**POWERS, DUTIES AND RESPONSIBILITIES**

Dr. Braxton, the Academy’s director will be responsible for the day to day administration and running of the school. She is well qualified to do so, as a dentist running his own practice, and being a holder of a Bachelor of Science degree in Biology Pre-Med from Virginia State University and received a Master of Science in Biology with a concentration in Biochemistry from Virginia State University and University of Iowa. She earned her dental education from University of Louisville and completed her general practice residency training at Kings County Hospital Center in Brooklyn, New York. She received advanced training in pediatric dentistry at New York University.

The Academy will train 30 to 40 students in its initial 12 months and will increase to a maximum 60 per year. The Academy has the core administration and staffing infrastructure of the dental practice to utilize, as Dr. Braxton is the sole owner.

The Academy engaged Medical Curriculum Partners, Inc. (MCP) to assist in the initial certification. MCP is a vocational school and student marketing company in business since 2004 and helps dentists set up and own dental staffing schools nationwide. MCP is also assisting two other dental schools in the State of Virginia. OceanPointe of RVA purchased the curriculum from MCP. MCP will no longer be affiliated with OceanPointe of RVA. OceanPointe of RVA was certified in 2023.

Dr. Braxton, along with Mr. Moore, will be responsible for ensuring that the school maintains compliance with the state regulations, creation and maintenance of student academic and employment records as well as financial records.

The Academy’s Head of Administration, Dr. Braxton will use information systems included in OceanPointe of RVA’s online platform. Student registration records, grades, transcripts, and personal information will be kept in the online learning portal.

**DEVELOPING A CURRICULUM**

OceanPointe of RVA purchased a curriculum from MCP. MCP will not be affiliated with OceanPointe of RVA going forward.

OceanPointe Dental Academy of RVA gained its curricula from MCP who used the following process for curricula development. The contact information for MCP is Julian Milian 405-306-8531 or mcpdental.com.

MCP has adopted a performance based Develop a Curriculum (“DACUM”) process based on educational best practices for vocational training that all career training offered by non-degree granting private career schools.

MCP utilizes a Develop a Curriculum (DACUM) process that incorporates the use of an industry or vocational specific focus group in a facilitated storyboarding process to capture the major duties and related tasks that need to be included into a particular occupational program for entry-level competency, as well as the necessary knowledge, and skills that will become the outcomes-based criteria for that program.

There are a couple of developmental steps within this process which are outlined briefly below; Step A - Initial Occupational Profile

In the DACUM process, MCP utilizes a panel of six to eight high-performing dental assistants or dental staff. A facilitated, two-day process is run by MCP together with these workers to identify the duties and tasks that make up their job. The job tasks and duties identification process are analyzed by this panel using a modified brainstorming process that encompasses a ‘storyboarding’ a process which involves using large colored index cards to mark each task and sub-task areas. An occupational profile is developed in chart format which depicts a job in terms of specific duties and tasks to be performed. These tasks are also sequenced and ranked based on:

• Essential and most important parts of the job

• Tasks that are the most time consuming

The highest ranked tasks of the two categories have be included into a training program. Steps B & C: Occupational Profile Validation

The occupational profile is validated and vetted through various methods. MCP programs have been vetted by an instructional design teams at university/college partners, and through a peer-review process. Once these reviews are completed, the profile is then analyzed through MCP’s management team to assess what the workers said, with what they expect and believe the job should encompass.

Steps D & E: Curriculum Development

Once the profile has been validated, a task analysis it typically further defines the job. The validated profile and the task analysis can then be used to develop a curriculum through lesson plans, outlines, competencies in lab, and the corresponding theoretical knowledge needed understand the labs. Because MCP programs are work-based learning and condensed in nature (can be completed in less than 4 months) they typically encompass at least 85% hands-on learning with simulation software. This process also includes the selection of textbooks and ancillary learning materials.

Features of DACUM include:

• Articulation of a set of standards upon which instruction is based. These standards describe the level or quality of performance expected in the industry.

• “Core Abilities,” or valuable non-technical skills that are not specific to any one industry, are embedded throughout the instruction.

• Competencies to be mastered and the performance standards for each competency are described for the student before instruction begins through documents called learning plans.

• Students are assessed on their performance of each competency.

This DACUM represents a departure from the traditional model of instruction that most people are familiar with.

To assist MCP in developing a curriculum, **MCP engages an advisory committee**. Here is an overview of the steps involved in applying this DACUM:

1. DEVELOP the standards upon which instruction will be based.

a. Standards = action statements that describe the ***level*** or ***quality*** of performance of a category of technical skills necessary for dental staff training.

b. Standards are taken from nationally recognized dental industry sources, or developed by MCP.

2. DETERMINE core abilities.

a. Core abilities = overarching skills beyond the technical skills of the job that are required in order to be successful as a dental assistant; are taught implicitly in the context of technical skills training.

b. Examples of core abilities include overarching skills such as

i. Critical thinking,

ii. Teamwork,

iii. Communication skills,

iv. Responsible and ethical behavior.

c. Core ability statements begin with an action word and are short. Examples include i. “Think critically and creatively”

ii. “Work productively in a team”

iii. “Write clearly and concisely”

iv. “Act responsibly”

3. COMMIT TO WRITING the competencies.

a. Competency statements begin with an action word,

b. Competency statements describe performance at the application level or above.

c. Competency statements describe a single performance of a technical skill.

d. All standards must have at least one associated competency.

e. Competencies are grouped together to form learning plans, which represent units of instruction.

4. DETERMINE the performance standards for each competency.

a. Determine whether you are assessing a product, a process, or both.

b. Make a list of what you will observe in order to determine whether the student has mastered the competency.

c. Describe the setting and conditions under which the assessment will take place.

d. Describe what each observed component of the performance must look like in order to be acceptable. Also describe unacceptable performance.

5. DEVELOP performance assessment plans.

a. Expand on the information you just developed for your performance standards. b. Develop your checklists, rubrics, and scoring guides.

c. Write your performance assessment plans.

6. DETERMINE learning objectives.

a. Learning objectives = the knowledge, skills, and attitudes necessary to demonstrate mastery of the competency.

b. Learning objectives are determined by what you are assessing.

c. Learning objectives begin with an action word and are at a level of Bloom’s taxonomy that is equal to or lower than the level of the competency.

7. DETERMINE learning activities.

a. Learning activities follow the Learning Cycle.

b. Learning activities provide significant opportunity for the student to go back and forth between comprehension (taking in new information) and practice (applying the new information). c. Determine the schedule (timeline) for your learning activities.

d. Formative assessments may be used to gauge progress on learning activities (e.g., taking a test to measure acquisition of foundation factual knowledge). These formative assessments are NOT the assessment of the competency.

8. COMMIT TO WRITING – the learning plans.

a. Learning plans - documents provided to students so they have a roadmap through the instruction about to be offered.

b. Learning plans are numbered and titled and tell the student:

i. What they will be learning (competencies, core abilities, and learning objectives), ii. Why it is important (overview),

iii. What activities they will be engaged in (learning activities),

iv. The sequence for instruction. (learning activities in sequential order),

v. How they will be assessed on the competencies (performance assessment statements), vi. What criteria they have to meet to demonstrate mastery (performance standards).

9. COMMIT TO WRITING – the syllabus.

a. Syllabus = document for each course (each course has a syllabus) comprising a program that offers an overview of a variety of topics related to the execution of the course.

b. A syllabus should contain more than an outline of course topics or list of readings. Typically, a syllabus includes:

i. Instructor information

ii. Course information

iii. Performance expectations

iv. Guidelines

v. Grading plan

vi. Schedule

10. ASSEMBLE the instructional materials.

a. Working through the development of a curriculum, helps assemble instructional materials in the process. An inventory of is taken at this point to determine what materials still need to be secured.

b. A variety of media format needs—print, video, audio, computer based, etc.