

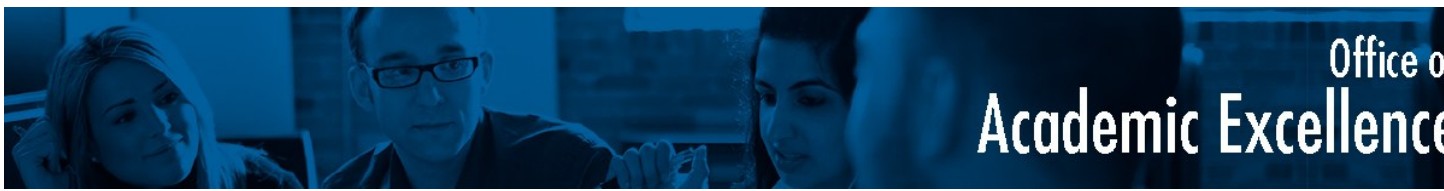


Program Quality Self-Assessment

S115 Dental Office Administration

Ontario College Certificate

Program Coordinator/Report Author	Maria Levine
Program Chair	Steve Ciric
OAE Liaison	Sandra Néill
Review Year	2020-2021
MTCU code	42320



Part 1: Program Currency

As you embark on the Program Quality Self-Assessment process, the questions below will help you identify the overall status and needs of your program and your faculty team. These questions should also be helpful in facilitating discussions with your colleagues around what's working well, what might be improved and whether there are opportunities for Professional Development.

Your Program

Please *briefly* describe your program.

The Dental Office Administration Program at George Brown College started in 1989. It is a full-time, 2 semester Ontario College Certificate program that prepares students to become effective and efficient dental office administrators.

The program curriculum includes dental anatomy, terminology, pathology, dental procedures, materials, tooth numbering systems, charting, principles of dental radiography and radiology, principles of infection control, principles of confidentiality and privacy, management of patient and employee records, business communication and marketing methods for the dental practice, management of the appointment schedule and recall system, billing dental treatment using ODA Fee Guide, management of dental insurance benefits for solo and COB subscribers, patient education on prevention of tooth decay and periodontal disease and nutrition for different special needs dental patient, accounts receivable and accounts payable, banking, inventory management and payroll administration including human resources strategies for team building and practice building.

The program also includes the training in 3 dental software systems (EXAN Power Practice-X, Dentrix and ABELDent).

Since the last program review we have added WHMIS certification in the Transition to Work course (Dent 1120) and observations of the Dental Assisting Program students at the WAVE Clinic at George Brown College during dental procedures. We have increased the Field Placement to 100 hours during the Winter Semester and established a partnership with Altima Dental Centres and Dawson Dental Centres for Field Placement for the Dental Office Administration Program students.

The Program uses UDL to ensure that all students have the same opportunity to learn. Courses outlines, lesson-specific learning objectives, lessons and practical exercises are posted on Blackboard for easy access to all our students. The delivery of the material has been done face to face in the classroom and computer lab and includes interactive lectures, individual and group exercises and projects, students' presentations, role-play and simulation. We have also had the opportunity to do online synchronous lesson delivery, online tests and assignments and use of Discussion Board Forums for group assignments presentations and discussion.

Why do students choose this program?

Students who are interested in Health Care, especially in Dental Health and in the business aspect of the dental practice, feel that our Program prepares them for the job.



How do you ensure that your program is providing students with the skills, knowledge and behaviours they will need to find work in their field?

Both professors—Maria Levine and Roxanne Ryan—continue to work in dental offices, take continuing education courses and maintain certification and licensing in their respective dental positions. Maria Levine works one day per week in a dental office, while Roxanne Ryan is a fulltime dental hygienist in addition to her teaching commitment.

Describe any significant challenges your program is facing.

The dental field is in constant progress and innovation including new regulations from the regulatory government departments regarding the scope of performance of the dental administrator. As well, we have seen an increase in students with poor communication skills in English, Basic Math and Basic computer skills.

During which year/semester does your program experience the highest attrition? Why?

We do not have a high rate of attrition. Attrition happens only when students have applied to more than one program and have been accepted to other program at the same time, or if the student has to move away from the GTA. It normally happens in the 1st semester (Fall).

What quality monitoring process or data do you use?

The Program has a Program Advisory Committee which meets at least once per academic year, normally in the Fall. The members of the PAC are the Program Chair Steve Ciric, Program Coordinator Maria Levine, Hygienist and Faculty member Roxanne Ryan, dental assistant and practice manager Mrs. Mary Staibano, a graduate student, a student enrolled and attending classes in the program, office administrator Ms. Alya Dajani, dental practice operations manager Ms. Mariela Gonzalez, etc. These members provide input on the program including what is going well, what they think should be added, and new trends in the dental office administration profession.

Meetings are held with Program Chair Steve Ciric, Program Coordinator Maria Levine and faculty member Roxanne Ryan to discuss KPI reports, possible weakness and strengths in the Program.



Total program hours

Dental Office Theory I = 3
Dental Software I = 2
Dental Anatomy and Terminology I = 2
Introduction to Clinical Dentistry I = 3
Dynamic Dental Practice = 3
Transition to Work = 2
English = 3

1st semester total hours = 18 hours of classes per week X 14 weeks. Semester 1 total: 252 hours.

Dental Office Theory II = 2
Dental Software II = 2
Dental Anatomy and Terminology = 2
Introduction to Clinical Dentistry II = 3
Developing People = 3
College English = 3

2nd semester total hours = 12 hours per week for students who are not taking College English this term. For students taking College English in 2nd semester total is 15 hours of classes per week X 14 weeks.
Semester 2 total: 315 hours. Includes Field Education 105 hours.

Program total hours: 567 hours.



Your Program Curriculum

What is the process for curriculum review within your program?

As noted above, The Program has a Program Advisory Committee who meets at least once per academic year normally in the Fall. The members of the PAC are the Program Chair Steve Ciric, Program Coordinator Maria Levine, Hygienist and Faculty member Roxanne Ryan, dental assistant and practice manager Mrs. Mary Staibano, a graduate student, a student enrolled and attending the classes in the program, office administrator Ms. Alya Dajani, dental practice operations manager Ms. Mariela Gonzalez, etc. These members give their opinions on what went very well with the program, what they think should be added and about new trends in the dental office administration profession.

What is the process for reviewing your textbooks, classroom and on-line resources to ensure these are up to date and accessible?

Discussion with faculty involved and representatives from publishers.

Thinking of the program as a whole, what proportion of course materials are available in formats that can be used by everyone (e.g. those using a screen reader, enlarged print, closed captioned, etc.)?

- None
- Some
- **Most**
- All

In which ways do faculty embed Universal Design for Learning (UDL) principles into their course design?

UDL informs the ways in which faculty design material and plan delivery, practical exercises, testing methods, students' individual and group assignments and presentations, simulation and role-playing. We post course outlines, learning objectives, dates for assignments and tests, lesson materials and assignments in Blackboard prior to in-class delivery, so students have access to the materials at their own convenience. Teaching team makes use of 3-dimensional equipment from the Library, printed and e-text books and materials in the classroom to enhance the students' comprehension of the concepts.

Which of the following high impact pedagogical practices does your course curriculum incorporate? (Please provide specific course-based examples.)

1. *First year seminars & experience, e.g. special activity such as field trip*
 - First semester observations of the Dental Assisting Program students during dental procedures at the WAVE Clinic.
2. *Learning communities, e.g. integration of learning across courses; assignments graded by multiple professors across different courses.*
 - Presentations in classroom by office managers, dentists and graduate student about the expectations in the Dental Practice job.
3. *Collaborative assignments and projects to build team and teamwork skills*
 - Dent1121-Dynamic Dental Practice
 - HRM1012-Developing People
4. *Writing intensive courses (not limited to COMM courses)*
Writing a Procedures and Policies Manual for the Dental Administrative Assistant for a dental practice
 - HRM1012 -Developing People
5. *Research (can be as simple as having students research the careers they are preparing for)*
Market Research and Design of a Marketing Plan for the Dental Practice
 - Dent 1121-Dynamic Dental Practice
Research of potential dental offices for field placement and or job applications
 - Dent 1120-Transition to Work

Where within your program does advising/mentoring of students take place?

Faculty provide mentoring during in both 1st and 2nd semester the program tries to provide what is called 'intrusive mentoring'. This ensures the students have the help needed to make personally appropriate academic decisions and shows students that the program team and the college as a whole is interested in/invested in their success. The students' success is our success.

Student Tutoring System at the College is available to all students.

If your program has recently undergone an external accreditation process, were any curriculum issues identified at that time, and how have they been addressed?

No



Emerging Trends

If new trends are emerging in your program's field, what impact do you anticipate these trends will have on your current program or curriculum, including new course development?

Knowledge of MS Excel and especially of Accounting software systems is becoming more and more important because graduates will be expected to handle aspects of the dental office Accounts Payable function. Also, dental offices are requiring that all employees be 1st Aid and CPR certified.

To address these trends,

- A module in Accounting software could be added to the software class in the 2nd semester.
- 1st Aid and CPR could be added to Transition to Work course in the 1st semester.



Your Program Pathways

Does your program have articulation or pathway agreements with other programs within or outside the college system?

Not in a formal way. However some of the Dental Office Administration Program students upon completion of the S115 Program go into Dental Assisting, Dental Hygiene, Laboratory Technicians, Denturism, Human Resources and even Accounting Programs.

Does your program offer advanced standing entry to applicants who hold other credentials? If so, which credentials?

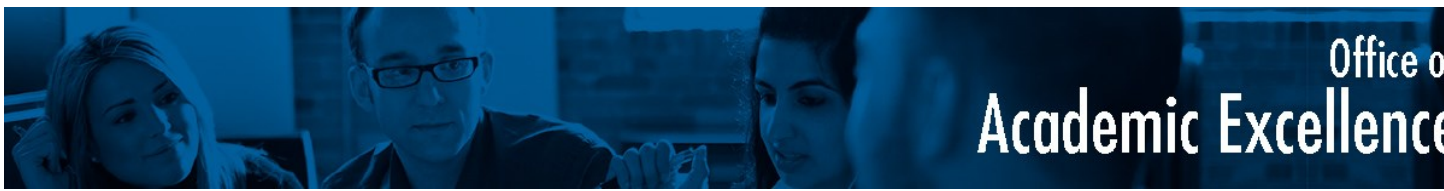
No

Are your program's graduates eligible for advanced standing entry to other programs? If so, which programs?

No

Do your program's graduates typically enroll in higher-level credential programs here at George Brown? Elsewhere? Are credit transfer agreements in place to facilitate this?

Yes--some of the Dental Office Administration Program graduate students enroll in Dental Hygiene, Laboratory Technician and Denturism. We have had graduate students who went to university to Dentistry. There are no formal credit transfer agreements in place.



Your Program Team

Who are the current members of your program's team (faculty/administrator/support staff)? (Please list names, status (full-time/part-time) and credentials in the table below (add more rows as required).

Name	FT/PT status	Credentials
Roxanne Ryan, faculty	PT	CDAII RDH
Maria Levine, faculty	FT	CDAII CDR CDTC CDPM OA Cert. Adult Ed.
Stevan Ciric, chair	FT	B.A., M.A., M.A. (Counselling Psych)
Support staff person if any	None	



Professional Development

How does your program faculty maintain currency in your field/industry expertise? (e.g. external or internal professional development opportunities)

- Both faculty in this program continue to work in Dental Offices
- Faculty attend Dental Conventions
- Faculty take Courses related to Dentistry, Dental Practice Administration and Management

How does your program faculty maintain currency in teaching and learning, including:

- **developing accessible course curriculum (learning outcomes/materials/activities/evaluation tools/universal design for learning)?**
- **the use of education technology?**

Faculty take courses offered by George Brown College in PD at the TLX. Additionally, faculty access courses at St. Clair College and Brock University. This has included courses and an in-process degree at Brock in adult education.

Are there specific professional development opportunities that you think would be helpful to fill any identified gaps in your program (faculty knowledge/expertise, curriculum, teaching/learning)?

None identified at this time.



Strategy 2022 emphasizes the importance of industry partnerships.

How does your program connect with employers in your sector?

Both professors Roxanne Ryan and Maria Levine work at Dental Practices and establish connections with Dental Practices in the GTA for students' field education. We also establish connections with vendors for Dental Software systems, materials and supplies and equipment update and information.

Does your program hold events at which students can meet professionals in their chosen field and/or potential employers?

No, but we would like to do events with potential employers and vendors.

Does your program have an active Program Advisory Committee?

Yes

How does the Program Advisory Committee assist/influence your program?

The Program Advisory Committee inform us on changes in the dental office administration profession, new rules issued by regulatory bodies, new trends in marketing of the dental practice, new demands and requirements from employers for dental office administration profession.

In which occupational areas do your program's graduates typically find employment?

- Public and Private Dental Offices
- Dental Department of Insurance Companies
- Dental Education Institutions



Strategy 2022 emphasizes the importance of innovation within the curriculum.

How does your program promote innovation in curriculum design and delivery? Please describe any innovative curriculum or delivery methods within your program.

S115 uses online synchronous delivery as well as asynchronous evaluation (online multiple choice testing) and team-based projects (online group assignments).



Strategy 2022 emphasizes the importance of work integrated and experiential learning.

How does your program embed work integrated learning and experiential learning? Please describe (e.g. coop, field or clinical placements, applied research, capstone courses, apprenticeship, labs, shops, simulations, sector-related projects, etc).

Field Education Checklist: Completed and included as an appendix to this report.

Field placements at:

Private Dental Practices
Sunnybrook Hospital Dental Clinic
University of Toronto Faculty of Dentistry
WAVE Clinic of George Brown College

Projects:

- Design Dental Office brochures, newsletters and dental patient diet and nutrition information material
- Market Research and design a marketing plan for a dental practice
- Design Dental Administrative Assistant Job Description, Job Advertisement
- Role-play interview techniques, huddle meetings, staff meetings and employee evaluation meetings
- Create a Procedure and Policies Manual for the Dental Office Administrative Assistant

Computer Lab:

Dental Software systems: EXAN Power Practice-X, Dentrix and ABELDent

WAVE Clinic:

Observations with the Dental Assisting students performing practical procedures

Classroom simulation:

Dental charting, scheduling dental appointments, billing dental treatment, completing dental insurance forms, completing Accounts Receivable and Accounts Payable spreadsheets, Employee Payroll and Employer Remittance, Inventory Supplies Spreadsheet, Dental Business Correspondence

Describe the resources your program uses to link your students to Work Integrated Learning/field education experiences.

Faculty members assist students with their Field Placement search. As well, representatives of Dental Clinics come to the classroom to do presentations of their clinics. Students submit their resumes to dental offices, attend interviews and are selected by dental offices for field placement.

George Brown Strategic Initiatives: Internationalization and Sustainability

Internationalization

How does your program incorporate knowledge and skills relating to international and intercultural themes and practices? E.g.

- **Curriculum content that addresses intercultural issues/develops cultural competency**
- **Field placement experiences that develop cultural competency**
- **Faculty development experiences that develop cultural competency**
- **Global partnerships, global citizenship**

This program has many international students. Initially S115 accepted only a small number of international students per year; however, in recent years the program has been accepting 6-7 international students.

Informally, some courses in this program develop students' cultural competencies so that they can work well with Canadians from many different social or ethno-cultural backgrounds. For example, in Dynamic Dental Practice – Dent 1121 and Developing People – HRM1012, all assignments are group assignments. One of the criteria to choose group members is to be as inclusive and at the same time as much as possible diverse in the formation of the groups. This allows students the opportunity to work together with people from different backgrounds. The in-class diversity mirrors that of the staff and patients in a dental practice. As well, the assignments must reflect these concepts of diversity in terms of patient education, dental products and menus for the dental patient.

Sustainability

How does your program incorporate knowledge and skills relating to sustainability themes and practices? E.g.

- **Environmental sustainability (including materials procurement/use/disposal practices and conceptual/analytical learning)**
- **Social sustainability (including conflict resolution, human well-being, social equity and community building)**
- **Governance/economic sustainability (including opportunities for meaningful employment, achievement of sustainable economic growth, and fostering healthy local and national economies)**

Students are taught about sustainability regarding the dental patient, the dental practice and about the environment in DENT1121 Dynamic Dental Practice. As well, in CLIN1001 and DENT1120 students learn about dental materials and products in relation to both infection control and materials used in dental treatment. Students also have WHMIS training and certification.

Support from other GBC departments

Consider your program's experience receiving college-wide services and supports from other departments (such as Academic Excellence, Library and Learning Commons, Teaching & Learning Exchange, Finance, HR, Institutional Research, Marketing, ITS, ITAC, Registrar, Student Services, etc.). What is working well and what could be improved in order to better serve students and faculty in your program?

S115 Dental Office Administration has received excellent support from:

1. Marketing Department especially **Jessica Grant**.
2. ITAC – especially from **Benton Simon, Eric Chau and Ryan Ramparas** with all the support with the Dental Software Systems and in the Computer Lab.
3. Student Services
4. Library and Learning Commons
5. Career Services in particular all the help and assistance **Ms. Maria DeNotaris** has given to the Dental Office Administration Program students with in-class workshops on Resume and Cover Letter writing, interview techniques, interview simulation.
6. **WAVE Clinic manager Maria Quian** has taken every year 2 to 4 students from the Dental Office Administration Program to do Field Placement at the WAVE Clinic. This field placement offers students the opportunity to work in an institutional dental practice, and to participate in many health promotion projects.



S115 Dental Office Administration

Program Quality Self-Assessment

Part 2: Curriculum

This “Curriculum” portion of the Program Quality Self-Assessment contains three components: a review of the program’s vocational learning outcomes, a review of the course outlines, and the creation of both a program curriculum map and an EES distribution table. Issues identified during the curriculum review may inform recommendations around curriculum renewal.

Program Vocational Learning Outcome Review

Do you feel the current Ministry-approved Program Vocational Learning Outcomes (PVLO) are up to date? If not, what should change? What is missing? (If changes to PVLO are needed, your AE liaison can assist with PVLO revision and with securing external validation.)

Remarks:

PVLOs last updated in 1991. Revision is needed to update the skills, knowledge and behaviours using current, specific and measurable language.

Course Outline Review

Program Quality Review Self-Assessment includes review of a sample of course outlines. This is done by a curriculum specialist using a list of criteria for excellence in outcomes-based teaching and learning. Our criteria link to standards set by Ontario College Quality Assurance Service (OCQAS) and to identified George Brown strategic initiatives.



S115_CurriculumAnalysisSummary_20

Remarks:

S115 course outlines will benefit from revision to ensure course learning outcomes are clear, measurable and level-appropriate. Essential Employability Skills integration can be reviewed as part of this process to determine which EES each course in this Ontario Certificate program should focus on to ensure effective distribution & reinforcement of EES across the program.

Program Curriculum Map

Ontario's Ministry of Colleges and Universities requires that each program has an up-to-date curriculum map to verify alignment between course learning outcomes and Program Vocational Learning Outcomes. As part of the PQSA process, we will create a map linking your program's course outcomes with your program's vocational learning outcomes. The map will inform conversations about curriculum alignment and weighting in terms of course-level support for student achievement of program vocational learning outcomes. Mapping results may also inform conversations about the currency of program- and course-level learning outcomes.

[Program Curriculum Map \(also attached as appendix of report\):](#)



S115_CurriculumMap_CLO_to_PLO_

Remarks:

PLOs are from 1991--in need of revision for currency, specificity and measurability. Map results indicate lack of alignment between many course learning outcomes, which have been kept current, and program learning outcomes, which have become dated.

Most courses contain some CLOs that no longer align to PLOs: DENT1109 (CLO1), DENT1121 (CLO1,2,3,5), DENT1122 (CLO3,4,5,6), DENT1125 (CLO1,2,4,5), HRM1012 (CLO1,2,3,4). Some courses contain no CLOs that align to PLOs: ANAT1032, ANAT1059, CLIN1001, CLIN1002, DENT1120.

One PLO (#7) has no support at course level.

Action: Aim to revise PLOs following program review alongside revision of CLOs per curriculum specialist's course outline review feedback.

Essential Employability Skills Distribution Map



Remarks:

All 11 EES learning outcomes are taught, practiced and evaluated in this program. S115 exceeds George Brown's minimum EES requirement for Ontario College Certificates.

S115 Dental Office Administration

Program Quality Self-Assessment

Part 3: Data Analysis

As part of this Program Quality Self-Assessment, you have the opportunity to review and comment on program quality data: Key Performance Indicator (KPI) Capstone data and KPI Detailed Reports.

KPI Results

Your AE liaison will provide comparative KPI Capstone scores for your program and for selected competitor programs:

- Table 1 allows you to compare the admission requirements of your program with those of its competitors.
- Table 2 shows you how the program and its competitors scored on key Capstone questions.

We will also provide up to three years' worth of KPI Detailed Reports.

Note: The impact of the pandemic is not captured in the KPI data included in this program review, however, other data will certainly be reflective of it.

Comparative Capstone Results

Table 1, below, compares admission requirements for George Brown's program with those of identified competitor programs.

Table 1

Program	School	Admission Requirements
42320 Dental Office Administration S115	George Brown	<ul style="list-style-type: none"> •Ontario Secondary Diploma (OSSD) or equivalent English – any 12 (C) or (U) equivalent •<i>Recommended: Basic knowledge of keyboarding skills</i> •<i>Recommended: Basic knowledge of computer skills</i>
42320 Dental Office Administration	Niagara College	<ul style="list-style-type: none"> •Ontario Secondary Diploma (OSSD) or equivalent English – any 12 (C) or (U) equivalent •<i>Recommended: Computer and Information Science – Grade 11 (M)</i> •<i>Recommended: Introduction to Accounting – Grade 11 (E)</i> •<i>Recommended: Information Technology Applications in</i> •<i>Recommended: Business – Grade 11 (O)</i> •<i>Recommended: Mathematics – any Grade 11 (C) or (M)</i>
42320 Dental Reception and Administration	Durham College	<ul style="list-style-type: none"> •Ontario Secondary Diploma (OSSD) or equivalent English – any 12 (C) or (U) (minimum 60 per cent)

Based on the admission requirements in Table 1 above, how does your program compare with its competitors? If there are differences in admission requirements, might the differences affect students' experience of their program?

Program team's comments:

George Brown's S115 program should include 'recommended' preparation similar to what is recommended to potential applicants to our competitor program at Niagara College (see row two in above table). Students with this kind of preparation will be better prepared for the type and quality of work during the Dental Office Administration Program at George Brown College, and for work at a dental practice.



Table 2

Comparative KPI Capstone data: Table 2 shows a 3 year average of KPI capstone scores for S115 and two competitor programs. The average comprises scores from 2016-17, 2018-19, 2019-20. George Brown's Dental Office Assistant program compared with (a) Niagara's equivalent program and (b) Durham's equivalent program.

Program	Institution	Capstone 1 (Q13)	Capstone 2 (Q24)	Capstone 3 (Q39)	Capstone 4 (Q49)
42320 Dental Office Admin S115	George Brown	91%	86%	75%	83%
42320 Dental Office Administration	Niagara	93%	89%	87%	84%
42320 Dental Reception and Administration	Durham	90%	81%	76%	70%

Q13: Overall, your program is giving you knowledge and skills that will be useful in your future career

Q24: The overall quality of the learning experiences in this program

Q39: The overall quality of the facilities/resources in the college

Q49: The overall quality of the services in the college

Based on the Capstone scores in Table 2 above, how does your program compare with its competitors?

Program team's comments:

Admission requirements for GBC's Dental Office Administration Program appear to be lower than those of Niagara College. This may allow for admission of a less prepared clientele--in terms of computer knowledge, basic math, and business operations--to the program. I also believe that the number of students admitted per year in GBC Dental Office Administration is significantly higher (more than double) than the number of students admitted to Niagara and Durham Colleges. This too can have an impact on the academic success of the students.

Below, S115's KPI Capstone results (in light blue highlight, second row from bottom) for 2019-2020, 2018-19 and 2017-18. The 2019-20 scores are looking strong—congratulations on that. Please comment on any factors that may have contributed to the recent increase in S115's KPI Capstone scores.

		Change in KPI* 2020 vs 2019	KPI 2020	KPI 2019	KPI 2018	Results 2020					N	Results 2019					KPI 2019	Results 2018				
						Q13 Knowledge and Skills	Q24 Learning Experiences	Q39 Quality of Services	Q49 Facilities/Resources	KPI 2020		Q13 Knowledge and Skills	Q24 Learning Experiences	Q39 Quality of Services	Q49 Facilities/Resources	KPI 2019		Q13 Knowledge and Skills	Q24 Learning Experiences	Q39 Quality of Services	Q49 Facilities/Resources	KPI 2018
Centre for Health Sciences⁶						90.7	82.4	57.5	77.8	77.1	1,545	89.3	80.3	62.7	79.5	77.9	86.5	77.2	61.9	80.5	76.5	
School of Dental Health						91.1	84.0	53.1	72.3	75.1	382	93.1	84.1	58.7	76.7	78.1	88.6	80.4	58.2	79.9	76.8	
S100	Dental Technology	-6.6	66.8	73.3	80.1	83.0	80.9	37.2	66.0	66.8	94	84.0	84.0	56.0	69.3	73.3	92.8	88.0	59.0	80.7	80.1	
S101	Denturism	-2.5	71.3	73.8	66.8	85.1	77.6	50.7	71.6	71.3	67	87.1	79.0	56.5	72.6	73.8	79.1	67.2	50.8	70.2	66.8	
S113	Dental Assisting (Levels I and II)	0.7	82.6	81.9	87.1	91.1	87.3	69.6	82.3	82.6	79	96.3	85.3	60.6	85.3	81.9	94.1	89.4	74.1	90.6	87.1	
S124	Dental Hygiene	-1.3	77.6	78.9	75.8	99.3	87.3	54.5	69.4	77.6	134	97.7	84.2	58.6	75.2	78.9	89.9	81.5	55.5	76.5	75.8	
S400	Restorative Dental Hygiene	2.0	90.6	88.6	50.0	100.0	87.5	75.0	100.0	90.6	8	100.0	100.0	72.7	81.8	88.6	64.3	35.7	14.3	85.7	50.0	
School of Health Services Management						95.6	89.0	72.4	86.7	85.9	181	93.0	88.6	74.6	79.4	83.9	88.3	79.7	66.9	82.7	79.4	
C139	Health Information Management	5.2	84.6	79.4	80.1	97.1	88.2	61.8	91.2	84.6	34	87.8	86.5	60.8	82.4	79.4	93.2	83.0	64.8	79.6	80.1	
S115	Dental Office Administration	7.1	88.8	81.8	93.0	97.4	92.1	76.3	89.5	88.8	38	89.2	83.8	78.4	75.7	81.8	100.0	93.8	87.5	90.6	93.0	
S135	Office Administration – Health Serv	-2.1	85.3	87.4	76.0	94.5	88.1	74.3	84.4	85.3	109	97.4	91.5	82.1	78.6	87.4	82.9	74.7	63.7	82.9	76.0	

Program team's comments:

There have been changes made in the Dental Office Administration Program from 2018 to 2020. Students have fewer hours of classes per semester which allows the students more and better quality time for practical hands-on/role-playing team assignments. Over time, we have increased the program's dental software systems courses from zero in the 1st semester to one dental software system course in the 1st semester and one in the 2nd semester. More recently, we increased the program's dental software system courses from one to two courses in the 1st semester, and one in the 2nd semester. This supports learner needs and graduate success.

Students also receive WHMIS training and get WHMIS certification in Dent 1120. During 1st semester in CLIN 1001 students observe Dental Assisting students performing dental procedures in the WAVE Clinic. This program has received excellent support from the Dental Assisting faculty, especially from Professor Elroy Officer and WAVE Clinic Manager Ms. Maria Quian.

Field Placement in the 2nd semester (Dent 1125) has been increased to a minimum total of 100 hours.

KPI Detailed Reports

Your Academic Excellence liaison will provide Detailed KPI Reports from the past 3 years. Data from 2017-18 are excluded due to labour disruption.

Date range: 2016-17, 2018-19, 2019-20

Based on 2018-2019 data, on time graduation rate for S115 at George Brown is 73%.

Curriculum Specialist's remarks on Detailed KPI Reports:

S115's most recent KPI student satisfaction results (2019-20) are very strong at 89%. This is higher than both the George Brown average and the average for other programs using the same MTCU code 42320. This score also represents an increase over the 2018-19 student satisfaction results (82%) and the 2016-17 results (80%).

Program team's comments:

These strong results reflect the contributions and dedication of faculty members towards the program and courses they teach. As well, the program has increased the number of Dental Software systems taught in both semesters.

Workshops on Resume and Cover Letter writing and interview techniques provided by Ms. Maria DeNotaris of Career Services has been a significant contribution to the success of the Dental Office Administration students in the DENT1120 course.

Another contributor to student success and satisfaction has been the opportunity to observe as students in the Dental Assisting Program perform dental procedures in the WAVE Clinic.

Faculty members remain current on new trends in the dental practice industry because they continue to work in dental practices. Faculty members also take courses related to dentistry and adult education to stay updated on the trends in both fields.

With respect to S115's on-time graduate rate of 73% in 2018-2019 (increased from 66% the year before): of the 27% who did not graduate on time in 2018-19, we can assume some have left the program. Unfortunately the data is not granular enough for us to know how many left the program versus how many remained enrolled but did not complete on time.

Some portion of the 27% who did not graduate on time may simply have been out of synchrony due to an incomplete or failed course. These students would still have graduated once all course requirements were met, but their graduation would be in a later year than their original cohort.



Going forward, the College's data dashboard—currently in development and testing—will include more detailed retention data showing any loss of enrollment between first and second semester. The S115 team will be able to use this new tool to carefully monitor program retention.



S115 Dental Office Administration

Program Quality Self-Assessment

Part 4: Summary and Recommendations

Please summarize what you have discovered through the PQSA process. Next to “Strengths” and “Challenges” please describe and emphasize your programs’ strengths—things that are working well, are innovative, etc—as well as your program’s particular challenges.

Please list as “Opportunities” specific things you feel could be of benefit to your students, industry partners, or faculty, but do not wish to consider as a full recommendation at this time.

Please list as “Recommendations” any change-oriented actions you feel have the potential to offer clear and immediate benefit to the program and its stakeholders. Each recommendation requires an implementation plan outlining projected resource requirements and timelines to completion.

Recommendations are placed into a College-wide accountability chain to ensure follow-through.

Student Experience

STRENGTHS

- FACULTY PROVIDE EXTENSIVE MENTORING DURING IN BOTH 1ST AND 2ND SEMESTER TO ENSURE STUDENTS ARE EQUIPPED TO MAKE APPROPRIATE ACADEMIC DECISIONS.
- INTRUSIVE MENTORING SHOWS STUDENTS THAT THE PROGRAM TEAM AND THE COLLEGE AS A WHOLE IS INVESTED IN THEIR SUCCESS.
- FACULTY DESIGN AND DELIVER COURSES USING UNIVERSAL DESIGN FOR LEARNING PRINCIPLES.
- 3-DIMENSIONAL TEACHING TOOLS, E-TEXT BOOKS AND OTHER INNOVATIVE LEARNING TOOLS ARE IN USE TO ENHANCE STUDENTS' COMPREHENSION OF CONCEPTS.

CHALLENGES

- GIVEN PANDEMIC-RELATED LIMITATIONS ON GATHERING SIZE, IT MAY BE DIFFICULT TO SECURE STUDENT IN-PERSON COOP POSITIONS INSIDE DENTAL PRACTICES.
- THE DENTAL FIELD IS IN A CONSTANT STATE OF CHANGE AND INNOVATION INCLUDING NEW REGULATIONS FROM THE REGULATORY GOVERNMENT DEPARTMENTS OUTLINING THE SCOPE OF PERFORMANCE OF THE DENTAL ADMINISTRATOR.
- THE PROGRAM HAS SEEN AN INCREASE IN STUDENTS WITH INSUFFICIENT COMMUNICATION SKILLS IN ENGLISH, BASIC MATH AND BASIC COMPUTER SKILLS.

OPPORTUNITIES

- CONSIDER ADDING ADMISSIONS RECOMMENDATIONS USED BY COMPETITOR PROGRAM AT NIAGARA COLLEGE:
 - *RECOMMENDED: COMPUTER AND INFORMATION SCIENCE – GRADE 11 (M)*
 - *RECOMMENDED: INTRODUCTION TO ACCOUNTING – GRADE 11 (E)*
 - *RECOMMENDED: INFORMATION TECHNOLOGY APPLICATIONS*
 - *RECOMMENDED: BUSINESS – GRADE 11 (O)*
 - *ON RETURN TO FACE TO FACE INSTRUCTION, FACULTY TEAM ARE INTERESTED IN CONTINUING TO RECORD LECTURES AND MAKING THE RECORDING AVAILABLE ONLINE AS PART OF THEIR COMMITMENT TO FLEXIBLE LEARNING AND UNIVERSAL DESIGN PRINCIPLES.*

RECOMMENDATIONS

1. REVIEW S115 ADMISSION REQUIREMENTS TO POSSIBLY INCLUDE *MATHEMATICS – ANY GRADE 11 (C) OR (M)* AS A 'RECOMMENDED PREPARATION'.

IMPLEMENTATION PLAN: COLLABORATE WITH COLLEGE STAKEHOLDERS TO EFFECT THIS CHANGE, INCLUDING WITH GB MARKETING TO UPDATE WEBSITE DESCRIPTION OF S115 TO EMPHASIZE APPLICANTS' NEED FOR MATH AND COMPUTER SKILLS--FOUNDATIONAL SKILLS REQUIRED FOR STUDENT SUCCESS IN S115.

TIMELINE TO COMPLETION: MID 2022.

2. TO IMPROVE STUDENT FEEDBACK QUESTIONNAIRE RESPONSE RATE, PROFESSORS WILL PROVIDE STUDENTS APPROXIMATELY 15 MINUTES TO COMPLETE THE SFQS ON THEIR MOBILE PHONES DURING CLASS TIME.



IMPLEMENTATION PLAN: PROFESSORS WILL BEGIN PROVIDING CLASS TIME FOR SFQ COMPLETION BEGINNING IN FALL 2021.



Faculty Experience

STRENGTHS

- BOTH S115 PROFESSORS—MARIA LEVINE AND ROXANNE RYAN—CONTINUE TO WORK IN DENTAL OFFICES, TAKE CONTINUING EDUCATION COURSES AND MAINTAIN CERTIFICATION AND LICENSING IN THEIR RESPECTIVE DENTAL POSITIONS.
- MARIA LEVINE WORKS ONE DAY PER WEEK IN A DENTAL OFFICE, WHILE ROXANNE RYAN IS A FULLTIME DENTAL HYGIENIST IN ADDITION TO HER TEACHING COMMITMENT.
- ROXANNE RYAN IS CURRENTLY TAKING A CERTIFICATE PROGRAM IN ADULT LEARNING AT UNIVERSITY OF TORONTO.

CHALLENGES

N/A

OPPORTUNITIES

N/A

RECOMMENDATIONS

N/A

Curriculum

STRENGTHS

- S115 CURRICULUM IS CURRENT AND SUBJECT TO REGULAR UPDATING BY PROFESSORS LEVINE AND RYAN, WHO STILL PRACTICE IN DENTAL OFFICES, ATTEND DENTAL CONFERENCES, AND TAKE PROFESSIONAL DEVELOPMENT COURSES RELATED TO DENTISTRY, DENTAL PRACTICE ADMINISTRATION AND MANAGEMENT.
- STUDENTS OBTAIN HIGH-QUALITY COOPERATIVE WORK PLACEMENTS INCLUDING AT PRIVATE DENTAL PRACTICES, SUNNYBROOK HOSPITAL DENTAL CLINIC, UNIVERSITY OF TORONTO FACULTY OF DENTISTRY AND GEORGE BROWN COLLEGE'S WAVE CLINIC.
- OVER THE PAST TWO YEARS THE PROGRAM TEAM HAS WORKED TO REDUCE THE OVERALL NUMBER OF PROGRAM HOURS BY REMOVING ONE COURSE (HEALTHCARE LAW) AND FIRST AND SECOND SEMESTER ELECTIVE COURSES.
- ADDITIONALLY, THE ANATOMY COURSES WERE REDUCED FROM THREE TO TWO HOURS EACH.
- FIELD PLACEMENT WAS INCREASED FROM 95 TO 100 HOURS.

CHALLENGES

- PROGRAM VOCATIONAL LEARNING OUTCOMES ARE OUT OF DATE.
- CURRICULUM MAPPING WAS COMPLICATED BY OUT OF DATE PVLOs.

OPPORTUNITIES

N/A

RECOMMENDATIONS

1. WITH SUPPORT FROM ACADEMIC EXCELLENCE, UPDATE PROGRAM VOCATIONAL LEARNING OUTCOMES USING CURRENT, MEASURABLE & OBSERVABLE LANGUAGE. REMAP TO COURSE LEARNING OUTCOMES DURING REVISION PROCESS.

IMPLEMENTATION PLAN: CURRICULUM SPECIALIST WILL ASSIST S115 TO REVISE AND SEEK EXTERNAL APPROVAL OF NEW PVLOs. TIMELINE TO COMPLETION: EARLY 2022.

2. WITH SUPPORT FROM ACADEMIC EXCELLENCE, COURSE OUTLINES CAN BE IMPROVED TO ENSURE THE FOLLOWING STANDARDS ARE MET:

- CLEAR, SPECIFIC AND MEASURABLE LEARNING OUTCOMES.
- NUMBER OF CLOs PER COURSE ALIGNS WITH COURSE INSTRUCTIONAL HOURS (E.G. 7-10 INSTRUCTIONAL HOURS PER CLO, OR 4-6 CLOs IN A 42 HR COURSE).

IMPLEMENTATION PLAN: WITH SUPPORT FROM A CURRICULUM SPECIALIST, FACULTY CAN UPDATE COURSE OUTLINES TO REFLECT ABOVE STANDARDS. TIMELINE TO COMPLETION: MID 2022.

Graduate Success

STRENGTHS

- PATHWAYS TO FURTHER EDUCATION EXIST AND ARE USED BY MANY DENTAL OFFICE ADMINISTRATION GRADUATES:
 - GRADUATES HAVE ENROLLED IN FURTHER EDUCATION INCLUDING GEORGE BROWN'S DENTAL HYGIENE, LABORATORY TECHNICIAN AND DENTURISM PROGRAMS.
 - GRADUATES HAVE GONE ON TO STUDY DENTISTRY AT UNIVERSITY.

CHALLENGES

- KNOWLEDGE OF MS EXCEL AND ESPECIALLY OF ACCOUNTING SOFTWARE SYSTEMS IS BECOMING MORE AND MORE IMPORTANT BECAUSE GRADUATES WILL BE EXPECTED TO HANDLE ASPECTS OF THE DENTAL OFFICE ACCOUNTS PAYABLE FUNCTION. CURRENTLY AP IS TAUGHT MANUALLY.
- DENTAL OFFICES ARE NOW REQUIRING THAT ALL EMPLOYEES BE 1ST AID AND CPR CERTIFIED.

OPPORTUNITIES

- TO SUPPORT AN INCREASING NEED FOR GRADUATE FLUENCY WITH BASIC ACCOUNTING, A MODULE IN ACCOUNTING SOFTWARE COULD BE ADDED TO THE DENT1122 SOFTWARE CLASS IN THE 2ND SEMESTER.
- 1ST AID AND CPR IS RECOMMENDED BY PROGRAM ADVISORY COMMITTEE. MODULE ON CPR COULD BE ADDED TO DENT1120 TRANSITION TO WORK COURSE IN THE 1ST SEMESTER. THERE IS A FEE FOR CPR—PROGRAM WOULD NEED TO MAKE A DECISION ABOUT HOW THE FEE IS COVERED.
- CONSIDER HOLDING EMPLOYMENT EVENTS WITH EMPLOYERS AND VENDORS.
- PROGRAM ADVISORY COMMITTEE HAS RECOMMENDED STUDENTS HAVE INFECTION CONTROL CERTIFICATION. A FREE INFECTION CONTROL CERTIFICATE PROGRAM IS OFFERED BY TORONTO PUBLIC HEALTH. THIS COULD BE INCORPORATED INTO DENT1120.

RECOMMENDATIONS

1. INCORPORATE FIRST AID AND CPR TRAINING WITHIN DENT1120 TRANSITION TO WORK (1ST SEMESTER).
IMPLEMENTATION PLAN: A MODULE WILL BE ADDED TO DENT1120 BY FACULTY TEAM. COLLEGE WILL COVER ASSOCIATED FEES. TIMELINE TO COMPLETION: END 2022.
2. INCORPORATE INFECTION CONTROL CERTIFICATION WITHIN DENT1120.
IMPLEMENTATION PLAN: INFECTION CONTROL CERTIFICATION IS OFFERED BY TORONTO PUBLIC HEALTH AT NO COST. FACULTY TEAM TO INTEGRATE MODULE/S WITHIN DEN1120. TIMELINE TO COMPLETION: MID 2022.
3. HOLD EMPLOYMENT EVENTS THAT ALLOW GRADUATES TO CONNECT WITH EMPLOYERS AND VENDORS.
IMPLEMENTATION PLAN: FACULTY TEAM WITH ASSISTANCE AS REQUIRED FROM SUPPORT STAFF TO PLAN EVENTS FOR FACE TO FACE AND/OR VIRTUAL DELIVERY BASED ON PANDEMIC REQUIREMENTS. TIMELINE TO COMPLETION: END 2022.

College Services and Supports

STRENGTHS

- DEDICATED LIBRARY SUPPORT IS AVAILABLE THROUGH THE LIBRARY LIAISON, JUNHUI ZHANG.
- CAREER SERVICES WORKSHOPS AND OTHER SERVICES OFFER CONSISTENTLY HIGH VALUE TO LEARNERS IN S115. MARIA DENOTARIS PRESENTS WORKSHOPS THAT PROVIDE HIGH VALUE TO STUDENTS. S115 WILL CONTINUE THIS PRACTICE AND HOPE TO CONTINUE TO HAVE THE SUPPORT OF CAREER SERVICES WITH THESE WORKSHOPS.
- TECHNOLOGY SUPPORT FROM ITAC IS EXCELLENT. ERIC CHAU, BENTON SIMON AND RYAN RAMPARAS PROVIDE TERRIFIC ASSISTANCE TO THE S115 TEAM. WITHOUT THEIR ASSISTANCE AND SUPPORT THE TEAM WOULD NOT BE ABLE TO DELIVER THIS PROGRAM.

CHALLENGES

- STUDENTS WHO MISS THE COMM1007 CLASS IN WHICH THE LIBRARY LIAISON VISIT TAKES PLACE MISS THE INFORMATION LITERACY BRIEFING.

OPPORTUNITIES

- INVITE LIBRARY LIAISON TO DELIVER STUDENT-FACING INFORMATION LITERACY BRIEFING IN COURSES OTHER THAN COMM1007.

RECOMMENDATIONS

1. INCREASE COLLABORATION WITH LIBRARY TEAM TO ENSURE LLC CAN PROVIDE ADEQUATE SUPPORT TO S115 STUDENTS AND FACULTY:

IMPLEMENTATION PLAN: S115 TEAM WILL INTEGRATE THE FOLLOWING PROCESS CHANGES:

- S115 TEAM WILL INCLUDE LIBRARY LIAISON IN RELEVANT FACULTY MEETINGS AND PROGRAM ACADEMIC INITIATIVES. TIMELINE: END 2021
- S115 TEAM WILL SHARE BOOKLISTS BY MAY (FOR FALL SEMESTER) AND NOVEMBER (FOR WINTER SEMESTER) TO ENSURE TIMELY PURCHASE AND PROCESSING OF RESERVE MATERIALS. TIMELINE: 2021
- S115 TEAM WILL SHARE INFORMATION ABOUT THE COLLECTION DEVELOPMENT AND DESELECTION NEEDS OF THE PROGRAM. TIMELINE: 2021
- S115 TEAM WILL ENCOURAGE FACULTY TO USE READING LIST BUILDER. TIMELINE: 2021
 - LLC LIAISON JUNHUI ZHANG TO PROVIDE INFORMATION ABOUT READING LIST BUILDER TO S115 TEAM.
- S115 TEAM WILL ADVISE THE LLC OF SPECIFIC TECHNOLOGY, SERVICE AND/OR SPACE NEEDS. TIMELINE: MID 2021



Appendix A

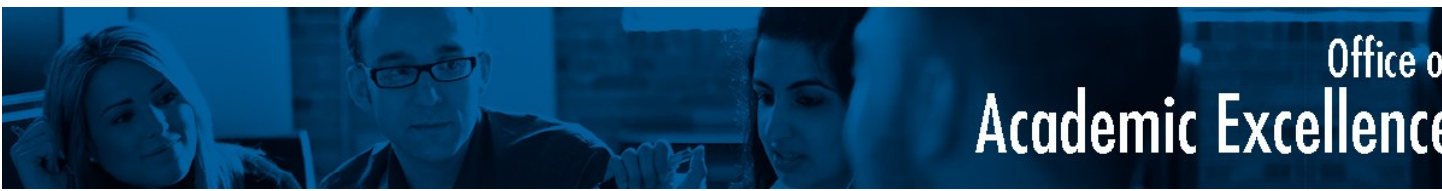
Field Education Best Practices Checklist

S115-Dental Office Administration Program

Please indicate the extent to which the field education experience in your program incorporates each of the following best practices. If the practice is partially implemented or not implemented please include a brief explanatory note in the far right column.



Best Practices	Fully Implemented	Partially Implemented	Not Implemented	Comments
1. The minimum number of field education courses per program is established at one course per program.	Yes			Dent 1120 – Transition to Work in the Fall semester and Dent 1125 – Field Education in the Winter semester



Best Practices	Fully Implemented	Partially Implemented	Not Implemented	Comments
2. The minimum standard for a field education course at GBC is established at 100 hours in length.	Yes			Minimum 100 hours field placement
3. Teaching and learning methods are primarily experiential and involve students having direct and indirect contact and interaction with clients and community members/stakeholders.	Yes			

Best Practices	Fully Implemented	Partially Implemented	Not Implemented	Comments
4. Minimum prerequisite levels of student knowledge, skills, abilities, proficiencies, competencies in relevant areas are specified and related to the requirements of the course (e.g. Pre-placement English language skills benchmarks (including speaking & listening) established.	Yes			Dent 1109 Dent 1111 Dent 1120 Are prerequisite courses for Dent 1125 Field Education
5. Students are required to complete their pre-placement requirements. (health record, police check, course work etc.).	Yes			Course work – Dent 1109 Dent 1111 Dent 1120
6. A written evaluation tool/guideline provided for evaluating student performance is structured from the knowledge, skills and competencies identified in the course outline learning outcomes .	Yes			Course outline for Dent 1120
7. Methods of evaluation are outlined and include a minimum of one written evaluation. (to be completed by the supervising field placement staff or GBC staff)	Yes			
8. Student assignments include a reflective self-assessment component which may be paper based, online, or occur in a concurrent integrative seminar course.	Yes			Journal for each day at the dental practice during field placement
9. Every student and employer has contact a minimum of three times during the experience: onset; mid-experience, and the end of the experience.	Yes			
10. Final evaluation of student performance results in awarding an academic credit of either a Pass/Fail or Letter Grade.	Yes			P/F

Best Practices	Fully Implemented	Partially Implemented	Not Implemented	Comments
<p>11. Field education coordination (FEC) are assigned within job descriptions with the minimum number of hours TBD. FEC duties might include:</p> <ul style="list-style-type: none"> • Preparation of course materials such as course outlines and evaluation tools • Recruitment of employer placements • Processing student applications • Matching students with employers • Supervision of students in a variety of locations • Facilitating on-line discussions • <i>Evaluation</i> of the course 	Yes			
<p>12. Annually recognize the important contribution made by each employer to student learning (e.g., thank you letter; social event; student award to selected employers).</p>	Yes			Certificate of recognition
<p>13. Field placement selection is based on identified student knowledge and skill, and employer-identified opportunities.</p>	Yes			
<p>14. The placement is committed to training and supervising students and supports the goal of the field learning experience.</p>	Yes			
<p>15. The employer provides an adequate number of appropriate staff to support students</p>	Yes			
<p>16. The employer understands what the students are supposed to learn based on outcomes identified by the college program and may identify the minimum knowledge and skill they expect of a student placed in their setting.</p>	Yes			
<p>17. The employer provides written feedback on every student's performance and on the field education experience.</p>	Yes			



Best Practices	Fully Implemented	Partially Implemented	Not Implemented	Comments
18. The program has a well developed set of policies and procedures that addresses issues related to the early termination and removal of the student from the field placement.	Yes			



Appendix B

Library Learning Commons (LLC) Program Review Checklist for Certificate, Diploma, Advanced Diploma, and Graduate Certificate Programs

Program Under Review: S115 Dental Office Administration

Program Chair: Stevan Ciric

Liaison Librarian: Junhui Zhang

The LLC delivers research support, develops collections and services to facilitate learning and teaching by:

- providing research help in various formats (e.g. chat, in-person drop in, and customized programs) and delivering formal research instruction
- collaborating with programs to support faculty teaching and scholarship
- developing and sustaining quality collections and services
- providing well equipped learning spaces (technology, furniture, etc.)
- developing a robust technology infrastructure and technical support

This review provides evidence of the collaboration between the program and the LLC related to the areas above and identifies gaps in these areas

Library Research Instruction

Librarians provide instruction regarding research strategies and the use of subject and general resources to support course work.

Course Code	Course Name	Comments
COMM 1007	College English	Instruction sessions are delivered to students who attend COMM 1007. Students who do not attend do not have any exposure to information literacy instruction. It is recommended that faculty invite the Librarian to deliver information literacy sessions in other suitable courses.

Program Collaboration with the LLC

The program involves the Librarian in curriculum development and other relevant activities, to ensure that the library resources and services reflect teaching and learning needs. The following activities provide evidence of this collaboration:

1. The Librarian is included in faculty meetings, PAC meetings, curriculum development and other program academic initiatives.

Yes

No

Recommendation: It is recommended that the program invite the librarian to relevant faculty meetings and appropriate program academic meetings.

Developing and sustaining quality collections and services

The following assesses communication regarding collections and the quality and depth of collections to identify gaps:

1. The program provides the Librarian with book lists, and identifies reserve materials in advance with sufficient lead time for purchase and processing.

Yes

No

Recommendation: The Librarian requests book lists from the program in advance. The program does not provide the Librarian with books lists. It is recommended that the program provide the librarian with book lists in (preferably May for fall semester and November for winter semester) to ensure timely purchase and processing of reserve materials.

2. The program consults with the Liaison Librarian via various channels to share information about collection needs.

Yes

No

Recommendation: It is recommended that the program involve the Librarian with program academic initiatives and share information about the collection needs of the program.

3. The program collaborates with the Librarian to keep the collection current by regularly reviewing titles and recommending items for discard.

Yes

No

Recommendation: There is limited communication between the program and the Librarian regarding the collection. IT is recommended that the program involve the Librarian more with program academic initiatives regularly and share information about collection development and deselection needs.

4. Faculty are aware of and use library applications in Blackboard such as Reading List Builder and CLEAR to makes course readings accessible.

Yes

No

Recommendation: The Librarian has delivered workshops on Reading List Builder. There was some faculty in the program attended. It is recommended that the program encourage more faculty to use Reading List Builder and CLEAR.



Technology and Learning Space

1. The program makes the LLC aware of technology needs and space requirements so that the library can make software/hardware available and designs learning spaces to accommodate coursework.

Yes

No

Recommendation: It is recommended that the program keep the LLC informed if there are specific technology and space requirements.


Suggestions for Continued Collaboration

Please list any additional comments or recommendations that could improve the collaboration between the program and the library.


The Librarian is not invited to faculty meetings. It is recommended that the program actively involve the Librarian more with program academic initiatives and share related information with the Librarian so the LLC can develop collections, technology and services to accommodate the teaching and learning needs of the program.

Signature below indicate that the LLC has reviewed program collaboration and assessed collection, services and other provisions.

Date: December 3, 2020

Signature: 
Liaison Librarian

Date: December 12, 2020

Signature: 

Director, Academic Services and Learning Resource

Appendix C

Curriculum Documents

S115 Dental Office Administration

COMMS - Course Learning Outcome/Program Learning Outcome Program Summary

Program Name: Dental Office Administration
Program Code: S115 (MTCU 42320)
Academic Year: 2020-2021
Date Generated: 1/26/2021 12:34:17 PM

Analysis of map results:

PLOs are from 1991--in need of revision for currency. Map results indicate lack of alignment between many course learning outcomes, which have been kept current, and program learning outcomes, which have become dated. Most courses contain some CLOs that no longer align to PLOs: DENT1109, DENT1121, DENT1122, DENT1125, HRM1012. Some courses contain no CLOs that align to PLOs: ANAT1032, ANAT1059, CLIN1001, CLIN1002, DENT1120. One PLO (#7) has no support at course level. *Action* : Aim to revise PLOs following program review alongside revision of CLOs per curriculum specialist's course outline review feedback.

Level Legend

Semester 1

Semester 2

PLO 1 - Set up office systems.					Number of CLOs supporting this PLO	Curriculum Specialist's Remarks
PLO Number	Level	Course Code	Course Name	Course Learning Outcomes	2	Low support at course level
1	1	DENT1121	THE DYNAMIC DENTAL PRACTICE	CLO4: Apply market research in order to make marketing decisions for a dental practice.		
1	2	HRM1012	DEVELOPING PEOPLE	CLO5 - Practice techniques used to recruit, select, train, develop, evaluate, compensate, manage and stimulate employee performance, as to be able to do a job analysis, write a job description and a job ad, manage huddle, staff, and perform employee evaluations meetings.		
PLO 2 - Organize and coordinate appointments.					Number of CLOs supporting this PLO	Curriculum Specialist's Remarks
PLO Number	Level	Course Code	Course Name	Course Learning Outcomes	6	
2	1	DENT1109	DENTAL OFFICE THEORY I	DENT1109 CLO3 - Maintain the appointment schedule, with organization and maximum productivity while providing service that gives full consideration to the client.		
2	1	DENT1109	DENTAL OFFICE THEORY I	DENT1109 CLO4 - Maintain effective recall/continuous re-care manual system, enabling the dental health care provider to help clients maintain good oral health and facilitate practice building.		
2	1	DENT1111	DENTAL SOFTWARE I	CLO2 - Schedule and update appointments from the Appointment Menu.		

2		2	DENT1123	DENTAL SOFTWARE II	CLO2 - Scheduling and updating appointments from the Appointments Menu.		
2		2	DENT1125	FIELD EDUCATION	CLO3. Apply specialized skills applicable to the duties of a dental office administrator.		
					1. Use available dental software.		
					2. Demonstrate office procedures such as scheduling appointments, filling records, billing, managing of insurance claim forms, bookkeeping, recalling patients and handling telephone calls.		
2		2	HRM1012	DEVELOPING PEOPLE	CLO5 - Practice techniques used to recruit, select, train, develop, evaluate, compensate, manage and stimulate employee performance, as to be able to do a job analysis, write a job description and a job ad, manage huddle, staff, and perform employee evaluations meetings.		
PLO 3 - Maintain and manage patient records.						Number of CLOs supporting this PLO	Curriculum Specialist's Remarks
PLO Number	Level	Course Code	Course Name	Course Learning Outcomes	6		
3		1	DENT1109	DENTAL OFFICE THEORY I	DENT1109 CLO2 - Explain the Privacy Act: PIPEDA and PHIPA, and health information custodian and privacy officer in the dental practice.		
3		1	DENT1109	DENTAL OFFICE THEORY I	DENT1109 CLO5 - Utilize a variety of dental office forms and record filing manual systems.		
3		1	DENT1111	DENTAL SOFTWARE I	CLO1 - Add and update a new patient to the system.		
3		1	DENT1111	DENTAL SOFTWARE I	CLO3 - Enter a treatment plan using the Treatment Planning Menu.		
3		2	DENT1123	DENTAL SOFTWARE II	CLO1 - Adding and updating a new patient to the system.		
3		2	DENT1125	FIELD EDUCATION	CLO3. Apply specialized skills applicable to the duties of a dental office administrator.		
					1. Use available dental software.		
					2. Demonstrate office procedures such as scheduling appointments, filling records, billing, managing of insurance claim forms, bookkeeping, recalling patients and handling telephone calls.		
PLO 4 - Maintain accounting records.						Number of CLOs supporting this PLO	Curriculum Specialist's Remarks
PLO Number	Level	Course Code	Course Name	Course Learning Outcomes	10		
4		1	DENT1109	DENTAL OFFICE THEORY I	DENT1109 CLO6 - Bill dental treatment transactions manually using spread sheet.		
4		1	DENT1109	DENTAL OFFICE THEORY I	DENT1109 CLO7 - Complete Day End procedures.		

4	1	DENT1109	DENTAL OFFICE THEORY I	DENT1109 CLO8 - Manage Dental Pre- determination and Dental Insurance Benefits Claim Forms including COB.		
4	1	DENT1111	DENTAL SOFTWARE I	CLO5 - Bill transactions in the Billing Transactions Menu.		
4	1	DENT1111	DENTAL SOFTWARE I	Perform Day End Report Procedures		
4	2	DENT1122	DENTAL OFFICE THEORY II	CLO1 - Practice various financial management, collections and disbursement procedures.		
4	2	DENT1122	DENTAL OFFICE THEORY II	CLO2 - Manage the Accounts Payable and Payroll systems.		
4	2	DENT1123	DENTAL SOFTWARE II	CLO4 - Billing dental treatment, managing the Accounts Receivable.		
4	2	DENT1123	DENTAL SOFTWARE II	CLO6 - Completing Day End procedures in the Day End Menu.		
4	2	DENT1125	FIELD EDUCATION	CLO3. Apply specialized skills applicable to the duties of a dental office administrator.		
				1. Use available dental software.		
				2. Demonstrate office procedures such as scheduling appointments, filling records, billing, managing of insurance claim forms, bookkeeping, recalling patients and handling telephone calls.		
PLO 5 - Employ correct methods of processing insurance claims.					Number of CLOs supporting this PLO	Curriculum Specialist's Remarks
PLO Number	Level	Course Code	Course Name	Course Learning Outcomes	4	
5	1	DENT1109	DENTAL OFFICE THEORY I	DENT1109 CLO8 - Manage Dental Pre- determination and Dental Insurance Benefits Claim Forms including COB.		
5	1	DENT1111	DENTAL SOFTWARE I	CLO4 - Effectively manage computerized Dental Insurance benefits.		
5	2	DENT1123	DENTAL SOFTWARE II	CLO5 - Effectively manage computerized Dental Insurance benefits.		
5	2	DENT1125	FIELD EDUCATION	CLO3. Apply specialized skills applicable to the duties of a dental office administrator.		
				1. Use available dental software.		
				2. Demonstrate office procedures such as scheduling appointments, filling records, billing, managing of insurance claim forms, bookkeeping, recalling patients and handling telephone calls.		
PLO 6 - Utilize micro-computer systems.					Number of CLOs supporting this PLO	Curriculum Specialist's Remarks
PLO Number	Level	Course Code	Course Name	Course Learning Outcomes	13	High support at course level
6	1	DENT1111	DENTAL SOFTWARE I	CLO1 - Add and update a new patient to the system.		

6	1	DENT1111	DENTAL SOFTWARE I	CLO2 - Schedule and update appointments from the Appointment Menu.		
6	1	DENT1111	DENTAL SOFTWARE I	CLO3 - Enter a treatment plan using the Treatment Planning Menu.		
6	1	DENT1111	DENTAL SOFTWARE I	CLO4 - Effectively manage computerized Dental Insurance benefits.		
6	1	DENT1111	DENTAL SOFTWARE I	CLO5 - Bill transactions in the Billing Transactions Menu.		
6	1	DENT1111	DENTAL SOFTWARE I	Perform Day End Report Procedures		
6	2	DENT1123	DENTAL SOFTWARE II	CLO1 - Adding and updating a new patient to the system.		
6	2	DENT1123	DENTAL SOFTWARE II	CLO2 - Scheduling and updating appointments from the Appointments Menu.		
6	2	DENT1123	DENTAL SOFTWARE II	CLO3 - Entering a treatment plan using the Treatment Planning Menu.		
6	2	DENT1123	DENTAL SOFTWARE II	CLO4 - Billing dental treatment, managing the Accounts Receivable.		
6	2	DENT1123	DENTAL SOFTWARE II	CLO5 - Effectively manage computerized Dental Insurance benefits.		
6	2	DENT1123	DENTAL SOFTWARE II	CLO6 - Completing Day End procedures in the Day End Menu.		
6	2	DENT1125	FIELD EDUCATION	CLO3. Apply specialized skills applicable to the duties of a dental office administrator.		
				1. Use available dental software.		
				2. Demonstrate office procedures such as scheduling appointments, filling records, billing, managing of insurance claim forms, bookkeeping, recalling patients and handling telephone calls.		
PLO 7 - Mount and store dental radiographs.					Number of CLOs supporting this PLO	Curriculum Specialist's Remarks
PLO Number	Level	Course Code	Course Name	Course Learning Outcomes	0	No support at course level. No course learning outcomes align to this PLO. Has the move to digital radiography eliminated the need for this skill? Is there a new skill relating to current radiography that should take the place of this PLO?
7	N/A	None	None	None		



CURRICULUM ANALYSIS SUMMARY

S115 Dental Office Administration

PROGRAM CODE:	S115 / MTCU42320
PROGRAM NAME:	Dental Office Administration
OAE LIAISON:	Sandra Neill
DATE:	May 2020

Analysis Breakdown

Number of courses in program: 13 (includes College English)

Number of outlines reviewed: 6

General Remarks

Based on analysis of 6 of 13 course outlines, S115 course outlines will benefit from revision to ensure course learning outcomes are clear, measurable and level-appropriate. Essential Employability Skills integration can be reviewed as part of this process to determine which EES each course in this Ontario Certificate program should focus on to ensure effective distribution & reinforcement of EES across the program.

Course outline review is based on criteria set out by Ontario's College Quality Assurance Audit Process (CQAAP).

Specific Remarks

Course Descriptions

Criteria for course description review: clear & succinct (3-5 sentences summarizing course purpose, content and what students will learn/do); student focused

- Suggestions made on 6/6 course outlines to ensure course descriptions are student-focused and succinct.

Course Learning Outcomes



Criteria for CLO review: clear & measurable; appropriate number based on 6-10 hours per learning outcome formula; appropriate level of complexity; presence of criteria for performance assessment; current to program outcomes.

- Suggestions made on 6/6 course outlines to ensure CLOs are clear, specific, level appropriate and measurable/observable.
- CLOs should begin with a measurable & level-appropriate *verb*, follow with a *learning statement* that specifies the skill, knowledge or behaviour to be learned, and end with *criteria for performance* (context or purpose of the skill/knowledge/behaviour OR the required level of performance of the skill/knowledge/behaviour).
- Rule of thumb for number of CLOs per course is time based: allow 7-10 instructional hours for each course learning outcome. E.g. In a 42hr course, there is sufficient instructional time to teach and evaluate 4-6 outcomes.
- CLOs must be unique in each course. In cases where second semester courses are continuing to build skills taught in first semester courses, raise level of CLOs in second semester course by using slightly higher-level verb, or slightly higher-level criteria for performance.

Essential Employability Skills

Criteria for Essential Employability Skills review per Minister's Binding Policy Directive-- Framework for Programs of Instruction: supported by evaluation and learning activities; reasonable scope (e.g. 2-4 EES evaluated in a 42hr course).

- 3/6 outlines indicate what appears to be a heavy load of EES evaluation.
- Typically, a 42-hour course allows time to teach and evaluate 1-4 EES.
- As S115 is an Ontario Certificate program, each EES should be taught and evaluated a minimum of twice by the end of program.

Delivery Methods

Criteria for delivery methods review: variety of methods; consistent with program focus; consistent with course learning outcomes; experimentation with new teaching methods.

- Where Blackboard is in use, this can be mentioned in the Delivery Methods section.



Test/Assignment Policies

Criteria for test/assignment policy review: clear, fair and reasonable; consistent across program; consistent with George Brown College academic policies. The following guidance is geared toward all George Brown programs.

- Fair, inclusive *Test/Assignment Policies* should be standardized across academic programs. Standardized policies aid student comprehension and compliance.
- Policy should be adult-education oriented and conducive to an outcomes-based learning environment.
- Current S115 Test/Assignment Policies can be updated to ensure the following:
 - Clarity around graded in-class work and homework (should be listed in Evaluation Table and linked to one or more course learning outcomes);
 - Language outlining requirement for students using George Brown’s Test Centre can be modified to remove reference to ‘special needs students’.
- Sample policy statements available upon request.

Evaluation

Criteria for evaluation review: evaluation is linked to and appropriate for measurement of outcome/s; evaluation standards are clearly specified for each component of course; variety of evaluation tools; reasonable distribution of grades per assignment; balanced spread of assessment dates across course and across program.

- Where mid-terms and finals are heavily-weighted (30% or higher) and quizzes are low (e.g. 5%), consider moving some weight off the mid-term or final onto the low-weighted item.
- Instances and weighting of evaluation should typically be about equal for each course outcome (e.g. avoid situation in which outcome A is evaluated just once for a total of 10% weighting while outcome B is evaluated four times for a total of 60%)

Topical Outlines

Criteria for topical outline review: standard table is used and is complete; timing of learning accords with assessment of outcomes; includes sufficient detail to be helpful to students.

- Topical outlines contain sufficient information and detail.



Prior Learning Assessment Request

Criterion for PLAR per Minister's Binding Policy Directive--Framework for Programs of Instruction: eligibility for PLAR must be fair and reasonable.

- All courses reviewed are eligible for PLAR.

Pre/Co-Requisite Information

Accuracy of information—please review observations below to verify accuracy.

- Co and pre-requisite information appears to be accurate.

Strategic Initiatives

Evidence in course learning outcomes of themes relating to social, environmental and/or economic sustainability

- No learning outcomes appear to address environmental, social or economic sustainability themes.

Each review category above, with the exception of 'Strategic Initiatives', aligns with one or more requirement of the Ontario College Quality Assurance Service (OCQAS) Standards 2015.



Dental Office Administration, MTCU 42320

Program Purpose

The graduate has reliably demonstrated the ability to:

1. Set up office systems.
2. Organize and coordinate appointments.
3. Maintain and manage patient records.
4. Maintain accounting records.
5. Employ correct methods of processing insurance claims.
6. Utilize micro-computer systems.

Admission Requirements

Ontario Secondary School Diploma or equivalent (Grade 12 English (C or U))

Last Revised

1991

Current Curriculum

<i>SEMESTER 1</i>	
Code	Course Name
ANAT1032	Anatomy and Terminology I
CLIN1001	The Clinical Environment I
DENT1109	Dental Office Theory I
DENT1111	Dental Software I
DENT1120	Transition to Work
DENT1121	The Dynamic Dental Practice
COMM1007	College English
<i>SEMESTER 2</i>	
ANAT1059	Anatomy and Terminology II
CLIN1002	The Clinical Environment II
DENT1122	Dental Office Theory II
DENT1123	Dental Software II
DENT1125	Field Education



HRM1012	Developing People
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Essential Employability Skills (EES) Distribution Table

S115 Dental Office Administration

S115 Dental Office Administration is an Ontario College Certificate program. At George Brown, EES guidance for Certificate programs is as follows: each of the 11 EES learning outcomes must be taught, practiced and evaluated a minimum of one course.

Please use this document to indicate which (if any) EES will be evaluated in your course.

Instructions for S115 Professors:

Step 1: View Table 1, below, to familiarize yourself with Ontario’s Essential Employability Skills (EES) learning outcomes.

Step 2: Use Table 2, below, to indicate with an X in the appropriate column which EES will be taught and evaluated within your specific course.

Table 1: Ontario Essential Employability Skills

Skill category	Defining skills: Skill areas to be demonstrated by graduates	Learning Outcomes: The levels of achievement required by graduates. The graduate has reliably demonstrated the ability to
Communication	Reading Writing Speaking Listening Presenting Visual literacy	1. <i>communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</i> 2. <i>respond to written, spoken, or visual messages in a manner that ensures effective communication.</i>
Numeracy	Understanding and applying mathematical concepts and reasoning Analyzing and using numerical data Conceptualizing	3. <i>execute mathematical operations accurately.</i>
Critical thinking & problem solving	Analysing Synthesising Evaluating Decision making Creative and innovative thinking	4. <i>apply a systematic approach to solve problems.</i> 5. <i>use a variety of thinking skills to anticipate and solve problems.</i>
Information management	Gathering and managing information Selecting and using appropriate tools and technology for a task or a project Computer literacy Internet skills	6. <i>locate, select, organize, and document information using appropriate technology and information systems.</i> 7. <i>analyze, evaluate, and apply relevant information from a variety of sources.</i>
Interpersonal	Team work Relationship management Conflict resolution Leadership Networking	8. <i>show respect for the diverse opinions, values, belief systems, and contributions of others.</i> 9. <i>interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.</i>



Personal	Managing self Managing change and being flexible and adaptable Engaging in reflective practices Demonstrating personal responsibility	<i>10. manage the use of time and other resources to complete projects.</i> <i>11. take responsibility for one's own actions, decisions, and consequences</i>
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Source: Ontario Ministry of Colleges & Universities.

[Http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/essential.html](http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/essential.html)



Table 2: Insert X to indicate which of the selected EES can be taught and evaluated within your specific course

Course Code	EES 1 Comm	EES 2 Comm	EES 3 Numeracy	EES 4 Critical Thinking	EES 5 Critical Thinking	EES6 Info Mgmt	EES 7 Info Mgmt	EES 8 Inter- personal	EES 9 Inter- personal	EES 10 Personal	EES 11 Personal
ANAT1032	X	X		X	X	X	X			X	X
ANAT1059	X	X		X	X	X	X			X	X
CLIN1001	X	X		X	X	X	X	X	X	X	X
CLIN1002	X	X		X	X	X	X	X	X	X	X
DENT1109	X	X	X	X	X	X	X			X	X
DENT1111	X	X	X	X	X	X	X			X	X
DENT1120	X	X		X	X	X	X			X	X
DENT1121	X	X		X	X	X	X	X	X	X	X
DENT1122	X	X	X	X	X	X	X			X	X
DENT1123	X	X	X	X	X	X	X			X	X
DENT1125	X	X	X	X	X	X	X	X	X	X	X
HRM1012	X	X		X	X	X	X	X	X	X	X
COMM1007	X	X		X	X	X	X				

S115 team’s comments on the table:

EES 3 Numeracy is taught in:

Dent 1109 – manually billing dental treatment and accounts receivable

Dent 1111 – electronically billing dental treatment and accounts receivable taught in 2 different software systems (EXAN Power Practice-X and Dentrinx)

Dent 1122 – manually doing Accounts Payable, Petty cash and writing cheques and Payroll

Dent 1123 – electronically billing dental treatment and accounts receivable taught in dental software system (ABELDent)

EES 8 and 9 Interpersonal is taught in:

CLIN 1001 CLIN 1002 group assignments about patients conditions and dental procedures

Dent 1120 group assignments (dental office brochure, newsletter, dental patient menus, market research and marketing plan)

HRM1012 group assignments (dental office administrator job description, job ad, and role play of morning huddle meetings, staff meetings and employee appraisal meeting and in class presentations)

Dent 1125 is field education. In normal situation the students are in dental practices working with the dental team. Now because of COVID 19, they are not in dental offices so they are meeting with Maria Levine in class every Thursday morning from 8 to 11; the students work in teams to do projects as if they were in the dental office (simulation). I (Maria) have done so far with the students: a binder of SDSs (Safety Data Sheets) for more than 60 dental materials; the students also have done a research on medications patients may be taking for systemic conditions; we are doing simulation alphabetic filing of



patients records; the big project is a Procedures and Policies Manual for the Dental Administrator and last but not least individually the students will be writing a reflection paper in lieu of a journal.

In all courses the students need to use EESs 1, 2, 4, 5, 6, 7, 10 and 11.