

**Curriculum Management Review Assignment
Semester 4**

May 2014

Curriculum Committee Member	Course
Dr. Cooper Dr. Bhattacharyya Dr. Culp S/D H. Freymiller	DEN6251 Science and Clinical Management of Dental Pain DEN6302C Introduction to Clinical Diagnosis and Treatment Planning DEN6421C Periodontic Treatment Planning and Disease Control
Dr. Lense Dr. Clark Dr. Stewart S/D M. Yanes	DEN6351 Oral Pathology DEN6412C Preclinical Fixed Prosthodontics I
Dr. Harrison Dr. El-Kerdani Dr. Rey S/D N. Isaacs	DEN6015 Professionalism In Patient Care and Practice Management I DEN6408C Preclinical Operative Dentistry III DEN6430C Principles of Endodontics

E. Bushhousen
received

To review all texts and literature in courses for suggestions of emerging information

http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf

The syllabus for a course is a written record of the instructor's plan for the organization and management of the course, and his or her expectations of the students. The UF Policy on Course Syllabi outlines the information that must appear in all course syllabi, independent of course level or discipline. Instructional faculty are expected to post their course syllabi to a student accessible website and submit copies of course syllabi to the departmental office to document compliance with this policy.

http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf

Curriculum Committee Syllabus Evaluation Form

Course number 6015 Course title: Professionalism In Patient Care & Practice Management I

Faculty reviewer: _____ Date 7/2014

Criteria	Yes	No
<p>Educational Goals and Objectives</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 XX XX XX</p>	
<p>Teaching Methods</p> <p>Do the teaching methods support active learning, evidence-based practice, multidisciplinary integration, and the development of critical thinking skills or reflective judgment? Active Learning? Evidence-based practice? Multidisciplinary integration? Development of critical thinking skills or reflective judgement? How many hours has the course decreased scheduled lecture hours in the past three years? Comments: Clock hour information not reflected on syllabi for the past 3 years.</p>	<p>XX XX XX XX 0</p>	
<p>Course Content:</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 X</p>	
<p>Methods of Evaluation</p> <p>Are students evaluated based on the objectives, and are these evaluations a fair measure of student achievement in the course? What are the methods of evaluation? Evaluation is based on attendance and participation only Do students conduct self-evaluation? Is the grading criteria clear? Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall? Comments: no clear rubric for evaluation. no clear grading system</p>	<p>X X X X</p>	<p>X X X X</p>
<p>UFCD Policies: Are course policies clearly stated and consistent with school</p>		

and university guidelines? Comments:		
Readings and Assignments: Are course readings and assignments thorough and appropriate? Comments:	X	

Criteria	Yes	No
<p>Timing/Sequencing: Is the course scheduled at the appropriate time in the curriculum? Comments:</p>	XX	
<p>Credit Hours 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	X
<p>Summary: Strengths of the course ample time for shadowing and participation in the clinic</p>		
<p>Summary: Weaknesses of the course grading criteria</p>		
<p>Recommendations (continue on separate sheet, if necessary)</p>		

Appendix A

College of Dentistry Curriculum Committee Syllabus Evaluation Form

Course number: 6251 Course title: Science and Clinical Management of Dental Pain

Faculty reviewer: Culp, Cooper Date: 7-9-14

Criteria	Evident	Not Evident
<p>Educational Goals and Objectives</p> <p>Is the educational goal consistent with the overall educational philosophy and stated in relation to the college's competency document? XX</p> <p>Are the educational goals and objectives clearly stated? XX</p> <p>Are the course objectives and content thorough and appropriate for predoctoral students? XX</p> <p>Does the course provide learning experiences for students to achieve the course goals, objectives and development of competency? XX</p> <p>Comments: XX</p>		
<p>Teaching Methods</p> <p>Do the teaching methods support active learning, evidence-based practice, multidisciplinary integration, and the development of critical thinking skills or reflective judgment? X</p> <p>How many hours has the course decreased scheduled lecture hours in the past three years? X</p> <p>Comments: Mainly a lecture course. Some case-based information. Plans are to implement a small group case, which should decrease lecture hours. ?</p> <p>The course is primarily lecture based but also includes clinical case-based exercises for active learning and critical thinking. Although it is not explicitly stated in the syllabus, it appears that students are also assigned journal articles for evidence-based learning. In the Evaluation section, there is mention of laboratory/discussion sessions, however, there is no further elaboration as to what those sessions include. It appears that the course includes integration of information from pain management specialists and dental professionals, however, I do not see other evidence of multidisciplinary integration. I was not able to determine a decrease in lecture hours over the past three years. Discipline clock hours were listed under administrative practices, however, teaching method clock hours were not indicated.</p>		X
<p>Course Content:</p> <p>Does the course incorporate emerging information? XX</p> <p>Does the course content have excessive overlap with other courses in the curriculum such that time could be used in other ways? XX</p> <p>Comments: For the most part there is little overlap, except for some content in oral surgery and general pathology. XX</p> <p>The course incorporates emerging information through assigned scientific journal articles and through a variety of dental and pain specialists who lecture in the course. I do not see evidence of excessive course overlap.</p>		

<p>Methods of Evaluation</p> <p>Are students evaluated based on the objectives, and are these evaluations a fair measure of student achievement in the course? XX</p> <p>What are the methods of evaluation? Mcq X</p> <p>Do students conduct self-evaluation?</p> <p>Is the grading criteria clear? X</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: Grading includes midterm and final exams and two quizzes, all of include multiple choice, short answer, matching, true/false, and essay type items. There is no evidence of practical or oral exams, OSCE, standardized patients, or reflection papers. Student self-evaluation is not evident in the syllabus. Grading criteria is clearly stated as is the course remediation policy. XX XX</p>		
<p>UFCD Policies: Are course policies clearly stated and consistent with school and university guidelines? XX</p> <p>Comments:</p>		
<p>Readings and Assignments:</p> <p>Are course readings and assignments thorough and appropriate? X</p> <p>Comments: Course readings and assignments are unavailable or cannot be determined from the syllabus. X</p>		
Criteria	Yes	No
<p>Timing/Sequencing: Is the course scheduled at the appropriate time in the curriculum? X</p> <p>Comments: Should be earlier. X</p>		
<p>Credit Hours</p> <p>Does credit assignment for the course reflect the instructional hours for the course? X</p> <p>Does the credit assignment for the course reflect appropriate weight within the curriculum? X</p> <p>Comments: All are within UF guidelines. X The credit assignment was not available on the syllabus, therefore the answers to these two questions could not be determined. X</p>		

Summary: Strengths of the course

Thorough coverage of the topic.

Comprehensive overview of the subject, utilization of multiple instructors representing specialties in pain management and dentistry.

Summary: Weaknesses of the course

Too much lecture based. May be too detailed for the general dental practitioner. Are the labs really necessary? Could models be used instead?

While this course did not contain all of the criteria listed in this evaluation form, I believe that the course is taught in a manner that best covers the material while allowing students to apply knowledge through case-based exercises. I did not find a particular weakness in this course.

Recommendations (continue on separate sheet, if necessary)

Consider integrating more clinical material into the course through case studies via small group. Cut back on lectures and review the need for all the basic information provided. Look closely at overlap with other courses.

Address issues regarding information missing from the syllabus.

Appendix A

College of Dentistry Curriculum Committee Syllabus Evaluation Form

Course number: 6302 Course title: Introduction to Clinical Diagnosis and Treatment Planning

Faculty reviewer: Culp

Date: 7-9-14

Criteria	Evident	Not Evident
<p>Educational Goals and Objectives</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>Teaching Methods</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>How many hours has the course decreased scheduled lecture hours in the past three years?</p> <p>Comments:</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>?</p>	
<p>Course Content:</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>Methods of Evaluation Are students evaluated based on the objectives, and are these evaluations a fair measure of student achievement in the course? What are the methods of evaluation? (e.g. written exams (mcq, short answer, essay), practical exams (psychomotor), oral, standardized patients, OSCE, reflection papers and others)? Do students conduct self-evaluation? Is the grading criteria clear? Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall? Comments:</p>	<p>Yes</p> <p>Quizzes, participation, Case-based exams – not sure of method.</p> <p>No</p> <p>Yes</p>	
<p>UFCD Policies: Are course policies clearly stated and consistent with school and university guidelines? Comments:</p>	X	
<p>Readings and Assignments: Are course readings and assignments thorough and appropriate? Comments:</p>	X	
<p>Criteria</p>	Yes	No
<p>Timing/Sequencing: Is the course scheduled at the appropriate time in the curriculum? Comments: Should be moved up.</p>		X
<p>Credit Hours Does credit assignment for the course reflect the instructional hours for the course? Does the credit assignment for the course reflect appropriate weight within the curriculum? Comments:</p>	<p>X</p> <p>X</p>	

Summary: Strengths of the course

Overall content is very good.

Summary: Weaknesses of the course

Hands-on experience is minimal.

Recommendations (continue on separate sheet, if necessary)

Consider integrating more of the content into the TEAM clinic, with students assisting upper level students, and together they go through the processes of diagnosis and treatment planning, followed by interaction with clinical faculty.

Curriculum Committee Syllabus Evaluation Form

Course number _6351_____ Course title: Oral Pathology_____

Faculty reviewer: Yanes, Clark _____ Date _7/2014_____

Criteria	Evident	Not Evident
<p>Educational Goals and Objectives</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: Introductory course that is mainly lecture based however it includes case based assignments.</p>	<p>XXXX</p> <p>XXXX</p> <p>XXXX</p> <p>XXXX</p>	
<p>Teaching Methods</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>Active Learning?</p> <p>Evidence-based practice?</p> <p>Multidisciplinary integration?</p> <p>Development of critical thinking skills or reflective judgement? There are some cases in which the student has to read and come up with a diagnosis based on the reading/lectures</p> <p>How many hours has the course decreased scheduled lecture hours in the past three years?</p> <p>Comments: Provided case based examples allow student to apply information covered in class critically to analyze and diagnose cases on their own time. Therefore, promoting active learning. I'm sure there is active learning going on- just not sure it is reflected in the syllabus... I am not sure if the course has decreased lecture hours.</p>	<p>X</p> <p>X</p> <p>XXX</p> <p>XXX</p> <p>XX</p> <p>1, 0,</p> <p>Don't Know</p>	<p>XX</p>
<p>Course Content:</p> <p>Does the course incorporate emerging information? Course is up to date but much of the information has not change</p> <p>Does the course content have excessive overlap with other courses in the curriculum such that time could be used in other ways? There is some overlap since some of the disease entities are discussed within the disciplines course. I assume there is no different information in the perio disease section as there is in the perio course section</p> <p>Comments:</p>	<p>XXXX</p> <p>XX</p>	<p>X</p>
<p>Methods of Evaluation</p> <p>Are students evaluated based on the objectives, and are these evaluations a fair measure of student achievement in the course?</p> <p>What are the methods of evaluation?</p> <p>MCQ and Fill in the blank exam</p> <p>Written exams</p> <p>written exams multiple choice</p> <p>Do students conduct self-evaluation?</p> <p>Is the grading criteria clear?</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>Students are able to self-evaluate their understanding of covered material by studying and diagnosing online cases</p>	<p>XXXX</p> <p>XX</p> <p>XXX</p> <p>XXX</p>	<p>XX</p>

<p>UFCD Policies: Are course policies clearly stated and consistent with school and university guidelines? Comments:</p>	XX	
<p>Readings and Assignments: Are course readings and assignments thorough and appropriate? Comments: Book is assigned but I do not see where they need to read it</p>	XXX	X

Criteria	Yes	No
<p>Timing/Sequencing: Is the course scheduled at the appropriate time in the curriculum? Comments:</p>	<p>XX XX</p>	
<p>Credit Hours 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>Summary: Strengths of the course Promotes critical thinking. Students are evaluated with case based exams which foster reasoning and deep understanding rather than memorization. Promotes critical thinking by having case based exams that promote the use of reasoning and logic rather than pure memorization. The students gave this course very high evaluations- they seem particularly impressed with the professors ability to communicate and case examples used to illustrate different pathologies. Well taught course, excellent lectures, engaging lecturers</p>		
<p>Summary: Weaknesses of the course Aside from the cases presented in class, there is no clinical/lab component for this class which would enable students to see first hand patients exhibiting studied pathologies in a clinical setting. Appears to be completely lecture-based; not sure if case presentations are used.</p>		
<p>Recommendations (continue on separate sheet, if necessary) A shadowing day(s) in oral medicine clinic, as a mandatory component of this class, could further enhance students "oral pathology" experience and help them gain a better understanding of diagnosing and managing patients with oral pathology. A shadowing day(s) in oral medicine clinic, as a component of this class, would enhance student's "oral pathology" experience and foster understanding of managing and treating patients with oral pathologies in a clinical setting. Case-based clinical-pathologic correlations or student- presented cases might be an interesting addition to this class. However, there is so much material to cover for this subject, I am not sure where or how it could be fit. Students did note they review previously recorded lectures- maybe using a "flipped-classroom" approach?</p>		

Curriculum Committee Syllabus Evaluation Form

Course number _6408C_ Course title: Preclinical Operative Dentistry III_

Faculty reviewer: _____ Date _7/2014_

Criteria	Yes	No
<p>Educational Goals and Objectives</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>	XX XX XX XX	
<p>Teaching Methods</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>Active Learning? Evidence-based practice? Multidisciplinary integration? Development of critical thinking skills or reflective judgement? How many hours has the course decreased scheduled lecture hours in the past three years? Comments:</p>	XX XX X X 2	X
<p>Course Content:</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>	XX	XX
<p>Methods of Evaluation</p> <p>Are students evaluated based on the objectives, and are these evaluations a fair measure of student achievement in the course? What are the methods of evaluation? psychomotor, written</p> <p>Do students conduct self-evaluation? Is the grading criteria clear? Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall? Comments: need to add self evaluation forms for psychomotor exams</p>	XX X XX XX	X
<p>UFCD Policies: Are course policies clearly stated and consistent with school</p>		

and university guidelines? Comments:		
Readings and Assignments: Are course readings and assignments thorough and appropriate? Comments:	XX	

Criteria	Yes	No
<p>Timing/Sequencing: Is the course scheduled at the appropriate time in the curriculum? Comments:</p>	XX	
<p>Credit Hours 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	X
<p>Summary: Strengths of the course the course concentrates on developing psychomotor skills. firm grading criteria</p>		
<p>Summary: Weaknesses of the course needs self evaluation forms</p>		
<p>Recommendations (continue on separate sheet, if necessary)</p>		

Curriculum Committee Syllabus Evaluation Form

Course number _6412C_____ Course title: Preclinical Fixed Pros. _____

Faculty reviewer: Yanes, Clark _____ Date _7/2014_____

Criteria	Yes	No
<p>Educational Goals and Objectives</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: Introductory course that is both didactic and laboratory. Developing a difficult psychomotor skill set which is critical to dentistry</p>	<p>XXX X XXX X XXX X XXX X</p>	
<p>Teaching Methods</p> <p>Do the teaching methods support active learning, evidence-based practice, multidisciplinary integration, and the development of critical thinking skills or reflective judgment? Active Learning? Evidence-based practice? Multidisciplinary integration? Development of critical thinking skills or reflective judgement? How many hours has the course decreased scheduled lecture hours in the past three years? Don't Know Comments: Self evaluation component of class promotes critical thinking. Student self evaluation component promotes reflective judgement. A separate form is provided students so they may self-assess. No information could be found on whether # of course hours have changed.</p>	<p>X XX XX X XX 0, 0</p>	<p> X XX X</p>
<p>Course Content:</p> <p>Does the course incorporate emerging information? Course is up to date, much of the information has not change, Does the course content have excessive overlap with other courses in the curriculum such that time could be used in other ways? No overlap to my knowledge Comments: It is difficult to determine from a syllabus the degree to which emerging information is incorporated into the course. This is done by the faculty via annual updating of lectures and materials.</p>	<p>XX X X</p>	<p>X XX</p>
<p>Methods of Evaluation</p> <p>Are students evaluated based on the objectives, and are these evaluations a fair measure of student achievement in the course? What are the methods of evaluation? Multi-format test (includes short answer, MCQ,etc) and practical exams Written quizzes (13), One (1) written final exam, Three (3) psychomotor practical exams written exams multiple choice, psychomotor tests Do students conduct self-evaluation? Is the grading criteria clear? Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall? Comments: The syllabus states that remediation must be discussed with the course director, and that activities are at the discretion of the director.</p>	<p>XX XX XX X XX X XX XX</p>	

<p>UFCD Policies: Are course policies clearly stated and consistent with school and university guidelines? Comments:</p>	XX	
<p>Readings and Assignments: Are course readings and assignments thorough and appropriate? Assigned reading in the course is appropriate Comments:</p>	XX XX	

Criteria	Yes	No
<p>Timing/Sequencing: Is the course scheduled at the appropriate time in the curriculum? Comments:</p>	<p>XX XX</p>	
<p>Credit Hours Does credit assignment for the course reflect the hours scheduled for the course? There are 14 lectures, and based on that information, I would say that 3 credits may be more appropriate. Does the credit assignment for the course reflect appropriate weight within the curriculum? Should review Comments:</p>	<p>XX X XX X</p>	<p>X</p>
<p>Summary: Strengths of the course Well taught course, Significant need for the students to develop their clinical skills.</p>		
<p>Summary: Weaknesses of the course Insufficient time to develop the appropriate level of knowledge. Minimal dental laboratory time and biomaterials information. In my opinion, it's a mistake to have decreased the curriculum hours for this course, and remove the lab instruction. I know students don't do lab work but they need to learn cause and effect for the information, especially when one considers the amount of time DENTISTS spend in this area.</p>		
<p>Recommendations (continue on separate sheet, if necessary)</p>		

Appendix A

College of Dentistry Curriculum Committee Syllabus Evaluation Form

Course number: 6421C Course title: Periodontic Treatment Planning and Disease Control

Faculty reviewer: Culp

Date: 7-9-14

Criteria	Evident	Not Evident
<p>Educational Goals and Objectives</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>Teaching Methods</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>How many hours has the course decreased scheduled lecture hours in the past three years?</p> <p>Comments:</p>	<p>X</p> <p>X</p> <p>X</p> <p>?</p>	
<p>Course Content:</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>Overlap with 5127. Can cut 3-4 lectures.</i></p>	<p>X</p> <p>X</p>	

<p>Methods of Evaluation</p> <p>Are students evaluated based on the objectives, and are these evaluations a fair measure of student achievement in the course?</p> <p>What are the methods of evaluation? (e.g. written exams (mcq, short answer, essay), practical exams (psychomotor), oral, standardized patients, OSCE, reflection papers and others)?</p> <p>Do students conduct self-evaluation?</p> <p>Is the grading criteria clear?</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>Yes</p> <p>Multiple</p> <p>No</p> <p>Yes</p> <p>Yes</p>	
<p>UFCD Policies: Are course policies clearly stated and consistent with school and university guidelines?</p> <p>Comments:</p>	<p>X</p>	
<p>Readings and Assignments:</p> <p>Are course readings and assignments thorough and appropriate?</p> <p>Comments:</p>	<p>X</p>	
<p>Criteria</p>	<p>Yes</p>	<p>No</p>
<p>Timing/Sequencing: Is the course scheduled at the appropriate time in the curriculum?</p> <p>Comments: <i>Consider moving a semester earlier.</i></p>		<p>X</p>
<p>Credit Hours</p> <p>Does credit assignment for the course reflect the instructional hours for the course?</p> <p>Does the credit assignment for the course reflect appropriate weight within the curriculum?</p> <p>Comments:</p>	<p>X</p> <p>X</p>	

Summary: Strengths of the course

Good introduction to specific aspects of clinical periodontology.

Summary: Weaknesses of the course

Overlap with 5127.

Recommendations (continue on separate sheet, if necessary)

Consider moving earlier in the curriculum and including a component where students observe in the perio clinic.

Curriculum Committee Syllabus Evaluation Form

Course number _6430C_ Course title: Principles of Endodontics

Faculty reviewer: _____ Date _7/2014

Criteria	Yes	No
<p>Educational Goals and Objectives</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: <i>Course objectives seems to be too long</i></p>	XX XX XX XX	
<p>Teaching Methods</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>Active Learning? Evidence-based practice? Multidisciplinary integration? Development of critical thinking skills or reflective judgement? How many hours has the course decreased scheduled lecture hours in the past three years?</p> <p>Comments:</p>	XX XX X XX 0	 X
<p>Course Content:</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>	XX X	 X
<p>Methods of Evaluation</p> <p>Are students evaluated based on the objectives, and are these evaluations a fair measure of student achievement in the course? What are the methods of evaluation? <i>exams and quizzes</i></p> <p>Do students conduct self-evaluation? Is the grading criteria clear? Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall? Comments:</p>	XX X XX XX	 X
<p>UFCD Policies: Are course policies clearly stated and consistent with school</p>		

and university guidelines? Comments:		
Readings and Assignments: Are course readings and assignments thorough and appropriate? Comments:	XX	

Criteria	Yes	No
<p>Timing/Sequencing: Is the course scheduled at the appropriate time in the curriculum? Comments:</p>	XX	
<p>Credit Hours 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>Summary: Strengths of the course</p>		
<p>Summary: Weaknesses of the course course objectivs seem to be too long (66 items). the course is very intense</p>		
<p>Recommendations (continue on separate sheet, if necessary) with the higher number of students in the upcoming class, this course will be very hard to teach due to its intensity. some materal(objectives) will need to be moved to another course</p>		