

# Status Log - Curriculum Management Review Assignment

Semester 2

September 2013

DUE date: Sept. 19, 2013

Curriculum Committee Member	5127C	5405C
Cooper	Yes	Yes
Harrison	Yes	Yes
Clark	Yes	Yes
M. Yanes	Yes	Yes
	5126C	5320C
Culp	Yes	Yes
Lense	No	No
El-Kerdani	No	No
H. Freymiller	Yes	Yes
	5221	
Bhattacharyya	Yes	
Rey	No	
Guelmann	No	
N. Isaacs	No	

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<b>Completed</b>	13
<b>Not Completed</b>	7
<b>Completed all assigned Evaluations</b>	7

## Curriculum Committee Syllabus Evaluation Form

Course number DEN 5126 \_\_\_\_\_ Course title: Histology  
Faculty reviewer: Freymiller, Culp \_\_\_\_\_ Date: 9/2013 \_\_\_\_\_

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>	<b>XX</b> <b>XX</b> <b>XX</b> <b>XX</b>	
<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:  <b>Yes and no: From the comments it seemed that the lab wasn't extremely helpful to the students, however the course director has put multiple sources on Eco to help them learn to identify histological sections.</b>  <b>One may say that the labs represent a form of active learning.</b></p>	<b>XX</b>	
<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:  <b>It does have some overlap with some of the biochem lectures, but I don't believe it should be cut from either course to make time that could be used in other ways.</b>  <b>The nature of the material precludes emerging information. There is overlap with physiology in trying to put into context the relevance of each organ system. Future efforts towards revision are intended to eliminate this redundancy and at the same time give even more relevance to the material.</b></p>	X	X <b>XX</b>
<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:  <b>They must remediate the written exam, passing with a score of 70% but the highest grade they will receive is a D</b></p>	<b>XX</b> <b>XX</b>	
<p><b>UFCD Policies:</b> Are course policies clearly stated and consistent with school and university guidelines?            Comments:</p>	<b>XX</b>	
<p><b>Readings and Assignments:</b></p> <p>Are course readings and assignments thorough and appropriate?            Comments: <b>They have added additional resources to online histology pictures that can aid the students</b></p>	X <b>n/a</b>	

Criteria	Yes	No
<p><b>Timing/Sequencing:</b> Is the course scheduled at the appropriate time in the curriculum?</p> <p>Comments:  <b>This course is scheduled when all of the other foundation courses are being taken, and after biochemistry so students already have an idea of what the different cell types are.</b></p>	<b>XX</b>	
<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:  <b>From the comments from the students the lecture had less credit hours than the lab, yet the lab was less helpful since the pace was too fast and they felt they weren't able to keep up on their own microscopes.</b></p>	<b>X</b>  <b>XX</b>	<b>X</b>
<p><b>Summary: Strengths of the course</b>  Lots of resources online-Seems to do a decent job of laying the foundation for histology-Students enjoyed Dr. Aris's lectures and also loved Dr. Jackson  <b>Many students disagree, but 2 credits is appropriate by university policy.</b></p>		
<p><b>Summary: Weaknesses of the course</b>  The lab was too fast paced-According to student comments Dr. Schroder is still having difficulty giving a clear, concise lecture-Students felt that exam questions didn't relate to what they were taught during the lectures and labs  <b>Dr. Jackson and Dr. Aris.</b></p>		
<p><b>Recommendations (continue on separate sheet, if necessary)</b>  <b>A few comments regarding Dr. Schroder's attitude need to be addressed at the course directors meeting.</b></p>		

## Curriculum Committee Syllabus Evaluation Form

Course number DEN 5320C\_\_\_\_\_ Course title: Foundations of Patient Care  
Faculty reviewer: Freymiller, Culp \_\_\_\_\_ Date: 9/2013\_\_\_\_\_

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:  <b>Students seemed to really enjoy the lab sessions and felt that they learned skills that will help them throughout dental school and beyond</b></p>	<b>XX</b> <b>XX</b> <b>X</b> <b>XX</b>	
<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:  <b>There seems to be a lot of active learning with lab sessions allowing students to put in practice what they learned in the lectures.</b>  <b>Mainly a how-to course, but extremely important nonetheless.</b></p>	<b>X</b>	<b>X</b>
<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:  <b>This course is an introduction to many clinical aspects from four handed dentistry to CPR to proper posture. These are all possibly informally covered at various points in the curriculum but this is a formal teaching of it all.</b></p>	<b>X</b>	<b>X</b> <b>XX</b>
<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:  <b>If remediation is required the student must meet with the course director and take a written and/or practical remediation exam.</b></p>	<b>XX</b> <b>XX</b>	
<p><b>UFCD Policies:</b> Are course policies clearly stated and consistent with school and university guidelines?            Comments:</p>	<b>XX</b>	
<p><b>Readings and Assignments:</b></p> <p>Are course readings and assignments thorough and appropriate?            Comments: <b>This is a hard course to have readings for, but there are several powerpoints on Eco going through topics such as proper ergonomic positions for the dentist and infection control. There are also lab check-list folder for infection control, ergonomics, and four handed dentistry that students were to complete during their lab sessions.</b></p>	<b>XX</b>	

Criteria	Yes	No
<p><b>Timing/Sequencing:</b> Is the course scheduled at the appropriate time in the curriculum?</p> <p>Comments:  <b>I'd like to see it in semester 1.</b></p>	<b>X</b>	<b>X</b>
<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>	<b>XX</b>	<b>XX</b>
<p><b>Summary: Strengths of the course</b></p> <p>From student comments they really enjoyed the lab sessions and felt they go a lot of valuable information that they can apply to their dental career. This seems to be a very practical course, teaching things that are used in clinics everyday. Students also loved Dr. Cooper.</p>		
<p><b>Summary: Weaknesses of the course</b></p> <p>None seen by me, and nothing mentioned from students.</p>		
<p><b>Recommendations (continue on separate sheet, if necessary)</b></p> <p>None</p>		

## Curriculum Committee Syllabus Evaluation Form

Course number DEN 5221\_\_\_\_\_ Course title: Oral Health Management and Psychosocial Issues over the Lifespan

Faculty reviewer: Bhattacharyya \_\_\_\_\_ Date: 9/2013\_\_\_\_\_

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>X</p> <p>X</p> <p>X</p> <p>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?</p> <p>Comments:  <b>This is a good example of a course which uses methods and means utilizing group discussions and simulation exercises and students learn to self appraise. Reflective writing (and portfolio development) are important components of evaluation and detailed instructions are available to the students.</b></p>	<p>X</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><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:            Only "meet with course director" is stated in the syllabus</p>		<p>X</p>
<p><b>UFCD Policies:</b> Are course policies clearly stated and consistent with school and university guidelines?</p> <p>Comments:</p>	<p>X</p>	
<p><b>Readings and Assignments:</b></p> <p>Are course readings and assignments thorough and appropriate?</p> <p>Comments:<b>material is provided to the student throughout the course for reading and to aid with reflective writing</b></p>	<p>X</p>	

Criteria	Yes	No
<p><b>Timing/Sequencing:</b> Is the course scheduled at the appropriate time in the curriculum?  Comments:</p>	X	
<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>	X X	
<p><b>Summary: Strengths of the course</b>  This is a very well designed and thought out course that exposes students and increases awareness to cultural diversity and behavioral issues that students must deal with in their professional careers. Uses faculty well versed in the stated goals and objectives.</p>		
<p><b>Summary: Weaknesses of the course</b>   none</p>		
<p><b>Recommendations (continue on separate sheet, if necessary)</b></p>		

## Curriculum Committee Syllabus Evaluation Form

Course number \_DEN 5127\_\_\_\_\_ Course title: Infectious Diseases \_\_\_\_\_

Faculty reviewer: Yanes, Cooper, Harrison, Clark \_\_ Date \_9/2013\_\_\_\_\_

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: Course currently does not have an active learning component.  <b>This course does not include a lab experience for practical application of the material learned - it lends itself to case-based scenarios. This course is very comprehensive and thorough, and student learning appears to be through lecture and reading assignments. The course goals are clearly set and its focus is to teach towards competency by increasing understanding of microbiology. The course is entirely lecture-based, so there is limited opportunity to assess development of competency in this area.</b></p>	<p>XX XX XX XX XX XX 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?            Comments: <b>To clarify, this course seems to be mainly lecture-based which, given the volume of information to be covered, seems appropriate for the course. Yes: some evidence-based practice judging from student comments, and there is involvement of faculty from several disciplines to coordinate learning. No: the lecture format and subject content reduces potential for active learning, critical thinking and just how much EBD can be incorporated</b></p>	<p>XX X</p>	<p>X</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: <b>This course occurs early in the curriculum and should introduce students to basic science with an impact on their future learning of medical physiology and oral diseases. Evaluating just how much emerging information is incorporated in the course is difficult.</b></p>	<p>XX XX X</p>	<p>XX 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?            Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall?            Comments: <b>The evaluations are MCQ-based, which obviously affords little potential for evaluating critical thinking etc. The course outline is extremely comprehensive, so there is a lot to learn, but a clear way for students to approach their learning. Remediation is clearly explained (at the discretion of the course director)</b></p>	<p>XX XX XX XX</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: <b>Lecture handouts only not sure if there is any reading</b></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>	<p>XX XX</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 XX XX XX</p>	
<p><b>Summary: Strengths of the course</b>  Course incorporates current research on dental microbiology.  <b>Very thorough, comprehensive, and relevant to dental practice. I would like to take this course.</b>  Comprehensive introduction to microbiology; Organized course outline; opportunities for reviews during the course  important concepts presented.</p>		
<p><b>Summary: Weaknesses of the course</b>  No evidence of active learning, however, this course does not lend itself to that learning technique given the classroom time, no lab, and extent of the material that is covered.  MCQ exams only, may encourage fact-based recall rather than deeper consideration of the relevance of content  many two hour lectures - not sure that they students are able to comprehend the amount of information that is being presented.</p>		
<p><b>Recommendations (continue on separate sheet, if necessary)</b>  None. Keep class as is.  In line with curriculum review, perhaps incorporate more active learning e.g. through a simple group exercise looking at dental case of relevance.</p>		

## Curriculum Committee Syllabus Evaluation Form

Course number   DEN 5405C   Course title:   Preclinical Operative Dentistry I/Biomaterials  

Faculty reviewer:   Yanes, Cooper, Harrison, Clark   Date   9/2013  

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: <b>This is a large course with multiple lectures and labs to then practice the aspects addressed in those lectures. There is significant practical time to work towards mechanical /clinical skill development.</b></p>	<p><b>XX</b> XX XX XX 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?            Comments: <b>Active learning, evidence-based practice</b>  <b>Somewhat; the practical (lab) components should allow students to develop critical thinking regarding the quality of their work, accuracy of their technique etc.; this is aided by having students self-grade on daily procedures and discuss with faculty. Students can identify their own errors as part of assessments.</b></p>	<p><b>XX</b> 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: <b>The course should naturally adapt to utilize emerging information regarding dental materials, principles of preparation etc. Reviewing this periodically will continue to be important.</b>  <b>This is a foundation course for development of manual skills and understanding principles. There is likely some repetition in later courses but this should not be counterproductive. The course is relatively time-heavy, however.</b></p>	<p><b>XX</b> XX  X</p>	<p><b>XX</b>  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?            Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall?            Comments: <b>This is detailed extensively.</b></p>	<p><b>XX</b> XX XX XX</p>	
<p><b>UFCD Policies:</b> Are course policies clearly stated and consistent with school and university guidelines?            Comments: <b>Is the committee satisfied with remediation/fail course statements?</b></p>	<p><b>XX</b> XX</p>	
<p><b>Readings and Assignments:</b></p> <p>Are course readings and assignments thorough and appropriate?            Comments: <b>Some student comments note reading assignments are extensive and hard to read adequately</b>  <b>an evaluation of the reading material needs to be done to assess if there is too much assigned for the credit hour assigned.</b></p>	<p><b>XX</b></p>	<p>X</p>

Criteria	Yes	No
<p><b>Timing/Sequencing:</b> Is the course scheduled at the appropriate time in the curriculum?  Comments:</p>	<p>XX  XX</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  XX  XX  XX</p>	
<p><b>Summary: Strengths of the course</b>  Course incorporates recent research data and has both, a didactic and hands on learning component.  Comprehensive, covers the assessment, risk factors, procedures, materials, and operative skills the student will use in general practice dentistry  Foundation course; incorporates initial learning of psychomotor skills; incorporates biomaterials with directly relevant clinical topic  good faculty coverage. evidence based</p>		
<p><b>Summary: Weaknesses of the course</b>  Students comments include lack of sufficient faculty to cover the course, need for faculty calibration in techniques being taught and evaluation of students' performance, more one-on-one teaching in the lab with more demonstration by the faculty  Long course, heavy workload. Some student comments note that due to scheduling, students may end up leaving labs early to study for other classes/tests - this somewhat defeats the purpose.  may need to see if additional videos can be available. may need to look at the amount of reading assigned for the credit hours for the course.</p>		
<p><b>Recommendations (continue on separate sheet, if necessary)</b>  This course may offer one of the key early opportunities to note students with difficulty in the practical/psychomotor aspects of care, so it should be verified that the evaluation/remediation guidelines are acceptable and sufficiently clear; specifically with what happens if a student fails the course.</p>		

### Summer 2009-2013 Course Evaluation Summary

Course	Course Name	Overall Mean/ Respondents 2009	Overall Mean/ Respondents 2010	Overall Mean/ Respondents 2011	Overall Mean/ Respondents 2012	Overall Mean/ Respondents 2013	CD	
6001	Introduction to Evidence-based Dental Practice	Introduced in 2010, orig. 5001	2.8 (53)	3.3 (77)	4.1 (34)	3.0 (21)	Baccaglioni (2009-11) Gold (2012-13)	Lectures repetitive. Course does not consider students with research experience. Consider condensing to a 2 day intensive course. Group project effective for measuring knowledge of EBD Process. Consider small group discussions.
6407	Preclinical Operative Dentistry II	4.2 (16)	4.3 (46)	3.7 (54)	2.3 (37)	1.8 (31)	Young (2009) Clark (2010-11) Geraldeli (2012-13)	Dr. Geraldeli is nice person however sim lab organization details were lacking. .Lack of faculty for conducting daily grading. Require faculty to provide some feedback each lab. Consider making models of graded examples for student learning. Presentations lacked objectives so students were unclear about expectations. Exam 1 had 20 questions with no student feedback for weeks. Exam 2 had 40 questions.
6128	Host Defense	3.8 (26)	4.6 (48)	4.0 (56)	4.3 (31)	4.1 (21)	Brown	This class coincided well with Pathology. "Not sure why we do case studies?"
6213C	Fundamentals of Occlusion	4.3 (22)	4.6 (56)	4.2 (76)	3.1 (33)	3.6 (60)	Notzer (2009-11) A. Clark (2012-13)	Lab sessions were interesting but often inefficient. More TA's and faculty in lab. Some difference or ambiguity during lectures between Dr. Clark and Dr. DaSilva. Many concepts are abstract and confusing. More videos would be helpful.
6301C	Fundamentals of Oral & Maxillofacial Radiology	4.1 (22)	4.4 (52)	3.8 (49)	4.3 (33)	3.9 (20)	Katkur	Debriefing conducted 9-18-13

## Summer 2009-2013 Course Evaluation Summary

Course	Course Name	Overall Mean/ Respondents 2009	Overall Mean/ Respondents 2010	Overall Mean/ Respondents 2011	Overall Mean/ Respondents 2012	Overall Mean/ Respondents 2013	CD	
6350	General Pathology	4.2 (21)	4.5 (44)	3.6 (47)	4.1 (31)	4.2 (20)	Winter	
6502	Preventive Dentistry	4.4 (23)	4.6 (58)	4.2 (47)	4.3 (28)	4.1 (14)	S. Cooper	
7241	Emergency and Disaster Preparedness	4.3 (35)	4.3 (19)	4.2 (46)	3.9 (19)	4.7 (6)	L. Primosch	
7352 (8352)	Advanced Differential Diagnosis	4.5 (39)	4.9 (28)	4.8 (16)	4.6 (50)	4.8 (30)	Bhattacharyya	
7413C	Removable Partial Prosthodontics: Principles & Techniques	4.6 (25)	4.8 (27)	4.6 (61)	3.2 (76)	3.0 (46)	Echeto	
7417	Concepts in Orofacial Pain	4.3 (20)	4.4 (20)	4.5 (43)	3.9 (16)	4.6 (5)	Widmer	
7450C	Orthodontics for the General Practitioner	3.8 (50)	3.7 (45)	4.3 (46)	3.7 (17)	4.4 (41)	Dopazo (2009-11) Rody (2012-13)	
7452C	Fundamentals of Pediatric Dentistry	3.9 (14)	4.5 (20)	4.4 (46)	3.9 (16)	4.4 (30)	Jerrell	
8423	Periodontics in General Practice	4.7 (63)	3.6 (40)	3.7 (15)	4.1 (29)	3.3 (3)	Aukhil	

**#Part A: Course Evaluation / General Items**

To what extent do you agree or disagree with the following statements about the course.

**The course met the stated goals and objectives listed in the syllabus.**

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5100C - Gross Anatomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5121 - Biochemistry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5404C - Dental Anatomy and Stomatognathics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5210 - Developmental Biology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5120C - Physiology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**The course syllabus was complete, clear, and helpful in my understanding of the course**

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5100C - Gross Anatomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5121 - Biochemistry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5404C - Dental Anatomy and Stomatognathics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5210 - Developmental Biology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5120C - Physiology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**The course was well organized and integrated into the overall curriculum.**

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5100C - Gross Anatomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5121 - Biochemistry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5404C - Dental Anatomy and Stomatognathics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5210 - Developmental Biology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5120C - Physiology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**The teaching methods supported active learning, evidence-based practice, and the development of critical thinking skills.**

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5100C - Gross Anatomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5121 - Biochemistry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5404C - Dental Anatomy and Stomatognathics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5210 - Developmental Biology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5120C - Physiology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**My knowledge and abilities were fairly evaluated by the course faculty through written and practical examinations.**

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5100C - Gross Anatomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5121 - Biochemistry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5404C - Dental Anatomy and Stomatognathics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5210 - Developmental Biology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5120C - Physiology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**#Part B: Course Evaluation / Specific Items**

To what extent do you agree or disagree with the following statements about the course.

**Lectures were helpful in understanding the material.**

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
5100C - Gross Anatomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5121 - Biochemistry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5404C - Dental Anatomy and Stomatognathics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5210 - Developmental Biology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5120C - Physiology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Laboratory sessions were helpful in understanding the material.**

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
5100C - Gross Anatomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5121 - Biochemistry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5404C - Dental Anatomy and Stomatognathics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5210 - Developmental Biology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5120C - Physiology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**How would you rate the required course texts?**

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
5100C - Gross Anatomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5121 - Biochemistry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5404C - Dental Anatomy and Stomatognathics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5210 - Developmental Biology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5120C - Physiology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**The course director effectively facilitated the course presentations and was attentive to student concerns.**

	Excellent	Very Good	Good	Fair	Poor
5100C - Gross Anatomy	<input type="radio"/>				
5121 - Biochemistry	<input type="radio"/>				
5404C - Dental Anatomy and Stomatognathics	<input type="radio"/>				
5210 - Developmental Biology	<input type="radio"/>				
5120C - Physiology	<input type="radio"/>				

**Overall, I would rate this course as**

	Excellent	Very Good	Good	Fair	Poor
5100C - Gross Anatomy	<input type="radio"/>				
5121 - Biochemistry	<input type="radio"/>				
5404C - Dental Anatomy and Stomatognathics	<input type="radio"/>				
5210 - Developmental Biology	<input type="radio"/>				
5120C - Physiology	<input type="radio"/>				

**The most significant thing(s) that I learned in this course is/are (Please specify the course(s)).****In my opinion the course or teaching methods could be improved to facilitate student learning by (Please specify the course(s)):**

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### 2013-2014 Curriculum Committee Charge Workgroups

Charge	Members	Actions/Deliverables	Timeline
1. Participate in the Accreditation Self-Study including a review of current competency certifications.	Entire committee	Each department will be invited to the committee (2 per meeting) to present their competency certification process and outcomes.	March 2014
2. Develop a detailed curriculum revision plan and timeline.	<b>Dr. Sposetti, Dr. Culp, Dr. Stewart</b>		ASAP
3. Appoint a “Student Assessment Workgroup” that aligns with the curriculum revision efforts.	<b>Dr. Bhattacharyya, Dr. El-Kerdani, Dr. Cooper, Dr. Lense, H. Freymiller, M. Yanes, N. Isaacs</b>	Evaluate our current methods of assessment throughout the curriculum to enhance emphasis on: a) learning and retention of knowledge, (Pass/Fail, Student Portfolios, Critical Assessments, b) comprehensive patient care, (is this #4?) c) professionalism and ethics. (is this #6?)	May 2014
4. Develop a “completed cases” clinical education grading model.	<b>Dr. Harrison, Dr. Clark,</b> Dr. Echeto, Dr. Dilbone, Dr. U. Nair, Dr. Barnes, Dr. Watson	Develop a comprehensive patient care model that complements rotations and includes completed cases.	April 2014
5. Complete evaluation of rotations and develop recommendations.		OOE to meet with Departments to review approved rotation recommendations.	December 2013
6. Finalize grading criteria for the Professionalism Stream Courses to include the faculty (TEAM leaders and Clinical Course Directors) review of the student performance.	<b>Dr. Harrison, Dr. Sposetti, Dr. Rey,</b> Dr. Willis, Dr. Howard, Dr. Echeto, Dr. Dilbone, Dr. U. Nair, Dr. Barnes		February 2014

### Department Visits to the Curriculum Committee

**Purpose:**

Each department will present the following criteria to the Curriculum Committee as part of the college accreditation self-assessment.

1. Describe where student self-assessment and self-directed learning occurs in their courses,
2. Verify how student competencies are assessed,
3. Demonstrate where the assessments aligned with each competency/objective,
4. Report student first time pass rate and end of semester pass rate for Spring and Summer 2013,
5. Describe how the department uses the student learning outcomes to improve the curriculum and student assessment.

<b>Department</b>	<b><i>Proposed Date 5:15 and 5:45 PM in D8-11</i></b>	<b>Representative(s)</b>
Community Dentistry and Behavioral Sciences, Endodontics	October 17, 2013	
Oral Biology, Orthodontics	November 7, 2013	
Oral and Maxillofacial Diagnostic Sciences Oral and Maxillofacial Surgery	November 21, 2013	
Pediatric Dentistry Periodontology	December 5, 2013	
Restorative Dental Sciences: Operative and Prosthodontics TEAM Program	December 19, 2013	

**University of Florida College of Dentistry**  
**Course Debriefing**  
**DEN 6301C Fundamentals of Oral and Maxillofacial Radiology**

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**September 17, 2013**

Present: G. Raju, K. Schey, M. Dixon, J. Orphee, R. Lotfi, A. Mahmud, P. Martin, G. Childs, M. Nair, R. Katkar

Overall: 20 students completed course evaluations. Mean course evaluation scores on all items ranged from 3.8-4.2 and rated the course overall 3.9.

Purpose: New Course Director, Dr. Katkar

**Course Content:**

- Lectures had lots of images, and it was suggested to have the slides labeled prior to the lecture or have at least one labeled and the others the students can figure out and assist them with the learning process. For instance, Dr. Pettigrew's lectures had a lot of information and students had difficulty transcribing the information while learning the concepts especially since his lectures are not recorded on Mediasite. If he labeled his pictures beforehand or allowed his lectures to be recorded, students could spend more time learning the concepts than worrying about recording the information for future reference.
- Lectures were very dense in material, and it was suggested to present an outline form before the lecture detailing what was going to be covered in that lecture.

**Teaching Methods**

- UNC website was very helpful.
- The textbook assisted with technique, but in contrast Dr. Pettigrew has a lot of experience. Students blended the text with lectures by relevancy of the information.

**Labs**

- A student felt the labs were too late in the course to correlate with lectures. Perhaps have these labs earlier or more labs in the class.
- Lab videos may prove helpful for future classes allowing more lab/class time.
- Student suggested additional labs time.

**Evaluation**

- Exam 2 was comprehensive and dense, and students felt it was unbalanced with the first exam. It was suggested to have 3 exams or more material on exam 1 to balance the exams process. Additionally, students felt the structures of the exams were very different, and they felt unprepared when taking exam 2 due to the expectations set by exam 1. (Exam 1 included anatomical image identification.) Students felt the question items were not proportional to the lecture content in exam 2.
- A student suggested giving quizzes to assist with assuring class attendance.

**Summary of Recommendations**

- In DEN 6015, spend some time in radiology labs.
- For Dr. Pettigrew's lectures, label slides more or allow recordings. Recordings would allow more preparation for exams.
- Exam 2, adjust distribution and expectations to parallel exam 1 or communicate to students the proportions of the exam for content vs interpretation. Sample exam questions could be posted on ECO ore E-Learning is another option.
- Adjust lab time with videos and or splitting them up to allow more time to perfect technique.