

LETTER OF INTENT

Master of Science Degree

With Major in

Dental Hygiene

Clayton State University

School of Graduate Studies

and

College of Professional Studies

RECEIVED

NOV 11 2008

M.MIDDLETON

LETTER OF INTENT

Institution: Clayton State University
Date: November 11, 2008

School/Division: College/Professional Studies **Department:** Dental Hygiene

Proposed Program: Dental Hygiene **Degree:** Master of Science
Major: Dental Hygiene **CIP Code:** 51.0602

Starting Date: Fall Semester, 2009

INSTITUTIONAL MISSION

1. Does this program further the mission of your institution?

The mission of Clayton State University provides guidance to University programs and services by four essential considerations.

- recognizing and responding to the increasingly complex global context of contemporary life;
- promoting community-based, experiential learning to create enduring and meaningful connections between education and other aspects of life;
- encouraging and providing opportunities for continuous education and growth; and
- developing an understanding of advanced applications of modern technology.

The proposed Master of Science with major Dental Hygiene (MS/DH) supports these considerations and will especially encourage and provide opportunities for continuous education and growth.

2. Will the proposed program require a significant alteration of the institution's mission?

No. The implementation of this program would support and enhance the mission of Clayton State University.

3. Will the program require the addition of a new organizational unit to the institution (e.g. college, school division or department)?

No organizational changes are necessitated by the addition of the MS degree with major in Dental Hygiene. The proposed MS with major in DH, upon University System of Georgia Board of Regents' approval, will be offered by the faculty of the College of Professional Studies and through the School of Graduate Studies at Clayton State University. The MS with major in DH curriculum will share several core courses delivered in an interdisciplinary format with the university's Master's in Health Administration degree program (MHA).

4. Is it likely that a SACS visit for substantive change will be necessary?

No. The degree and methods of instructional delivery are consistent with our current accreditation standards. The addition of the MS/DH program will not require a Commission on Dental Accreditation (CODA) site visit to maintain compliance with established accreditation standards.

5. How does the proposed program help meet the priorities / goals of your institution's strategic plan?

Clayton State University Strategic Planning Themes promote the development of graduate academic programs. See #C below.

A. Student Success. The success of students is the highest priority of Clayton State University. The University provides students with necessary learning resources, creates a student-centered environment, and reduces barriers to student progression. We are committed to recruiting highly qualified students, retaining and graduating them in a timely manner, ensuring that they are well-prepared to achieve personal and professional goals and be ethical and productive citizens.

B. Positioning. Clayton State University is an outstanding comprehensive metropolitan university that transforms the lives of students, advances knowledge, and drives economic growth. Our marketing and public relations efforts position the University as an institution especially qualified to achieve these results.

C. Development and Enhancement of Undergraduate and Graduate Academic Programs. The University continues to develop high quality undergraduate and graduate programs to meet increasing student and societal needs. This includes adding traditional and innovative programs at undergraduate and graduate levels, improving existing programs, and continuing to be a leader in the use of technology to enhance teaching and learning.

D. Resource Development, Acquisition, and Management. The University will increase its ability to acquire and develop resources. Additional funding, facilities, and technology are necessary to enhance student success, deliver and expand academic programs, and recruit outstanding faculty and staff.

E. Campus Life. The University will strengthen services and programs to provide a stronger sense of community for students, faculty, and staff. Programs will focus on building community through intellectual, cultural, and social development.

F. Outreach and Economic Development. As an institution committed to its broader community, Clayton State University seeks to develop partnerships with the community, create civic-minded students, and promote economic development.

6. Will this proposal require an addition or change in our institution's strategic plan?

No. This degree program proposal will complement the university and school of graduate studies existing strategic plans and strengthen the academic foundations of the College of Professional Studies.

7. Will the program require an increase in state appropriation within the next five years?

No additional appropriations are necessary. One faculty line will be transferred from a program that has been deactivated. Other staff needs will be met from tuition and clinical fees.

8. If this is a baccalaureate program, will you be asking for an exception to the 120 hour expectation or to the core curriculum?

Not applicable

9. Are there program delivery formats that will be new or different for your institution?

Accredited campus extramural curricular delivery formats exist at the institution. No new delivery formats will be introduced with the advent of the proposed MS/DH.

Enrichment opportunities in the dental hygiene program have been and will continue to be available to undergraduate and graduate students. These include a Service Learning sub-grant from Morehouse School of Medicine for the "Step by Step" community dental health projects and the summer Moultrie Migrant Camp experience.

NEED

Provide a brief justification for why the state needs graduates from this program and for why the University System needs this program. Give a brief justification for why your institution should offer the program. If the program is applied or professional in nature, describe the kind of data you will use to support the need for the program.

Provide a brief description of whether and why student will enroll in the program. What kinds of data do you intend to use to show demand for the program?

The U.S. Department of Labor Bureau of Labor Statistics ranks dental hygienists 7th in a listing of the top 30 fastest growing occupations. A 30.1% increase in dental hygienists is projected for the decade of 2006 to 2016. <http://www/bls.gov/emp/emptab21.htm>.

The Georgia Department of Labor ranked dental hygienists 3rd in a listing of the top 20 occupations with the most job growth and 10th in a listing of the top 20 fastest growing occupations. A 48% increase in dental hygienist is projected for the decade 2004 to 2014. Dental hygiene is further designated by the Georgia Department of Labor as “HOT” over the projection period because the occupation is projected to also pay well and have plentiful job openings.

(Source: Georgia Workforce Trends: An Analysis of Long-term Employment Projections to 2014).

Georgia

In Georgia, there are no opportunities for graduate education in dental hygiene. There are 14 entry level dental hygiene programs. Twelve of the 14 programs grant associate degrees in dental hygiene. Only Clayton State University and Medical College of Georgia (Augusta) offer entry level baccalaureate degrees in dental hygiene. Dental hygiene courses taught in associate’s degree and baccalaureate programs are similar since all programs must meet the same accreditation standards mandated by the Commission on Dental Accreditation (2009). In comparison to the associate degree in dental hygiene, the baccalaureate degree offers minimal career advantage for dental hygienists.¹

Across the state, there are faculty vacancies which require or prefer that applicants are master’s or doctorate prepared. At the January 2008 annual session of the Georgia Dental Hygiene Educators’ Association (GDHEA), 50% of (7/14) program directors indicated a dental hygiene faculty vacancy in their program presently with an anticipated increase in vacancies in the near future related to retirements. Program directors represented both Technical College System of Georgia (TCSG) and USG BOR institutions. The absence of dental hygiene graduate education in Georgia and nationwide often results in faculty pursuing graduate majors that are not directly related to the dental hygiene profession.² The profession of dental hygiene is expanding and graduate education in dental hygiene in Georgia is needed to support the growth.

The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) requires the following:

Each full-time and part-time faculty member teaching credit courses leading toward the baccalaureate degree, other than physical education activities courses, **must** have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master’s degree, or hold the minimum of a master’s degree with a major in the teaching discipline. In exceptional cases, outstanding professional experience and demonstrated

¹ Darby, ML. (2004). Opening the door to opportunity. *Dimensions of Dental Hygiene*, 2(9): 12-16.

² Wilder RS, Mann G, & Tishk M. (1999). Dental hygiene program directors’ perceptions of graduate dental hygiene education and future faculty needs. *Journal of Dental Education*, 63(6), 479-483.

contributions to the teaching discipline may be presented in lieu of formal academic preparation. Such cases **must** be justified by the institution on an individual basis.

Value of the proposed MS/DH is added through the increased efficiency of internal operations via faculty-guided research publications and through the promotion of inter-institutional cooperation via student internships in dental hygiene programs throughout the state of Georgia. The services, provided by student interns, can help to alleviate the shortages of faculty currently plaguing dental hygiene programs by providing an applicant pool of prepared educators for the state. The role modeling of Clayton State University student interns will be invaluable to the students completing associate or baccalaureate degrees in Georgia dental hygiene programs. MS/DH interns could serve as advocates for advanced education in dental hygiene.

National

In a recent study of full-time faculty in baccalaureate dental hygiene programs, 90.4% of faculty have earned either a master's degree, doctorate degree, or a first professional degree. Only 9.6% of full-time baccalaureate dental hygiene faculty reported the bachelor's as their highest degree.³

Dental hygiene has done a tremendous job preparing dental hygienists for the clinician role. Trends in dental hygiene programs, throughout the 1990's have shown a significant increase in associate degree programs and a decrease in the number of baccalaureate degree programs.⁸ In the most recent revision of the Commission on Dental Accreditation (CODA) Standards for Dental Hygiene Education programs, a master's degree will be required for dental program administrators.⁴ Both of these (CODA) revisions will be effective January 2009 and both support the need for additional education for dental hygienists.

The opportunities for graduate education in dental hygiene have decreased at a time when aging/retiring faculty demands have increased. The dental hygiene educator shortage has been discussed in several national publications.^{5,3,1,6,7,8,2}

Nunn et al.⁸ reported that the mean age of our nation's allied dental faculty was 46. They further noted that 33% of dental hygiene faculty were over age 50. In dental hygiene, 125 of the 184 (68%) programs stated that they would need to replace current full-time faculty members within the next five years. Seventy-three percent of those replacements will be due to retirement. The most common institutional requirement for full-time faculty appointment was a master's degree in 47% of dental hygiene programs surveyed by Nunn et al.

The scarcity of younger faculty entering dental hygiene education is reflective of the public perception of dental hygiene. Many people are not aware of the vast opportunities available in dental hygiene, beyond clinical practice. This sentiment is echoed by Dominick⁶ who suggested that dental hygiene educators must provide baccalaureate and master's level education programs, and create appropriate specializations in dental hygiene education, public health, and expanded function.

The dental hygienist role of educator is essential in the development of oral health promotion strategies, the design of instructional materials, and recruitment for the profession. The proposed MS/DH curriculum will

³ Collins MA, Zinskie CD, Keskula DR, Thompson AL. (2007). Characteristics of Full-Time Faculty in Baccalaureate Dental Hygiene Programs and Their Perceptions of the Academic Work Environment. *Journal of Dental Education*, 71(11), 1385-1402.

⁴ Commission on Dental Accreditation. (2007). *Accreditation standards for dental hygiene education programs*. Chicago: American Dental Association.

⁵ Bertolami, CN (2007). Creating the Dental School Faculty of the Future: A Guide for the Perplexed. *Journal of Dental Education*, 71(10), 1267-1280.

⁶ Dominick, CA. (2004). Retirement: Have e mentored our replacements? *Education Update*, 23(1), 12.

⁷ Majeski, J. (2006). The dental hygiene educator shortage. *Access*, 20(7), 55-58.

⁸ Nunn PJ, Gadbury-Amyot CC, Battrell A, Bruce SI, Hanlon LL, Kaiser C, et al. (2004). The current status of allied dental faculty: A survey report. *Journal of Dental Education*, 68(3), 329-344.

prepare graduates to work in clinical practice as well as in other venues. To achieve this, the final year of the MS/DH curriculum will incorporate student teaching within the Clayton State University dental hygiene program and externally. During the Dental Hygiene Education Internship course, students will spend several weeks in different Georgia dental hygiene programs functioning as adjunct faculty.

The researcher role of the dental hygienist is essential for meeting the tremendous need for teaching hygienists and contributing to the scientific evidence of oral healthcare. Darby¹ emphasized that research skills and publication competencies are sought after by employers in academia, business, public health, and government. Darby¹ further notes that advanced level education within the ranks of the dental hygiene discipline will increase the value of the profession to society and advance the credibility of the profession in the eyes of the consumer. Students in the proposed MS/DH program will be required to present original research at a professional meeting. Submission of an original research manuscript for publication to a professional journal will be their culminating project.

Existing Master Degree Programs in Dental Hygiene

There are currently 17 Master of Science degree programs with majors in dental hygiene. Only five, (Tennessee (2), Texas (2), North Carolina (1)), of the 17 programs are in the south eastern portion of the United States. None are currently positioned to address the needs of undergraduate dental hygiene students in Georgia.

A survey of 505 Clayton State University graduates and dental hygiene educators in the southeast portion of the United States was conducted in 2006 to determine student demand for the program. A majority of respondents favored having the program and expressed interest in continuing their professional advancement through the program.

STUDENTS

1. Estimate the number of students who will graduate annually from the program in the steady state.

The proposed program is structured to graduate 12 students per academic year.

2. What percentage will likely be from other existing programs?

Because there are no existing programs in the southern most portion of the United States, the program will most likely draw students from Georgia and surrounding states. When considering surrounding geography, students graduating from one of the bachelor degree or degree completion programs would be eligible to apply.

BUDGET

1. Estimate the steady state cost of the program (in current dollars) and indicate the percentages from reallocation, student fees, grants, and outside dollars.

The estimated steady state cost of the program would be an average of \$125,000 annually over the first three years, with an estimated average annual revenue of \$300,000 for the same time period. The costs would be covered by existing resources (45%) and new tuition and clinic fees (65%).

2. Estimate start-up costs for the program and indicate possible fund sources.

The estimated start-up costs for the program would be minimal except for the internal reallocation of funds and a full-time staff position supported by fees. Since educating dental hygienists at a masters level is of significant national interest, grants would be solicited for needed funding.

FACILITIES

No additional facilities will be required to start the program. Clayton State University will complete a new state of the art dental hygiene clinical facility by January 1, 2010. The dental hygiene program will be housed in the Center for Oral Health Promotion, a new interdisciplinary approach to teaching, learning and community dental hygiene service, involving students and faculty from all healthcare programs offered at Clayton State University.

CURRICULUM AND DELIVERY

1. Are there special characteristics of the curriculum (as compared to similar programs)?

No. The didactic and laboratory portion of the curriculum will be offered on campus via interactive lecturing, seminars, case-based education, and small group activities. The clinical portion of the curriculum will be offered on campus through patient care delivery in the dental hygiene clinic. Further clinical practice and dental hygiene education practicum sites will be made available through new and existing partnerships with clinical education institutions throughout Georgia.

2. Will the program require special student services?

No. The program will not require new student services.

3. Will the program be attractive to underserved populations?

Yes. Overall, minority students enrolled in dental hygiene programs in the United States (3%) are three times greater than the number of minority dental hygiene faculty (1%). With an entry level MS/DH in an existing program with proven minority recruitment success, this demographic will improve. Ultimately, increasing the number of minority dental hygienists with graduate degrees in dental hygiene will pave the way for more minority dental hygiene educators, administrators, and researchers. Clayton State University is a national leader in student diversity. This program expects to continue to reflect that diversity.

COLLABORATIONS

Clayton State University and Medical College of Georgia are the **only** programs in the state that grant the baccalaureate dental hygiene degree (BS/DH). There are no masters-level programs in dental hygiene in Georgia. Clayton State has collaborated with the Medical College of Georgia on the development of this program concept and format and CSU will continue collaboration as MCG develops and implements its five-year BS-through-MS program. As planned, Clayton State's program is available only to appropriately graduated baccalaureate degree students who meet the university's graduate admissions standards.

OTHER

Approval of the proposed Master of Science with major in Dental Hygiene (MS/DH) program will make the graduate degree available to students in the southeastern portion of the United States who are presently underserved. It will provide immediate opportunity to practitioners who hold the BS/DH degree and desire and need the graduate degree for career advancement.