

## Childs,Gail Schneider

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**From:** Bhattacharyya,Indraneel  
**Sent:** Monday, March 25, 2013 5:35 PM  
**To:** Bushhousen,Ellie; Childs,Gail Schneider; Clark,Nereyda P; Culp,David; El-Kerdani,Tarek; Freymiller, Haley J; Guelmann,Marcio; Harrison,Peter Lloyd; Haskins,Christina L; Rey,Rosalia; Robinson,Boyd E; Sisson,Tavis M; Spencer,Christopher; Sposetti,Venita J; Yanes,Marnie  
**Subject:** RE: DEN8765L

Please hit reply all when you are submitting your vote to approve this integration of radiology courses.

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**From:** Bhattacharyya,Indraneel  
**Sent:** Monday, March 25, 2013 4:33 PM  
**To:** Bushhousen,Ellie; Childs,Gail Schneider; Clark,Nereyda P; Culp,David; El-Kerdani,Tarek; Freymiller, Haley J; Guelmann,Marcio; Harrison,Peter Lloyd; Haskins,Christina L; Rey,Rosalia; Robinson,Boyd E; Sisson,Tavis M; Spencer,Christopher; Sposetti,Venita J; Yanes,Marnie  
**Subject:** DEN8765L

This is request to approve a course change in Radiology so the Office of Education can begin the administrative steps with the university and the Department can begin planning. This proposal was discussed in the curriculum committee meeting this morning. Please send your votes electronically or contact myself or Gail if you have any questions.

**Motion: The Curriculum Committee approves the integration of DEN 7762L, Clinical Radiology 1: Radiographic Technique (1 credit) and DEN 8765L, Clinical Radiology 2: Radiographic Interpretation to DEN 7762L (1 credit), Clinical Radiology: Technique and Interpretation (2 credits) which will occur over semesters 6-9. The class of 2014 would be evaluated in DEN 8765L in semester 10 and the class of 2015 would evaluated in DEN 7762L in semester 9.**

Keep in mind that semester 9 is for student provider reasons which may be further addressed by the Curriculum Revision Steering Committee recommendations so that rising 3DN's could be provided with this experience in their semester 6 and this course could then end in their semester 8. It is for this reason that Censeri has recommended keeping the DEN 7762L course number.

I have attached the proposal and the draft Syllabus link-  
[DEN7762L Clinical Radiology: Radiographic Technique and Interpretation](#)

Sincerely,

Neel Bhattacharyya

## Childs,Gail Schneider

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**From:** Sposetti,Venita J  
**Sent:** Monday, March 25, 2013 4:41 PM  
**To:** Sposetti,Venita J; Rey,Rosalia; Clark,Nereyda P; El-Kerdani,Tarek; Katkar,Rujuta; Dennis,Matthew J; Perez,Edna; Donatelli,Richard E; Torres,Daniel; Sandow,Pamela R; Harrison,Peter Lloyd; Nair,Uma P  
**Cc:** Childs,Gail Schneider; Rey,Rosalia; Bhattacharyya,Indraneel  
**Subject:** Curriculum Committee Survey of Internal Rotations  
**Attachments:** Curriculum Committee rotation information form 2013CC versionvjs.doc; Rotation\_reviewer\_list.xlsx

The Curriculum Committee is conducting a review of the existing DMD internal rotations. The purpose is to take a close look at each DMD rotation's contribution to DMD education and contribution to the 20 UFCD Competencies (in other words, the rotation's "educational value", if you will) and balance that against the rotation's impact on comprehensive dental care in the TEAMS clinics.

We ask all rotation directors listed on the attached excel file to **please complete the attached "Curriculum Committee rotation information form"** and **then meet with the assigned** Curriculum Committee representative to review your rotation.

**We ask that this be completed by Thursday, April 18<sup>th</sup>** to prepare for the Curriculum Committee meeting the following Monday.

**We ask CC members to please set up these meetings so that they are completed prior to April 18<sup>th</sup>.**

You are welcome to contact me or Gail Childs should you need additional information.

Thank you so much.

Venita J. Sposetti, DMD  
Associate Dean for Education  
College of Dentistry, University of Florida  
PO Box 100407  
Gainesville, FL 32610-0407  
Phone: 352-273-7750  
Fax: 352-846-3818

### UFCD Intramural Rotations

Course	Department	Credits	Course Director	Reviewers
7762L	Radiology	1	Dr. Katkar	Dr. Sposetti
8765L		1		
7805L	Oral Surgery	2	Dr. Dennis	Dr. Harrison
8809L		2		
7825L	Pediatric Dentistry	1	Dr. Perez	Dr. Rey
7826L		1		
8827L		1		
8828L		1		
7819L	Orthodontics	1	Dr. Donatelli	Dr. Guelmann
7743L	Hospital Dentistry	1	Dr. Torres	Dr. Spencer
8767L	Oral Oncology	1	Dr. Sandow	Dr. Clark
8837L	Periodontology	(part of 3)	Dr. Harrison	Dr. El-Kerdani
7735L	Endodontics	2 half days	Dr. Nair	Dr. Clark



### Curriculum Committee DMD Rotation Form

Rotation Director and CC Member please each complete this form.

Rotation Title: \_\_\_\_\_

Course number \_\_\_\_\_ Rotation Director completing form: \_\_\_\_\_

#### Description of Rotation:

- When does rotation occur in curriculum?  
\_\_\_\_\_
- Length of Rotation  
\_\_\_\_\_
- How many times does an individual repeat the rotation?  
\_\_\_\_\_
- Describe any other required DMD rotations in your discipline.  
\_\_\_\_\_  
\_\_\_\_\_
- What are the rotation's educational goals and objectives?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### Methods of Evaluation

- How are students' achievement of the educational goals and objectives evaluated?  
\_\_\_\_\_  
\_\_\_\_\_
- This **rotation certifies** which of the UFCD 20 Competencies?  
\_\_\_\_\_  
\_\_\_\_\_
- This **rotation teaches towards** which of the UFCD 20 Competencies?  
\_\_\_\_\_  
\_\_\_\_\_
- Could this rotation be shortened? What would be lost? What would be gained?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Does the rotation content overlap with other courses in the curriculum such that time could be used in other ways?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**Summary: Rotation Strengths**

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**Summary: Rotation Weaknesses**

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**Recommendations**

## Curriculum Committee Syllabus Evaluation Form

Course number DEN 5120C \_\_\_\_\_ Course title: Physiology \_\_\_\_\_

Faculty reviewer: Robinson, Sposetti, Yanes \_\_\_\_\_ Date 2/2013

Criteria	Yes	No
<p><b>Educational Goals and Objectives</b></p> <p>Is the educational goal consistent with the overall educational philosophy and stated in relation to the college's competency document?            Are the educational goals and objectives clearly stated?            Are the course objectives and content thorough and appropriate for predoctoral students?            Does the course provide learning experiences for students to achieve the course goals, objectives and development of competency?            Comments: This is just a straight lecture course with multiple choice tests. ?what is being taught with dentistry in mind or can it be?  <span style="color: red;">Very much a lecture course with the exception of the neuroscience portion which includes 6 hands on labs. Also quite a number of different lecturers in the course, which makes it challenging to both the studnets and the course director.</span></p>	<p>XX X XX X XX X</p>	
<p><b>Teaching Methods</b></p> <p>Do the teaching methods support active learning, evidence-based practice, multidisciplinary integration, and the development of critical thinking skills or reflective judgment?            Comments: Straight lecture course. Passive learning.  <span style="color: red;">Other than in the neroscience portion, I do not see any evidence of active learning, critical thinking skills or reflective judgement.</span>  <span style="color: green;">This course could integrate more clinical application in the lectures.</span></p>	<p>X</p>	<p>XX</p>
<p><b>Course Content:</b></p> <p>Does the course incorporate emerging information?            Does the course content have excessive overlap with other courses in the curriculum such that time could be used in other ways?            Comments: <span style="color: red;">As I am not a content expert, I can not make a final judgement, but I beleive that this course should be reviewed carefully for content appropriate to DMD Students. Saying that, I also must observe that our students do extraordianily well on NBDE I and this course no doubt plays a role in that success.</span></p>	<p>XX X X</p>	<p>XX</p>
<p><b>Methods of Evaluation</b></p> <p>Are students evaluated based on the objectives, and are these evaluations a fair measure of student achievement in the course?            Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall?            Comments:</p>	<p>XX X XX X</p>	
<p><b>UFCD Policies:</b> Are course policies clearly stated and consistent with school and university guidelines?            Comments:</p>	<p>XX X</p>	
<p><b>Readings and Assignments:</b></p> <p>Are course readings and assignments thorough and appropriate?            Comments: I am not sure if a student would purchase the required text or not. I would assume that they would not.</p>	<p>n/a n/a</p>	<p>X</p>

Criteria	Yes	No
<p><b>Timing/Sequencing:</b> Is the course scheduled at the appropriate time in the curriculum?  Comments: For NBDE I it is</p>	<p>XX X</p>	
<p><b>Credit Hours</b>  Does credit assignment for the course reflect the hours scheduled for the course?  Does the credit assignment for the course reflect appropriate weight within the curriculum?  Comments:</p>	<p>XX X  XX X</p>	
<p><b>Summary: Strengths of the course</b>  Looks to be well organized.  A strong exposure to physiology using systems approach.</p>		
<p><b>Summary: Weaknesses of the course</b>  This would be a hard one to use active learning but it would be nice to try. I am not sure if all the lectures are needed here and the hours could be cut or some added to some active learning modules.  Maybe too indept with too much passive learning interfering with long term retention of the material.</p>		
<p>Recommendations (continue on separate sheet, if necessary)  Look at the hours and see how this can be cut back and how it can be incorporated with a case based approach. Hard since it is introductory.  Would like to see more active learning strategies employed with a careful look at content and depth.</p>		

## Curriculum Committee Syllabus Evaluation Form

Course number DEN 5210 \_\_\_\_\_ Course title: Developmental Bio. and Psy. Issues

Faculty reviewer: Spencer, Robinson, Yanes, Sposetti Date\_\_3/2013\_\_\_\_\_



Criteria	Yes	No
<p><b>Educational Goals and Objectives</b></p> <p>Is the educational goal consistent with the overall educational philosophy and stated in relation to the college's competency document?</p> <p>Are the educational goals and objectives clearly stated?</p> <p>Are the course objectives and content thorough and appropriate for predoctoral students?</p> <p>Does the course provide learning experiences for students to achieve the course goals, objectives and development of competency?</p> <p>Comments: The learning experiences are through lecture, mediasite, research paper, and seminars with presentations &amp; disucssions</p> <p>Hard to tell from syllabus what the paper assignemtn topics are and how that contributes to learning.</p>	<p>XX XX</p> <p>XX XX</p> <p>XX XX</p> <p>XX XX</p>	
<p><b>Teaching Methods</b></p> <p>Do the teaching methods support active learning, evidence-based practice, multidisciplinary integration, and the development of critical thinking skills or reflective judgment?</p> <p>Comments: I wanted to answer both yes and no. Yes: the research papers with the leadership of the faculty provide oppportunity of learning the evidenced-based practice and hopefully some critical thinking skills. There are points awarded for active discussion.</p> <p>No: Much of the course is still lecture based (embryology). Could this course move to more acitve learning? Could the students be held responsible for the didactic material before class so that the information could be actively integrated with developmental defects/treatment of these defects? This course does stress the dental implications of developmental issues.</p> <p>There are some elements that would - paper - but this is only worth 10% of the grade so I am not sure the drive. I think the lectures are evidenced based and I feel that this could have some case studies in it to drive some critical thinking and active learning.</p> <p>With the case presentations, this course does have an active learning component. This may be expanded and integrated better with the lecture component of the class.</p> <p>Maybe. There are a lot of lectures, a paper and 3 seminars where papers are presented. I am guessing students only attend one of these seminars, but it is hard to tell from syllabus. So maybe some active learning and critical thinking &amp; reflective judgement is going on in this part (10%) of course, but 90% of it is just lecutres.</p>	XX	XX
<p><b>Course Content:</b></p> <p>Does the course incorporate emerging information?</p> <p>Does the course content have excessive overlap with other courses in the curriculum such that time could be used in other ways?</p> <p>Comments: I don't really know. Is this the only time that embryology is taught?</p> <p>Embryology is only presented here in S1. Growth and development may be addressed again in other Pedo courses.</p> <p>Text books used are from 2007 &amp; 2008. Didnt see any other materials referenced other than mediasited lectures.</p>	XX XX	XXX X
<p><b>Methods of Evaluation</b></p> <p>Are students evaluated based on the objectives, and are these evaluations a fair measure of student achievement in the course?</p> <p>Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall?</p> <p>Comments: The discussion is brief and seems to indicate that specific materials/information could be retested as necessary</p> <p>remediation policy reasonably clear, cant tell if evaluation is based on objectives or not</p>	XX XX <p>XX X</p>	

from syllabus		
<b>UFCD Policies:</b> Are course policies clearly stated and consistent with school and university guidelines? Comments: n/a	XX XX	
<b>Readings and Assignments:</b> Are course readings and assignments thorough and appropriate? Comments: I don't see specific reading assignments (n/a) I am not sure if students would read the material or not based on the course outline. Not sure if there are reading items that are tested on.	n/a n/a	X

Criteria	Yes	No
<p><b>Timing/Sequencing:</b> Is the course scheduled at the appropriate time in the curriculum?</p> <p>Comments:</p> <p>I don't know? Much of the information seems foundational but at the same time it seems beyond the D1s</p> <p>I would think that dividing up the embryology and the growth and developemnt in the curriculum would make for better retention of the material.</p>	<p>XX</p>	<p>X</p>
<p><b>Credit Hours</b></p> <p>Does credit assignment for the course reflect the hours scheduled for the course?</p> <p>Does the credit assignment for the course reflect appropriate weight within the curriculum?</p> <p>Comments:</p>	<p>XX</p> <p>XX</p> <p>XX</p> <p>XX</p>	
<p><b>Summary: Strengths of the course</b></p> <p>Excellent faculty. Important material</p> <p>Evidenced based research project with discussion</p> <p>Very well organized and the flow of the course if very good. It seems to have elements that build on each other.</p> <p>With the case presentations, this course does have an active learning component. This may be expanded and integrated better with the lecture component of the class.</p> <p>Early introduction to psychosocial issues in infant child and adolescent is excellent topic for beginning dental students. Strong embryology portion of course.</p>		
<p><b>Summary: Weaknesses of the course</b></p> <p>Still much passive learning. How much could become case based? How much could be required learning before class as in a TBL approach?</p> <p>There could be some more case based exercised in the course and also weight the paper differently to emphasize this more. I like the idea of the paper but I am not sure that the students would put that much into it for 10%.</p> <p>90% of course is passive learning through lecture. Embrology as currently taught is very challenging to entry level dental students. Spreading these topics out over the curriculum and introducing more active learning would improve students' ability to retain and understand this materal.</p>		
<p><b>Recommendations (continue on separate sheet, if necessary)</b></p> <p>Explore more active learning options with more of the responsibility placed on the students to learn the material before class. Perhaps a few cases could be developed that utilize the embryology and developmental issues that dental professionals will likely see in practice.</p> <p>Flow looks great. Indroduce some case studies and teach from them with active learning in the classroom. I really think the paper is a great idea and would weight it differently and emphasize it more.</p>		

## Curriculum Committee Syllabus Evaluation Form

Course number DEN5121 Course title: Biochemistry, Molecular & Cellular Biology

Faculty reviewer: Bhattacharyya, **Sposetti** Date 3/2013

Criteria	Yes	No
<p><b>Educational Goals and Objectives</b></p> <p>Is the educational goal consistent with the overall educational philosophy and stated in relation to the college's competency document?</p> <p>Are the educational goals and objectives clearly stated?</p> <p>Are the course objectives and content thorough and appropriate for predoctoral students?</p> <p>Does the course provide learning experiences for students to achieve the course goals, objectives and development of competency?</p> <p>Comments: <b>nothing other than lecture and exam</b></p>	<p><b>XX</b></p> <p><b>XX</b></p> <p><b>XX</b></p> <p><b>X</b></p>	<p></p> <p><b>X</b></p>
<p><b>Teaching Methods</b></p> <p>Do the teaching methods support active learning, evidence-based practice, multidisciplinary integration, and the development of critical thinking skills or reflective judgment?</p> <p>Comments: I am not sure if this comes across from the material I see on ECO. The entire course is admittedly totally lecture based (with some dental based examples such as xylitol and decrease in caries). Evidence base clock hours is 6</p> <p><b>A lecture course - 52 lectures, 4 exams, 3 review sessions before exams</b></p>		<b>XX</b>
<p><b>Course Content:</b></p> <p>Does the course incorporate emerging information?</p> <p>Does the course content have excessive overlap with other courses in the curriculum such that time could be used in other ways?</p> <p>Comments: There is some overlap with physiology.</p> <p><b>I am not a content expert, but it is such a big chunk of material and time that it is worth taking a close look at.</b></p>	<p><b>XX</b></p> <p><b>X</b></p>	
<p><b>Methods of Evaluation</b></p> <p>Are students evaluated based on the objectives, and are these evaluations a fair measure of student achievement in the course?</p> <p>Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall?</p> <p>Comments: Examinations missed will have to be made up at course director's discretion nothing particular is set up.</p> <p><b>Remediation policy is stated in syllabus but vague. "A student that does not successfully pass this course must meet with the Course Director within one week from the date the course ends and develop a plan of action to determine if remediation is possible."</b></p>	<p><b>XX</b></p> <p><b>XX</b></p>	
<p><b>UFCD Policies:</b> Are course policies clearly stated and consistent with school and university guidelines?</p> <p>Comments:</p>	<b>XX</b>	
<p><b>Readings and Assignments:</b></p> <p>Are course readings and assignments thorough and appropriate?</p> <p>Comments: requires a text as well as weblinks and lecture materials</p>	<b>XX</b>	

Criteria	Yes	No
<p><b>Timing/Sequencing:</b> Is the course scheduled at the appropriate time in the curriculum?  Comments: <b>Classic curricular positioning of this type of material, first semester. Not sure this is best placement for retention of material.</b></p>	XX	
<p><b>Credit Hours</b>  Does credit assignment for the course reflect the hours scheduled for the course?  Does the credit assignment for the course reflect appropriate weight within the curriculum?  Comments:</p>	XX XX	
<p><b>Summary: Strengths of the course</b>  Required as a basic science course and critical for students to know this information as they proceed through later years. Exam materials and study guides are posted which should undoubtedly assist students  <b>Very thorough treatment of the topic, positioned at entry level for curriculum.</b></p>		
<p><b>Summary: Weaknesses of the course</b>  I am not sure if students need to attend the actual class since everything is available on mediasite recordings.  <b>No evidence of active learning, critical thinking or reflective judgment development evident in syllabus.</b></p>		
<p><b>Recommendations (continue on separate sheet, if necessary)</b>  None.</p>		

## Curriculum Committee Syllabus Evaluation Form

Course number DEN 5013 \_Course title: Foundations Of Professionalism\_\_\_\_\_

Faculty reviewer: Freymiller, Culp \_\_\_\_\_ Date\_\_3/2013\_\_\_\_\_

Criteria	Yes	No
<p><b>Educational Goals and Objectives</b></p> <p>Is the educational goal consistent with the overall educational philosophy and stated in relation to the college's competency document?            Are the educational goals and objectives clearly stated?            Are the course objectives and content thorough and appropriate for predoctoral students?            Does the course provide learning experiences for students to achieve the course goals, objectives and development of competency?            Comments:</p>	<p>XX</p> <p>XX</p> <p>XX</p> <p>XX</p>	
<p><b>Teaching Methods</b></p> <p>Do the teaching methods support active learning, evidence-based practice, multidisciplinary integration, and the development of critical thinking skills or reflective judgment?            Comments:</p>	<p>XX</p>	
<p><b>Course Content:</b></p> <p>Does the course incorporate emerging information?            Does the course content have excessive overlap with other courses in the curriculum such that time could be used in other ways?            Comments:</p>	<p>X</p>	<p>X</p> <p>XX</p>
<p><b>Methods of Evaluation</b></p> <p>Are students evaluated based on the objectives, and are these evaluations a fair measure of student achievement in the course?            Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall?            Comments:</p>	<p>XX</p> <p>XX</p>	
<p><b>UFCD Policies:</b> Are course policies clearly stated and consistent with school and university guidelines?            Comments:</p>	<p>XX</p>	
<p><b>Readings and Assignments:</b></p> <p>Are course readings and assignments thorough and appropriate?            Comments:</p>	<p>XX</p>	

Criteria	Yes	No
<p><b>Timing/Sequencing:</b> Is the course scheduled at the appropriate time in the curriculum?  Comments:</p>	XX	
<p><b>Credit Hours</b>  Does credit assignment for the course reflect the hours scheduled for the course?  Does the credit assignment for the course reflect appropriate weight within the curriculum?  Comments:</p>	XX XX	
<p><b>Summary: Strengths of the course</b>  Well constructed introduction for students</p>		
<p><b>Summary: Weaknesses of the course</b>  For a P/F course the bar for passing should be higher than 65%</p>		
<p><b>Recommendations (continue on separate sheet, if necessary)</b></p>		

## Curriculum Committee Syllabus Evaluation Form

Course number   DEN5010   Course title: Interdisciplinary Service Learning I.

Faculty reviewer: Bhattacharyya, Sposetti Date 3/2013

Criteria	Yes	No
<p><b>Educational Goals and Objectives</b></p> <p>Is the educational goal consistent with the overall educational philosophy and stated in relation to the college's competency document?</p> <p>Are the educational goals and objectives clearly stated?</p> <p>Are the course objectives and content thorough and appropriate for predoctoral students?</p> <p>Does the course provide learning experiences for students to achieve the course goals, objectives and development of competency?</p> <p>Comments: This course is difficult to evaluate as one since it spans all four years of the training and has increasing levels of learning as the student progresses through the years.</p>	<p><b>XX</b></p> <p><b>XX</b></p> <p><b>XX</b></p> <p><b>XX</b></p>	
<p><b>Teaching Methods</b></p> <p>Do the teaching methods support active learning, evidence-based practice, multidisciplinary integration, and the development of critical thinking skills or reflective judgment?</p> <p>Comments: I am assuming this since it involves writing a reflective paper based on the students personal experience as they perform the various volunteering activities.</p>	<p><b>XX</b></p>	
<p><b>Course Content:</b></p> <p>Does the course incorporate emerging information?</p> <p>Does the course content have excessive overlap with other courses in the curriculum such that time could be used in other ways?</p> <p>Comments: Has same requirements every year but changing experiences are probably more important here. Emerging information could not be found anywhere on ECO unless students are provided with literature before or after their experience starts.</p>	<p><b>X</b></p> <p><b>X</b></p>	<p><b>X</b></p> <p><b>X</b></p>
<p><b>Methods of Evaluation</b></p> <p>Are students evaluated based on the objectives, and are these evaluations a fair measure of student achievement in the course?</p> <p>Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall?</p> <p>Comments: PASS/FAIL course but administrative practices uses the boiler plate language with grades detailed etc.</p>	<p><b>XX</b></p> <p><b>XX</b></p>	
<p><b>UFCD Policies:</b> Are course policies clearly stated and consistent with school and university guidelines?</p> <p>Comments:</p>	<p><b>XX</b></p>	
<p><b>Readings and Assignments:</b></p> <p>Are course readings and assignments thorough and appropriate?</p> <p>Comments: No reading material could be found except for a suggested textbook</p>	<p><b>n/a</b></p> <p><b>X</b></p>	



Criteria	Yes	No
<p><b>Timing/Sequencing:</b> Is the course scheduled at the appropriate time in the curriculum?</p> <p>Comments: All four years of the dental school have this activity.</p>	XX	
<p><b>Credit Hours</b></p> <p>Does credit assignment for the course reflect the hours scheduled for the course? Does the credit assignment for the course reflect appropriate weight within the curriculum?</p> <p>Comments: No clock hours are listed</p>	XX XX	
<p><b>Summary: Strengths of the course</b></p> <p>Should provide students with a valuable experience.</p> <p>Interdisciplinary small group experiences involving home visits with an assigned family in the community. Introduction to patient safety and quality assurance issues. Introduction to tobacco cessation. Service learning by teaching middle school science students. 6 hours of required community service of the student's choice.</p>		
<p><b>Summary: Weaknesses of the course</b></p> <p>Interdisciplinary aspects of the course can be poorly integrated with the needs of dental students with a heavy focus on hospital based issues. Interdisciplinary portion of the course is too long. Should be fewer home visits and group meetings by one each.</p>		
<p><b>Recommendations (continue on separate sheet, if necessary)</b></p> <p>Very difficult to evaluate the course syllabus or other details since this is not a didactic or practical lab based class.</p> <p>Continue to participate but recommend a shorter experience for students.</p>		

## Curriculum Committee Syllabus Evaluation Form

Course number   DEN5100C   Course title:   Gross Anatomy  

Faculty reviewer:   Bhattacharyya, Guelmann   Date   3/2013  

Criteria	Yes	No
<p><b>Educational Goals and Objectives</b></p> <p>Is the educational goal consistent with the overall educational philosophy and stated in relation to the college's competency document?</p> <p>Are the educational goals and objectives clearly stated?</p> <p>Are the course objectives and content thorough and appropriate for predoctoral students?</p> <p>Does the course provide learning experiences for students to achieve the course goals, objectives and development of competency?</p> <p>Comments:</p>	<p><b>XX</b></p> <p><b>XX</b></p> <p><b>XX</b></p> <p><b>XX</b></p>	
<p><b>Teaching Methods</b></p> <p>Do the teaching methods support active learning, evidence-based practice, multidisciplinary integration, and the development of critical thinking skills or reflective judgment?</p> <p>Comments: NO this is a basic science course which is foundation for numerous future classes students will take. More emphasis appears to be given to occlusion, gnathic system, head and neck, etc</p>	<p><b>XX</b></p> <p><b>X</b></p>	<p><b>X</b></p>
<p><b>Course Content:</b></p> <p>Does the course incorporate emerging information?</p> <p>Does the course content have excessive overlap with other courses in the curriculum such that time could be used in other ways?</p> <p>Comments: Cannot comment on emerging information as this is a foundation course.</p>	<p><b>X</b></p>	<p><b>X</b></p> <p><b>XX</b></p>
<p><b>Methods of Evaluation</b></p> <p>Are students evaluated based on the objectives, and are these evaluations a fair measure of student achievement in the course?</p> <p>Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall?</p> <p>Comments:</p>	<p><b>X</b></p> <p><b>X</b></p>	
<p><b>UFCD Policies:</b> Are course policies clearly stated and consistent with school and university guidelines?</p> <p>Comments:</p>	<p><b>XX</b></p>	
<p><b>Readings and Assignments:</b></p> <p>Are course readings and assignments thorough and appropriate?</p> <p>Comments: Numerous websites, texts, handouts are available to students</p>	<p><b>XX</b></p>	

Criteria	Yes	No
<p><b>Timing/Sequencing:</b> Is the course scheduled at the appropriate time in the curriculum?  Comments:</p>	XX	
<p><b>Credit Hours</b>  Does credit assignment for the course reflect the hours scheduled for the course?  Does the credit assignment for the course reflect appropriate weight within the curriculum?  Comments:</p>	XX XX	
<p><b>Summary: Strengths of the course</b>  Foundation course essential for students  Very organized course.</p>		
<p><b>Summary: Weaknesses of the course</b>  I am not sure if students need to attend the actual class since everything is available on mediasite recordings.  None.  Not found.</p>		
<p><b>Recommendations (continue on separate sheet, if necessary)</b>  None.  Maintain the same structure</p>		

## Curriculum Committee Syllabus Evaluation Form

Course number DEN 5404C \_ Course title: Dental Anatomy and Cariology \_\_\_\_\_

Faculty reviewer: Freymiller, Culp \_\_\_\_\_ Date \_\_3/2013\_\_\_\_\_

Criteria	Yes	No
<p><b>Educational Goals and Objectives</b></p> <p>Is the educational goal consistent with the overall educational philosophy and stated in relation to the college's competency document?</p> <p>Are the educational goals and objectives clearly stated?</p> <p>Are the course objectives and content thorough and appropriate for predoctoral students?</p> <p>Does the course provide learning experiences for students to achieve the course goals, objectives and development of competency?</p> <p>Comments:</p>	<p>XX</p> <p>XX</p> <p>XX</p> <p>XX</p>	
<p><b>Teaching Methods</b></p> <p>Do the teaching methods support active learning, evidence-based practice, multidisciplinary integration, and the development of critical thinking skills or reflective judgment?</p> <p>Comments:</p>	<p>XX</p>	
<p><b>Course Content:</b></p> <p>Does the course incorporate emerging information?</p> <p>Does the course content have excessive overlap with other courses in the curriculum such that time could be used in other ways?</p> <p>Comments:</p>	<p>X</p> <p>X</p>	<p>X</p> <p>X</p>
<p><b>Methods of Evaluation</b></p> <p>Are students evaluated based on the objectives, and are these evaluations a fair measure of student achievement in the course?</p> <p>Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall?</p> <p>Comments:</p>	<p>XX</p> <p>XX</p>	
<p><b>UFCD Policies:</b> Are course policies clearly stated and consistent with school and university guidelines?</p> <p>Comments:</p>	<p>XX</p>	
<p><b>Readings and Assignments:</b></p> <p>Are course readings and assignments thorough and appropriate?</p> <p>Comments:</p>	<p>X</p> <p>n/a</p>	

Criteria	Yes	No
<p><b>Timing/Sequencing:</b> Is the course scheduled at the appropriate time in the curriculum?  Comments:</p>	XX	
<p><b>Credit Hours</b>  Does credit assignment for the course reflect the hours scheduled for the course?  Does the credit assignment for the course reflect appropriate weight within the curriculum?  Comments: <b>May consider increasing to 3 credits</b></p>	XX  X	  X
<p><b>Summary: Strengths of the course</b>  <b>Basic material and not allowing a student to fail a psychomotor exam without remediation are strengths.</b></p>		
<p><b>Summary: Weaknesses of the course</b></p>		
<p><b>Recommendations (continue on separate sheet, if necessary)</b></p>		