

REPORT ON DENTAL ASSISTING PROGRAMS ANNUAL SURVEY CURRICULUM SECTION

Background: At its Winter 2015 meeting, the Commission directed that each Review Committee review a draft of its discipline-specific Annual Survey Curriculum Section during the Winter meeting in the year the Survey will be distributed. The Commission further suggested that each Review Committee review aggregate data of its discipline-specific Annual Survey Curriculum Section, as an informational report, when the materials are available following data collection and analysis. The Commission noted that all survey data is considered confidential at the programmatic level.

The Curriculum Section of the Commission's Annual Survey is conducted for dental assisting education programs in alternate years. The next Curriculum Section will be conducted in August 2023. The draft Curriculum Section is provided in **Appendix 1** for review by the Dental Assisting RC.

Summary: The Review Committee on Dental Assisting Education is requested to review the draft Curriculum Section of its discipline-specific Annual Survey (**Appendix 1**).

Recommendation:

Curriculum Information

This section is confidential. Any report produced from this section will not identify individual programs. However, some data will be included in the program profile for the site visit materials used by the Commission on Dental Accreditation.

51. What are the number of hours each student typically spends in the following over the course of the full program?

	Hours
a. Formal clinical practice seminar	<input type="text"/>
b. Clinical practice experience	<input type="text"/>

52. What types of settings are utilized for students' clinical practice experience?

	Yes	No
a. On-campus comprehensive dental clinic	<input type="radio"/>	<input type="radio"/>
b. Private dental office, general	<input type="radio"/>	<input type="radio"/>
c. Private Dental office, specialty	<input type="radio"/>	<input type="radio"/>
d. Dental school clinic	<input type="radio"/>	<input type="radio"/>
e. Public health / non-profit clinic	<input type="radio"/>	<input type="radio"/>
f. Other, please specify <input type="text"/>	<input type="radio"/>	<input type="radio"/>

53. What are the minimum and maximum number of sites to which each student is assigned?

Number of sites

a. Minimum

b. Maximum

54. During the off-campus clinical practice experience, do any of the following individuals plan, supervise and/or evaluate the dental assisting students?

	Plan		Supervise		Evaluate	
	Yes	No	Yes	No	Yes	No
a. Dental assisting faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Dentists/dental office personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Other, please specify <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use this space to enter comments or clarifications for your answers on this page.

Curriculum Information (continued)

The curriculum section of the survey is designed to describe the required program in each school/institution in terms of clock hours of instruction by major teaching areas. The methodology for this study was adapted from the “Dental Education in the United States 1976” study. This study relied on clock hours as the best indicator of the scope of curricula and found that the data on instructional hours made possible general comparisons of overall program length, the breadth of curriculum content, and the degree(s) of emphasis.

Since no single reporting format could satisfy all of the reporting requirements of all programs, the validity of the information reported in this survey will have to rely on careful judgments made at individual institutions. Curricula that contain significant amounts of self-paced instruction, optional summer sessions and early graduation options are difficult to report in terms of clock hours. Nevertheless, report a typical or common number of hours rather than a range.

Clock hour of instruction:

Please quantify the amount of instruction provided in each content area for the accredited program. A clock hour is considered one hour of formal instruction devoted to a subject area. It must be clearly distinguished from a semester or quarter hour. For example, if a semester is 15 weeks long, one semester hour would equal 15 clock hours.

When one subject or topic is covered in more than one course, report the total instructional time. If multiple content areas are included in a single course, divide the hours for the course into appropriate allocations for each topic area.

Retain a copy of this form for your files. The next time this information is collected (2023-24), focus on any changes in the curriculum and update the information

relating to your program.

Didactic instruction:

Lectures, demonstrations or other instruction without psychomotor participation by students.

Laboratory or pre-clinical instruction:

Indicates that students receive supervised experience in performing functions in the laboratory setting using study models, mannequins, etc., and their performance is evaluated by faculty according to predetermined criteria.

Clinical instruction:

Indicates that students receive supervised experience in performing functions in the clinical setting on patients and clinical performance of the functions is evaluated by faculty according to predetermined criteria. Clinical hours should not be reported twice; any hours reported in line v. Clinical Externships should not be reported in any earlier lines for a specific content area.

Faculty/student ratios:

Should be reported based on the average number of students taught by one faculty member at a time. The total number of students taught are to be divided by the total number of teaching faculty members. For example, 45 students taught by three instructors are reported as a faculty/student ratio of 1:15 for that class. If there are multiple clinical or laboratory sections for a particular class, the ratio is based on the number of students and faculty assigned to the sections. For different ratios in sections of the same subject area, report the average ratio among all sections or classes. Faculty/student ratios of 1:0 are not acceptable.

Faculty/student ratios must be provided for all areas of instruction for which clock hours are listed.

N/A:

Not applicable.

55. Please complete the following chart for all content areas required in the accredited dental assisting program.

Do not include elective courses, prerequisite courses, or physical education courses. Indicate the clock hours of instruction and the corresponding faculty/student ratio for each content area listed below. If none, enter 0.

NOTE: Laboratory faculty/student ratios must be provided for all areas of instruction for which laboratory clock hours are listed. Round all ratios to the nearest whole number.

If there are no laboratory clock hours in an area, delete "1:" and enter "NA" in the faculty/student ratio column.

	Didactic instruction clock hours	Laboratory instruction clock hours	Laboratory faculty: student ratio
a. Interpersonal communications	<input type="text"/>	<input type="text"/>	<input type="text" value="1:"/>
b. Psychology of patient management	<input type="text"/>	<input type="text"/>	<input type="text" value="1:"/>
c. Anatomy and physiology	<input type="text"/>	<input type="text"/>	<input type="text" value="1:"/>
d. Microbiology	<input type="text"/>	<input type="text"/>	<input type="text" value="1:"/>
e. Oral anatomy	<input type="text"/>	<input type="text"/>	<input type="text" value="1:"/>
f. Oral histology	<input type="text"/>	<input type="text"/>	<input type="text" value="1:"/>
g. Oral embryology	<input type="text"/>	<input type="text"/>	<input type="text" value="1:"/>
h. Legal and ethical aspects of dental assisting	<input type="text"/>	<input type="text"/>	<input type="text" value="1:"/>

55 (continued). Please complete the following chart for all content areas required in the accredited dental assisting program.

Do not include elective courses, prerequisite courses, or physical education courses. Indicate the clock hours of instruction and the corresponding faculty/student ratio for each content area listed below. If none, enter 0.

NOTE: Laboratory and/or clinical faculty/student ratios must be provided for all areas of instruction for which laboratory and/or clinical clock hours are listed. Round all ratios to the nearest whole number.

If there are no laboratory clock hours in an area, delete "1:" and enter "NA" in the laboratory faculty/student ratio column.

If there are no clinical clock hours in an area, delete "1:" and enter "NA" in the clinical faculty/student ratio column.

	Didactic instruction clock hours	Laboratory instruction clock hours	Clinical instruction clock hours	Laboratory faculty: student ratio	Clinical faculty: student ratio
i. Nutrition	<input type="text"/>	<input type="text"/>	<input type="text"/>	1:	1:
j. Dental materials	<input type="text"/>	<input type="text"/>	<input type="text"/>	1:	1:
k. Dental radiography	<input type="text"/>	<input type="text"/>	<input type="text"/>	1:	1:
l. Oral and maxillofacial pathology	<input type="text"/>	<input type="text"/>	<input type="text"/>	1:	1:
m. General dentistry procedures	<input type="text"/>	<input type="text"/>	<input type="text"/>	1:	1:
n. Specialty procedures	<input type="text"/>	<input type="text"/>	<input type="text"/>	1:	1:
o. Practice management	<input type="text"/>	<input type="text"/>	<input type="text"/>	1:	1:
p. Preventive dentistry	<input type="text"/>	<input type="text"/>	<input type="text"/>	1:	1:
q. Dental emergencies	<input type="text"/>	<input type="text"/>	<input type="text"/>	1:	1:
r. Medical emergencies	<input type="text"/>	<input type="text"/>	<input type="text"/>	1:	1:
s. Bloodborne pathogens & hazard communication	<input type="text"/>	<input type="text"/>	<input type="text"/>	1:	1:
t. Pharmacology	<input type="text"/>	<input type="text"/>	<input type="text"/>	1:	1:
u. Advanced/expanded dental assistant functions	<input type="text"/>	<input type="text"/>	<input type="text"/>	1:	1:

55 (continued). Please complete the following chart for all other content areas required in the accredited dental assisting program.

	Didactic instruction clock hours	Laboratory instruction clock hours	Clinical instruction clock hours
v. Clinical externships	<input type="text"/>	<input type="text"/>	<input type="text"/>

55 (continued). Please complete the following chart for all other content areas required in the accredited dental assisting program.

	Didactic instruction clock hours	Laboratory instruction clock hours	Clinical instruction clock hours	Laboratory faculty: student ratio	Clinical faculty: student ratio
w.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1:"/>	<input type="text" value="1:"/>
x.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1:"/>	<input type="text" value="1:"/>
y.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1:"/>	<input type="text" value="1:"/>
z.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1:"/>	<input type="text" value="1:"/>

Use this space to enter comments or clarifications for your answers on this page.



Curriculum Information (continued)

56. Are any of the following functions, not required with the Dental Assisting Standards, taught in the dental assisting program? If so, please indicate the level of instruction provided in that function.

NOTE: The function is taught to clinical competence if all students receive supervised experience in performing the service on patients (including student partners) in a clinical setting and their performance is evaluated by faculty according to predetermined criteria. If a function is not permitted in the program's state, select "No" in the first column.

	Are students taught to perform the function?		Level taught	
	Yes	No	Laboratory/ Pre-clinical	Clinical competence
a. Placing periodontal and other surgical dressings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Removing periodontal and other surgical dressings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Removing sutures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Inspecting the oral cavity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Polishing coronal surfaces of teeth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Scaling coronal surfaces of teeth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Placing matrices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Yes	No	Laboratory/ Pre-clinical	Clinical competence
h. Removing matrices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Placing temporary restorations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Removing temporary restorations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Placing amalgam restorations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Carving amalgam restorations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Polishing restorations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Placing and finishing composite restorations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Yes	No	Laboratory/ Pre-clinical	Clinical competence
o. Removing excess cement from coronal surfaces of teeth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Applying pit and fissure sealants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Applying cavity liners and bases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Monitoring nitrous oxide analgesia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Other 1, not specified in Standards 2-9 and 2-10 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Other 2, not specified in Standards 2-9 and 2-10 <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use this space to enter comments or clarifications for your answers on this page.

**CONSIDERATION OF PROPOSED REVISION TO THE ACCREDITATION
STANDARDS FOR DENTAL ASSISTING EDUCATION PROGRAMS
RELATED TO FACULTY**

Background: On August 11, 2022, the Commission on Dental Accreditation (CODA) received a request from Ms. Marcy Owens, dental assisting program director, Tennessee College of Applied Technology at Knoxville, to consider a proposed revision to Standard 3-6 of the Accreditation Standards for Dental Assisting Education Programs. The request is found in **Appendix 1**.

Ms. Owens believes that Standard 3-6 of the Accreditation Standards for Dental Assisting Education Programs should be revised or repealed to eliminate the baccalaureate degree requirement for faculty providing didactic instruction. If not repealed, Ms. Owens believes Standard 3-6 should be revised to require that dental assisting faculty have three (3) years of chairside experience in the dental assisting field, a current state professional license as either a Dental Assistant, Dentist, or Dental Hygienist, and that dental assistants and dental hygienists teaching in dental assisting programs hold the Certified Dental Assistant (CDA) credential through the Dental Assisting National Board (DANB).

Summary: The Dental Assisting Education Review Committee and Commission are requested to consider the proposed revision to Dental Assisting Standard 3-6 (**Appendix 1**) submitted by Ms. Marcy Owens. If proposed changes are made to the Accreditation Standards, the Commission may wish to circulate the proposed revisions for a period of public comment.

Recommendation:

From: Marcy Owen <Marcy.Owen@tcatknoxville.edu>
Sent: Thursday, August 11, 2022 9:05 AM
To: Asher Hernandez, Jamie <asherhernandezj@ada.org>
Cc: Kelli Chaney <Kelli.Chaney@tcatknoxville.edu>; Patrick Wade <Patrick.Wade@tcatknoxville.edu>; Linda Hafley <Linda.Hafley@tcatknoxville.edu>; Misty West <Misty.West@tcatknoxville.edu>
Subject: Request for Repeal (or Revision) of Standard 3-6 for Dental Assisting Education Programs

Good morning, Ms. Hernandez,

This is a formal request to have Standard 3-6 of the Accreditation Standards for Dental Assisting Education programs repealed or revised. Standard 3-6 states, "*faculty providing didactic instruction must have earned at least a baccalaureate degree.*" The request for this revision or repeal is prompted by:

- the acute hardship incurred for dental assisting education programs to remain in or come into compliance with this standard,
- as well as the lack of justification or intent for this standard provided by CODA as it is currently written.

The intent section following a standard customarily would provide reasoning or justification for a standard's implementation. The intent following Standard 3-6 only lists equivalent military service, stating "**Military program faculty with a rank of staff sergeant, E5, or non-commissioned officer are exempt.*" Further, Standard 3-6 does not identify or require a specific area or field of study for the baccalaureate degree. If revised, I request that this standard eliminate the bachelor's degree requirement and, instead, requires sufficient and appropriate combination of training and experience in the profession with CDA credentials.

My program's institution has an ongoing position announcement for an instructor in our Dental Assisting program. The qualifications required are based on those outlined in CODA's Accreditation Standards for Dental Assisting Education Programs. There have been no applicants who meet Standard 3-6's requirement for a baccalaureate degree. I suspect the educational degree requirement discourages otherwise completely qualified and desirable candidates from applying at all.

After speaking with the administrators of several other CODA-accredited programs in Tennessee and surrounding states, I have found that they too are having significant difficulty in obtaining appropriate faculty who meet the educational requirements of Standard 3-6. Many program administrators agreed that, if offered a choice between a candidate with greater experience in the field, CDA credentials, familiarity with CODA-accredited program curriculum, and prior teaching/training experience and another candidate with lesser experience but did hold a bachelor's degree, the first candidate would be selected as the better choice for their program's students. This was especially the choice if the bachelor's degree was in an unrelated field (neither in healthcare, dentistry, or education). Why would an otherwise less qualified candidate be selected simply because they had a degree in say Art History, Spanish, Criminal Justice, Construction Technology,

Real Estate, or Fermentation Science? Consensus has been that an instructor who does not have administrative duties should not be required to have a bachelor's degree, and Standard 3-6:

- creates an unnecessary hardship or impossibility for the institution/program to remain in or come into compliance,
- has no justification as it is written,
- bars quality and appropriate professionals from being eligible to hold the position of faculty didactic instructor (*without* administrative duties),
- and prevents institutions/programs from offering their students the best resources for education and training.

For many years there has been no minimum standard or requirement for education or training prior to applying for or obtaining RDA state licensure from the Tennessee Board of Dentistry. This is the same circumstance in several other states. Additionally, the Tennessee Rules & Regulations for the Practice of Dentistry allows for individuals to work as “practical dental assistants” without licensure, learning the skills for the profession under a dentist. CDA credentials are not required in Tennessee and many other states. Degrees are not required to practice dental assisting duties in Tennessee and many other states.

Only recently in Tennessee are there any opportunities for a dental assistant to obtain an Associate degree related to the profession of dental assisting. These pathways are few and limited to the Associate degree. After some research, I have not yet found any states that offer more than an Associate degree in Dental Assisting if it is offered at all. CODA does not require that an accredited program issue degrees to graduates of their dental assisting programs. Many licensed dental hygienists are able to meet educational requirements for licensure with no more than an Associate degree in Dental Hygiene.

Per the United States Census Bureau, only about a third of the population holds a bachelor's degree or higher as of 2021. In May 2022, the National Student Clearinghouse data showed a steady decline in enrollment across all levels of higher education with a drop of approximately 7.5% since Spring 2020 to Spring 2022. The NSC stated the “*total postsecondary enrollment fell to 16.2 million this spring, marking a one-year decline of 4.1 percent...*” with regards to the declining enrollment estimates noted since Spring 2021. This highlights a trend of fewer people seeking bachelor's degrees or any advanced degrees in any field of study.

As a CODA-accredited Dental Assisting program, Tennessee College of Applied Technology at Knoxville strives to select students with the most potential to successfully complete the program. We supply them with appropriate and elevated education and training to meet the demands of the profession as well as the expectations of employers and patients. We encourage students to pursue CDA credentials and prepare them to successfully pass the DANB exams. We also assist them in obtaining state licensure as a Registered Dental Assistant with expanded functions. Most often, this is the extent of a professional working dental assistant's training.

I feel that a dental healthcare professional with no less than 3 years of chairside experience in the field of dentistry, current state licensure in good standing, and CDA credentials for successful completion of the Dental Assisting National Board exams (for dental assistants or dental hygienists) should qualify to provide didactic instruction in a CODA-accredited dental assisting program. Standards 3-5 and 3-7 cover my proposed minimum qualifications for non-administrative didactic instructor. Standard 3-5 already addresses the necessary faculty requirements for background and current knowledge of dental assisting as well as educational methodologies, curriculum development, measurement and evaluation, and so on. And Standard 3-7 already addresses the areas of instruction that require appropriate state licensure or CDA certification for laboratory, preclinical and clinical faculty. I, and the many other program administrators I have spoken with from both CODA-accredited programs and programs planning to apply for accreditation, feel that these standards are sufficient to screen appropriate, quality instructors for a CODA Dental Assisting program. Standard 3-6 should be repealed for Dental Assisting Education programs.

However, if the Commission feels revision to include a minimum standard for education and training of all faculty delivering didactic instruction is what is needed, then perhaps Standard 3-6 should read as follows: **Faculty providing didactic instruction must have a minimum of three (3) years chairside experience in the dental assisting field, hold current state professional licensure as either a Dental Assistant, Dentist, or Dental Hygienist. A dental assistant or dental hygienist must also hold CDA certification through DANB.***

Intent:

Faculty members must possess sufficient knowledge, skills, and necessary chairside experience to be an effective and appropriate instructor of the subjects they teach. Dental hygienists should have a background as a chairside assistant in addition to hygiene experience. Maintaining current state licensure ensures all instructors remain current on evolving topics, materials, techniques, technology, and laws for the dental assisting professional.

*CDA credentials demonstrate a professional commitment to the value of specific knowledge, skills, and formal education as a competent practitioner meeting state and/or national professional requirements. By passing the DANB, faculty will hold the same credentials they promote to students. State-licensed dentists are not required to obtain additional certification through DANB.**

Please contact me if you have questions or require further clarification regarding my request. Thank you for your time and consideration in advance.

Sincerely,

Marcy Owen, BSBA, CDA, RDA
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1100 Liberty Street, Knoxville, TN 37919

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Fax: (865) 971-4474