to assure students will receive the information?

Topic	Plan for information to be presented to students

Describe any factors, positive or negative, that had an impact on your ability to achieve your teaching goals for this course:

Final Grade Distribution							
Grade	A	B	C	D	F	I	W
# Students							
Remediation offered?							
Remediation offered?							
Plan Developed?							
Personal or Program							

This completed form must be turned into the Director of Dental Programs by the end of finals week.

DENTAL HYGIENE ASSESSMENT MATRIX

	Minimum Frequency							
	Each Course/ Semester	Annually	Every 2 years	Every 3 years	Every 5 years	Every 7 years	Ongoing	Responsibility
Student & Program Assessment								
<i>Dental Faculty (DF), Director of Dental Programs (DOD); Dean of Health Professions (DOH), Vice President for Academic Affairs (VPAA), Advisory Board (AB)</i>								
Course Evaluation	√							DF
IVCC Exit Survey		√						Institution
Graduate Survey (within 6 months post-grad)		√						DOD
Employer Survey				√				DOD
National Board Pass Rates		√						DOD
Clinical Board Pass Rates		√						DOD

National Board Subject Performance		√						DOD
Clinical Board Performance		√						DOD
Student Graduation Rates		√						DOD
Accreditation Review						√		DF, DOD, DOH
Internal Review			√					DF, DOD, DOH, VPAA
External Review				√				DF, DOD, DOH, VPAA

COMPETENCY DOCUMENT

Program Competency (the IVCC graduate will be competent in...)	Related Courses	Key Performance Indicators (KPI)
<p>1. Prepare students, through proper academic and clinical educations, to be qualified dental professionals.</p>	<p>DLA 1200, DLA 1201, DLA 1204, DLA 1205, DLA 1209, DLA 1210, DLA 1229, DLA 2230, DLA 2220, DLH 1202, DLH 1200, DLH 1204, DLH 2204, DLH 1201, DLH 1203, DLH 1205, DLH 1210, DLH 1207, DLH 2215, DLH 1215, DLH 2200, DLH 2202, DLH 2205, DLH 2210</p>	<p>Competency Checks Daily Clinical Evaluations Competency Evaluations Peer Evaluations Patient Projects Clinical Boards Health Education Teaching Units National Boards Patient Portfolios</p>
<p>2. Provide comprehensive dental hygiene care to patients to enhance the clinical education of students.</p>	<p>DLH 1200, DLH 1210, DLH 1215, DLH 2210, DLA 1204</p>	<p>Competency Checks Daily Clinical Evaluations Competency Evaluations Patient Projects Clinical Boards Patient Portfolios</p>
<p>3. Develop health education skills for students and faculty through participation in the delivery of clinical and educational services in the community.</p>	<p>DLH 2215, DLA 1205</p>	<p>Student Projects</p>
<p>4. Utilize skills to assess, diagnose, plan, implement, and evaluate treatment that are essential to the maintenance of patients' health.</p>	<p>DLH 1200, DLH 1205, DLH 1210, DLH 1215, DLH 2210, DLA 1204</p>	<p>Competency Checks Daily Clinical Evaluations Competency Evaluations Peer Evaluations</p>

Program Competency (the IVCC graduate will be competent in...)	Related Courses	Key Performance Indicators (KPI)
		Clinical Boards National Boards Patient Portfolios
5. Instill an appreciation and motivation for lifelong learning and professional growth in the students.	DLH 2205	Student Portfolios
6. Utilize problem solving and critical thinking skills to integrate accepted scientific theories and research into educational, preventative, and therapeutic oral health services.	DLH 1200, DLH 1210, DLH 1215, DLH 2210, DLH 2202, DLH 2205, DLA 1204, DLA 1205	Competency Checks Daily Clinical Evaluations Competency Evaluations Peer Evaluations Patient Projects Clinical Boards National Boards Patient Portfolios
7. Use evidence-based decision making to assess and apply health care strategies aligned with arising trends to attain high-quality, affordable and humanistic care.	DLH 1200, DLH 1210, DLH 1215, DLH 2210, DLH 2202, DLH 2205	Competency Checks Daily Clinical Evaluations Competency Evaluations Peer Evaluations Patient Projects Clinical Boards National Boards Patient Portfolios

COURSE BY COMPETENCIES							
Course	Professionalism	Clinical Ed.	Community	Health Ed.	Prof. Growth	Prob. Solving/Critical thinking	EBDM
DLA 1200 Dental Science I	√						
DLA 1201 Dental Materials	√						√
DLA 1204 Radiology	√	√		√		√	√
DLA 1205 Prev/Nutrition	√		√			√	√

COURSE BY COMPETENCIES							
Course	Professionalism	Clinical Ed.	Community	Health Ed.	Prof. Growth	Prob. Solving/Critical thinking	EBDM
DLA 1209 Infection Control	√						
DLA 1210 Dental Science II	√						
DLA 1229 Med Emerg.	√						
DLA 2230 Embryl. Histol.	√						
DLA 2220 Oral Path I	√						

COURSE BY COMPETENCIES							
Course	Professionalism	Clinical Ed.	Community	Health Ed.	Prof. Growth	Prob. Solving/Critical thinking	EBDM
DLH 1202 Adv. Orof. Anatomy	√						
DLH 1200 Pre-Clinic	√	√		√		√	√
DLH 1204 Nutrition	√						
DLH 2204 Oral Path II	√						
DLH 1201 Pharm	√						
DLH 1203	√						

COURSE BY COMPETENCIES							
Course	Professionalism	Clinical Ed.	Community	Health Ed.	Prof. Growth	Prob. Solving/Critical thinking	EBDM
Periodontology							
DLH 1205 DH I	√						
DLH 1210 Clinic I	√	√		√		√	√
DLH 1207 Pain Manag.	√						
DLH 2215 Community	√		√				
DLH 1215 DH II	√						

COURSE BY COMPETENCIES							
Course	Professionalism	Clinical Ed.	Community	Health Ed.	Prof. Growth	Prob. Solving/Critical thinking	EBDM
DLH 2200 Clinic II	√	√		√		√	√
DLH 2202 Board Review	√			√			
DLH 2205 DH III	√			√	√	√	√
DLH 2210 Clinic III	√	√		√		√	

ON-GOING CURRICULUM REVIEW

<i>Completed By:</i>	Dental Hygiene Students	Dental Hygiene Course Instructors	Dental Hygiene Faculty/Student Representative
<i>Schedule:</i>	End of each course	Once a year per course	
<i>Measurement/Instrument:</i>	Student Evaluation of Faculty & Course	Course Review Student Evaluations Review	
<i>Schedule:</i>			Pre-session <ul style="list-style-type: none"> • Curriculum Review • Surveys (graduate, employer, exit, IVCC Grad) Review • Board Result Review • Determine Program or Curricular changes

EVALUATION OF DENTAL HYGIENE COURSES RELATED TO DEFINED DENTAL HYGIENE COMPETENCIES		
Completed by:	Dental Hygiene Course Instructors	Dental Hygiene Faculty
Schedule:	Annually	Annually
Measurement/Instrument	Review Competency Document	Review Competencies Discuss Needed Improvements

COORDINATION OF INSTRUCTION AMONG DH PROGRAM FACULTY AND OTHER FACULTY TEACHING DH STUDENTS	
Method 1	Course syllabi are available for review by all DH and other faculty
Method 2	Each semester a calibration/in-service is scheduled for clinical faculty review clinic course content, competency evaluations, and course objectives. Monthly clinical faculty meetings are held for each clinical course.
Method 3	Department chairperson will meet with college faculty who teach dental hygiene students annually.
Method 4	Department chairperson and appropriate faculty meet annually with supervising dentist.