

**Montana Board of Regents**  
**CURRICULUM PROPOSAL FORM**

- 1. Overview of the request and resulting changes.** Provide a one-paragraph description of the proposed program. Will this program be related or tied to other programs on campus? Describe any changes to existing program(s) that this program will replace or modify. *[100 words]*

Montana State University in collaboration with the University of Washington School of Dentistry's Regional Initiatives in Dental Education (RIDE) program proposes to establish a Montana regional dental school patterned after the WWAMI Montana regional medical school's curriculum. First year RIDE dental students would utilize the existing Montana WWAMI infrastructure at MSU, then spend their 2<sup>nd</sup> year at Spokane RIDE site and 3<sup>rd</sup> year at UWSOD's main campus in Seattle in clinical clerkships. Students would return to Montana during their 4<sup>th</sup> school year rotating through already established dental clinical rotations (mini-RIDE) in rural communities and Native American tribal centers. Montana RIDE would not replace or modify any existing program.

- 2. Relation to institutional strategic goals.** Describe the nature and purpose of the new program in the context of the institution's mission and core themes. *[200 words]*

The proposed Montana RIDE dental school aligns well with MSU's overall mission to educate students, create knowledge and art, and serve communities. Learning dentistry and being able to deliver oral healthcare requires an interdisciplinary and collaborative approach between basic science and healthcare educators, oral and primary healthcare providers, and communities. Returning 4<sup>th</sup> year RIDE students would provide more than 5400 hours/year of dental care under the supervision of an attending dentist in underserved areas of Montana increasing access to oral healthcare.

Montana RIDE strongly supports MSU's strategic learning goal of preparing students to graduate equipped for rewarding careers. By spending the 1<sup>st</sup> and 4<sup>th</sup> years of dental school in Montana, Montana RIDE students will be well prepared to be excellent dentists in underserved parts of the state, including rural and Native American communities. Secondly, by collaborating with other programs within MSU, as well as other institutions within and outside of Montana, Montana RIDE fulfills MSU's engagement goal of learning across disciplines. Thirdly, this proposal also facilitates MSU's strategic engagement goal by training Montana students to be dental health practitioners, educators and community leaders in rural and tribal Montana communities.

- 3. Process leading to submission.** Briefly detail the planning, development, and approval process of the program at the institution. *[100 words]*

In the past 3 years, stakeholders have collectively met to discuss possible solutions to Montana's severe deficiencies in the oral healthcare workforce. One of these possible solutions was the institution of a Montana RIDE program. Discussions between MSU and UWSOD began in 2016 and investigation of the feasibility of this regional dental school was initiated. This proposal was submitted as part of MSU's Academic Program Planning in May 2017 and an Intent to Plan was approved in July 2017. The proposal has been presented, discussed and revised through feedback from MSU-Great Falls, and MSU's internal curriculum approval process, including Faculty Senate, Dean's Council and the President's Executive Council.

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**4. Program description.** Please include a complete listing of the proposed new curriculum in Appendix A of this document.

a. List the program requirements using the following table.

	Credits
Credits in required courses offered by the department offering the program	70
Credits in required courses offered by other departments	228
Credits in institutional general education curriculum	
Credits of free electives	0
Total credits required to complete the program	298

b. List the program learning outcomes for the proposed program. Use learner-centered statements that indicate what students will know, be able to do, and/or value or appreciate as a result of completing the program.

In the care of the child, adolescent, adult, geriatric and medically compromised patient, Montana RIDE graduates shall possess the following knowledge, skills and values:

- i. Be competent in the application of the basic principles of critical thinking and problem-solving
- ii. Have the ability to self-assess
- iii. Have an in-depth understanding of basic biological principals
- iv. Be competent in the application of the biomedical sciences to the delivery of patient care
- v. Be competent in the application of the fundamental principles of behavioral sciences
- vi. Be competent in managing a diverse patient population
- vii. Be competent in applying legal and regulatory concepts related to the provision of oral health care services
- viii. Be competent in applying the basic principles and philosophies associated with patient-centered practice management
- ix. Be competent in communicating and collaborating with other members of the health care team
- x. Be competent in the application of the principles of ethical decision making
- xi. Be competent to access, critically appraise, apply and communicate scientific and lay literature
- xii. Be competent in providing oral health care to patients in all stages of life
- xiii. Be competent in providing oral health care within the scope of general dentistry
- xiv. Be competent in assessing the treatment needs of patients with special needs

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- 5. Need for the program.** To what specific student, regional, and statewide needs is the institution responding to with the proposed program? How will the proposed program meet those needs? Consider workforce, student, economic, societal, and transfer needs in your response as appropriate. *[250 words]*

Poor oral health is associated with pathologic conditions of the oral cavity itself such as tooth decay and periodontal disease. Further, evidence indicates poor oral health can have a significant impact on other health conditions including heart disease, stroke, diabetes, respiratory diseases, poor pregnancy outcomes, and speech impediments in children underscoring the critical need for adequate oral healthcare.

Data from the Health Resources and Services Administration identified 84 dental health professional shortage sites in Montana as of April 2016. Forty-seven of the 56 counties in Montana are classified as a Dental Health Professional Shortage Area (HPSA) and 11 counties in Montana have no practicing dentists. Montana has experienced a 16.9% drop in the dentist to population ratio in the past 5 years alone. Reasons for this include aging dentists and the lack of a dental school in Montana.

The American Dental Association Health Policy Institute reports student debt incurred by dental students to be up to \$500,000; tuition comprises a major part of this debt with out-of-state tuition 30-50% costlier than in-state resident tuition. High debt upon entering the workforce has an impact on practice location choices. The lack of an in-state dental school is a significant obstacle to Montana students seeking careers in dentistry, which adversely affects the availability of dentists in Montana. Out of state dental school enrollment statistics indicate Montana had a yearly average of 16 dental student enrollees from 2005-2013. Currently, support for Montana dental students is provided by the Western Interstate Commission for Higher Education which is available to only a small number of students.

- 6. Similar programs.** Use the table below to identify and describe the relationship between any similar programs within the Montana University System.

Institution Name	Degree	Program Title
		There is no dental school in the MUS system.

- a. If the proposed program substantially duplicates another program offered in the Montana University System, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. *[200 words]*

There is no dental school in the MUS system.

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- b. Describe any efforts that were made to collaborate with similar programs at other institutions. If no efforts were made, please explain why. [200 words]

Discussions have been held between UWSOD, MSU-Bozeman and MSU-Great Falls where the Dental Hygiene training program is located. The RIDE program integrates dental hygiene seminars, educational programs and clinical training throughout the 4-year curriculum and Montana RIDE students will have these opportunities in their 1<sup>st</sup> and 4<sup>th</sup> years in Montana through collaboration with the MSU-Great Falls Dental Hygiene program.

- 7. Implementation of the program.** When will the program be first offered? If implementation will occur in phases, please describe the phased implementation plans. [100 words]

The RIDE recruitment and admissions team will develop a focused strategy for Montana students during the 2018-2019 cycle. This includes partnerships with pre-dental advisors and other professional organizations at Montana’s colleges and universities, both within and outside of the MUS, and participation in recruitment events such as Montana’s Health Professions Career Fairs. Institutional expertise will be leveraged to recruit Montana students from rural or disadvantaged backgrounds and 1<sup>st</sup> generation Montana college students to deliver on recruitment strategies.

- a. Complete the following table indicating the projected enrollments in and graduates from the proposed program.

Fall Headcount Enrollment					Graduates				
AY 19	AY 20	AY 21	AY 22	AY 23	AY 24	AY 25	AY 26	AY 27	AY 28
0	8	16	24	32	8	8	8	8	8

- b. Describe the methodology and sources for determining the enrollment and graduation projections above. [200 words]

Mirroring the RIDE program at Eastern Washington University in Spokane, Washington, the proposed Montana RIDE program will enroll and graduate 8 Montana RIDE students per year from this 4-year program when it is fully subscribed. The first class in AY 2020 would enroll 8 students. The number of Montana RIDE students in the overall 4-year program will increase each year by 8 students until the total Montana RIDE student enrollment is 32 students, 8 students in each year of the 4-year dental school program.

UWSOD has a strong record of excellence in dental education, and thus, attracts quality applicants both regionally and nationally. UWSOD, especially the RIDE program with its focus on serving the rural and underserved, is highly regarded by the industry and by students from Montana universities and colleges. Consequently, UWSOD and the RIDE program regularly receive substantial numbers of applicants from Montana schools. Unfortunately, in the past, the UWSOD has been unable to accommodate all qualified Montana students of interest because of class size and out-of-state residency limitations.

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A sampling of historical UWSOD application data from AADSAS from the past 4 academic year cycles was used to develop the enrollment strategy outlined above.

c. What is the initial capacity for the program?

Due to space limitations for subsequent years (year 2 at Spokane RIDE campus and year 3 at the UWSOD Seattle campus), the initial Montana RIDE class will consist of 8 students with a total enrollment of 32 Montana RIDE students (8 students in each year of study) by the end of the initial 4 years of the Montana program.

**8. Program assessment.** How will success of the program be determined? What action would result if this definition of success is not met? *[150 words]*

Success will be measured in several ways:

- Student academic success as defined by UWSOD and MSU
- Student's successful transition from Montana to Spokane (year 2) to Seattle (year 3) and back to Montana for rural community rotations (year 4)
- Full and successful integration with MT WWAMI in terms of schedule and student achievement
- Accreditation and successful independent assessment by the Commission on Dental Accreditation (CODA)

The RIDE program has been successfully implemented at the Spokane WWAMI site and has been very successful. The program has structured, continuous program assessment metrics and tools to identify potential adverse trends so that interventions can be implemented early to adjust curriculum, clerkships, student environment and other factors influencing student and institutional success.

a. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program. When will assessment activities occur and at what frequency? *[150 words]*

In pre-clinical years (including year 1), assessment takes the form of traditional examinations and quizzes. MSU faculty would coordinate with UWSOD and UWSOM faculty to ensure equivalent assessment measures and testing schedules between Montana and Seattle. The growing use of computerized testing has facilitated this process.

Students must maintain prescribed grade averages and pass all required courses. On a curricular scale, UWSOD uses student and faculty course evaluations, as well as student composite performance. Primary external outcomes assessments include student performance on national standardized exams and via surveys of the school's alumni and patients. UWSOD internally assesses student performance through required competency assessments and student performance in courses.

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Students take national boards, part I (year 2) and part II (early year 4) on nationally prescribed dates. In their 4<sup>th</sup> year, students also take the Western Regional Examining Board (WREB) exam and must pass global competencies before graduation.

- a. What direct and indirect measures will be used to assess student learning? *[100 words]*

Direct measure assessments include student performance on national standardized exams, student performance on required competency assessments and student performance in courses. Indirect measure assessments include surveys of the school's alumni and patients.

- b. How will you ensure that the assessment findings will be used to ensure the quality of the program? *[100 words]*

At the end of each academic year, faculty and administration from both UWSOD and MSU RIDE will meet to review competency evaluation forms and other measures as previously described. The Curriculum Committee's Evaluation Group establishes and maintains the course evaluation process, evaluating and ensuring course effectiveness and evaluating student global performance.

- c. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation. *[100 words]*

All US and Canadian dental education is accredited through the Commission on Dental Accreditation (CODA). The current RIDE program in Spokane, WA has been successfully accredited three times, including a RIDE-only special accreditation in 2012, and most recently in 2016, where RIDE received special commendation for quality.

**9. Physical resources.**

- a. Describe the existing facilities, equipment, space, laboratory instruments, computer(s), or other physical equipment available to support the successful implementation of the program. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated? *[200 words]*

MSU leases 12,000 square feet of space on the 2<sup>nd</sup> floor of the Highland Park 5 building at Bozeman Deaconess Hospital for the WWAMI Montana Regional Medical Program and the School of Nursing. Included in that are 5 classrooms, an anatomy lab, 2 conference rooms, a study lounge with computers, a break room and a shared office space. Dr. Martin Teintze, MT WWAMI, has indicated these spaces can be shared with the RIDE program. The RIDE students would take some of their classes with the WWAMI students. For those, the classrooms can easily accommodate the proposed extra 8 dental students. For the classes the dental students take separately, RIDE could potentially use one of two rooms currently leased by nursing, which have availability.

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- b. List needed facilities, equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. (Enter the costs of those physical resources into the budget sheet.) How will the need for these additional resources be met? *[150 words]*

The RIDE program will need a dental simulation lab and equipment, one distance learning classroom for dental curriculum, access for students to the student lounge, lockers and library, and office and conference room space for the RIDE program leadership, faculty and staff. With respect to the lab requirements, the RIDE program will need a lab of approximately 1500 sq. ft. This room would need to be constructed, potentially on the 5<sup>th</sup> floor of the Highland Park 5 building, which is currently shelled and unassigned. Based on the cost of construction and leasing of the WWAMI space, estimate costs would be \$215/sq.ft. for fit-out and \$16/sq.ft./year lease.

**10. Personnel resources.**

- a. Describe the existing instructional, support, and administrative resources available to support the successful implementation of the program. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained? *[200 words]*

WWAMI would provide instructional resources for those parts of the curriculum when dental and medical students are together, including classes and some anatomy labs. Adding 8 dental students to the class of 30 medical students would not adversely impact the WWAMI program. WWAMI can provide access to the copier and computers in the student lounge, but RIDE would need to provide its own administrative support. Montana RIDE would be able to participate in MSU shared services including accounting, human resources and informational technology.

- b. Identify new personnel that must be hired to support the proposed program. (Enter the costs of those personnel resources into the budget sheet.) What are the anticipated sources or plans to secure the needed qualified faculty and staff? *[150 words]*

In Montana, the RIDE program will need the following positions:

- Full-time RIDE Director
- Full-time RIDE Operations Manager
- Part-time dental faculty (3-4)
- Part-time dental lab technician
- Full-time distance learning IT specialist

To engage the needed personnel, we would reach out to community dentists, current MSU WWAMI and basic science faculty, current MSU-Great Falls dental hygiene faculty, and others in the Bozeman community and beyond.

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**11. Other resources.**

- a. Are the available library and information resources adequate for the proposed program? If not, how will adequate resources be obtained? *[100 words]*

The existing library and information resources are adequate.

- b. Do existing student services have the capacity to accommodate the proposed program? What are the implications of the new program on services for the rest of the student body? *[150 words]*

There would only be 8 dental students on campus at any given time, which would have little impact on existing student services.

## APPENDIX A

### University of Washington School of Dentistry Montana RIDE 1<sup>st</sup> Year Curriculum

Summer	Credits: 6	Course Title
DENTFN 500	6	Early Clinical Immersion

Autumn	Credits: 21	
DENTFN 510	6	Molecular and Cellular Basis of Disease-Foundation Block 1*
DENTFN 511	5	Invaders and Defenders-Foundation Block 2*
DENTFN 512	2	Foundation of Dental Medicine
DENTFN 513	2	Oral Microbiology
DENTPC 510	3	Dental Anatomy
DENTPC 511	2	Introduction to Periodontics
DENTPC 565	1	Conversations on Dental Practice

Winter	Credits: 20	
DENTFN 520	8	Cardiac, Pulmonary, and Renal Diseases-Foundation Block 3*
DENTFN 521	2	Introduction to Dental Public Health
DENTFN 522	2	Foundations of Dental Medicine 2
DENTFN 523	3	Oral Histology and Embryology 1
DENTPC 520	3	Dental Occlusion
DENTPC 523	1	Dental Materials Science 1
DENTPC 565	1	Conversations on Dental Practice

Spring	Credits: 23	
DENTFN 530	3	Blood and Cancer-Foundation Block 4*
DENTFN 531	5	Energetics and Homeostasis-Foundation Block 5*
DENTFN 533	3	Oral Histology and Embryology 2
DENTPC 530	2	Introduction to Operative Dentistry
DENTPC 531	1	Introduction to Evidence-Based Dentistry
DENTPC 532	2	Oral and Maxillofacial Radiology Theory 1
DENTPC 533	1	Dental Materials Science 2
DENTPC 534	3	Introduction to Oral Pathology
DENTPC 535	2	Removable Partial Denture Design
DENTPC 565	1	Conversations on Dental Practice

\*WWAMI Foundation Curriculum already in place

### **Current Montana Dental Clinic Participants**

Blackfeet Community Hospital, 760 New Hospital Cir, Browning, MT 59417

Bullhook Community Health Center, 521 4th St., Havre, MT 59501

Community Health Partners (Bozeman), 120 N. 19th Suite H, Bozeman, MT 59718

Community Health Partners (Livingston), 112 W. Lewis Ste 3, Livingston, MT 59047

The Confederated Salish and Kootenai Tribes (Polson), #5 Fourth Avenue East, Polson, MT 59860

Crow Northern Cheyenne Hospital, South 7650 East, Crow Agency, MT 59002

Dr. Michael Bowman, DDS, 22 2nd Ave W Ste 3000, Kalispell, MT 59901

Flathead Community Health Center, 1035 1st Ave W, Kalispell, MT 59901

Glacier Dental Group, 1228 Whitefish Stage Rd., Kalispell, MT 59901

Hardin Family Dental, 339 3rd St. W., Hardin, MT 59034

Kalispell Kidds, 1252 N. Meridian Rd., Kalispell, MT 59901

Kalispell Oral Surgery and Implants, 115 Commons Way, Suite 101, Kalispell, MT 59901

Laurel Family Dental, 15 Montana Ave, Laurel, MT 59044

Partnership Health Center, 401 W. Railroad Street, Missoula, MT 59802

RiverStone Health, 123 27th St. S., Billings, MT 59101

The Scobey Dental Clinic, 504 Timmons St., Scobey, MT 59263

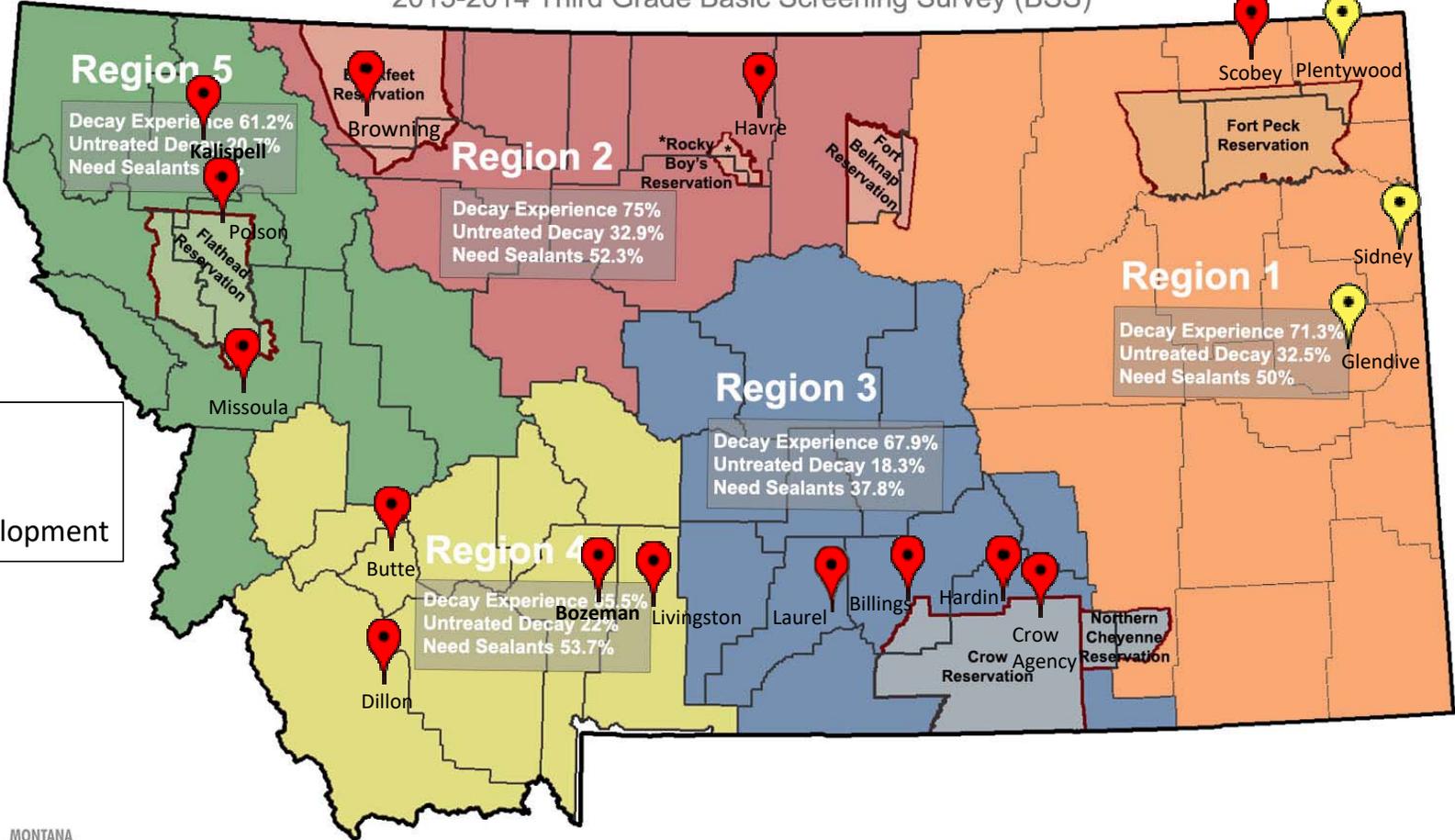
Shepherd's Hand, 5150 River Lakes Pkwy, Whitefish, MT 59937

Southwest Montana Community Health Center (Butte), 445 Centennial Ave, Butte, MT 59701

Southwest Montana Community Health Center (Dillon), 41 Barrett, Dillon, MT 59725

# Montana Health Planning Regions

2013-2014 Third Grade Basic Screening Survey (BSS)



 Active  
 In Development