

**From:** [Lockwood,Robert L](#)  
**To:** [Childs,Gail Schneider](#); [Haskins,Christina L](#)  
**Cc:** [Clayton,Gregory, T](#); [Burch,LaVerne S](#)  
**Subject:** Items for DEN 6416  
**Date:** Tuesday, January 12, 2016 1:34:34 PM

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Hello,

With the start of the new year, National Board Part II Dental Deck Review Cards (& books) that were on Reserve last year (DEN 6416) have been removed from our shelves and are ready for pick up.

Usage statistics indicate that none of these items were checked out during the last year.

As mentioned in the previous email , due to limited shelf space and lack of usage - we will no longer house these materials for Reserve.

Please contact me to arrange a time for pick up time, or - if you'd like – I can bring them to your office. Just let me know your preference.

We appreciate your understanding on this matter.

Regards,  
Bob Lockwood

Bob Lockwood  
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DMD Program Student Assessment

Date: 01/15/2016

Department/Division: **OMDS/OMF Radiology** Prepared by: **D. Kashtwari**

Briefly describe the evaluation philosophy for the department.	Competence in recognizing normal anatomy, biology of radiation and radiation safety in dentistry along with radiologic techniques for procuring, exposing and developing dental films.
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1. Didactic courses (Please list all didactic courses taught in your dept/division using one course per form. Please make additional copies of form as needed.)

Course Title	Number	Director	Semester (S1,2,3,etc )
<b>Fundamentals of oral and maxillofacial radiology</b>	<b>DEN6301C</b>	<b>D. Kashtwari</b>	Summer
Grade Scale:	A 96 - 100 , A- 92 - 96 , B+ 88 - 92 , B 84 - 88 ,B- 80 – 84, C+ 76 - 80 , C 72 – 76, E 0 - 72		
Lowest Passing Grade	C		
Other grading issues			
Last taught	Dates: 5/4/2015__7/28/2015_____ Class of 2017____ # Failures __0____ #Remediations_0_ - ___ # Final Failures __0_____		

Briefly describe the evaluation philosophy for this course.	<ol style="list-style-type: none"> <li>1. Six quizzes (5 points each, 30%), lab (10%) and a final comprehensive exam (60%). Exams and quizzes will be multiple choice questions. These assessments will include some images.</li> <li>2. During the examination, no additional help will be provided by faculty/proctors.</li> <li>3. Preclinical Laboratory: Each student must attend the assigned laboratory session.             <ul style="list-style-type: none"> <li>o Lab performance will be assessed with an evaluation form in axium which includes student self evaluation and faculty evaluation. The performance will be evaluated based on technique, acknowledgement of technique errors, number of retakes, knowledge of instruments, radiation hygiene and infection control. The evaluation form under 'Preclinical labs'- under 'Documents' section maybe used as a reference for self-critique.</li> <li>o The student must repeat the lab if they do not achieve a passing score.</li> <li>o Students <u>must successfully complete the lab to pass the course</u>. If a student does not attend their assigned lab they will receive an "E" in the course regardless of</li> </ul> </li> </ol>
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	<p>what their examination grades are.</p> <p>Remediation: A student that receives an "E" grade must meet with the Course Director to review their examination. A remediation examination is then scheduled for the student.</p>
Why was this grade scale selected for this course?	In order to provide an objective assessment of the level of their understanding of basic concepts
Rationale for lowest passing grade.	It is decided on the basis of minimal knowledge expected to be acquired by the students before entering clinics
Challenges in student evaluation in this course.	None
Future directions for assessment in the course?	Only faculty will provide all lectures.
Comments	None

2. Clinical courses (Please list all preclinical courses taught in your dept/division using one course per form. Please make additional copies of form as needed.)

<b>Course Title</b>	<b>Number</b>	<b>Director</b>	<b>Semester (S1,2,3,etc )</b>
<b>Clinical Radiology1: Radiographic technique and interpretation</b>	<b>DEN 7762I</b>	<b>D. Kashtwari</b>	<b>Fall, Spring</b>
Grade Scale:	Pass/ Fail		
Lowest Passing Grade			
Other grading issues			
Last taught	Dates: _ 2014-05-05 to 2015-04-25_____ Class of 2016 ____ # Failures __ 0 _____ #Remediations __ 0-__ # Final Failures __ 0 _____		

Briefly describe the evaluation philosophy for this course.	The student will expose, mount, and critique radiographic surveys for assigned patients; develop appropriate judgment and reasoning to declare a radiograph clinically acceptable as outlined by “criteria of radiographic acceptability”; and demonstrate proper radiation hygiene, infection control techniques, and appropriate patient management. Additionally, the student will demonstrate a thorough knowledge of radiologic normal anatomy; complete a radiologic interpretation/consult on all baseline radiologic surveys including a description of any observed abnormality(s) of the dentition, supporting structures, the temporomandibular joints, and the paranasal sinuses concluding with a differential diagnosis/impression when appropriate
Why was this grade scale selected for this course?	Since it is a clinical course involving lot of patient based questions that can differ from one student to another, it requires subjective assessment. Pass and fail criteria works well in this situation.
Rationale for lowest passing grade.	
Do any students fail a clinical assessment due to ethics/ professionalism (infection control, patient management, evidence, culturally sensitive communication)	No

Is there patient availability for most students complete the clinical expectations for this course?	Yes
Challenges in student evaluation in this course.	Subjective assessment
Future directions for assessment in the course?	None
Comments	None

3. Clinical courses (Please list all clinical courses taught in your dept/division using one course per form. Please make additional copies of form as needed.)

Course Title	Number	Director	Semester (S1,2,3,etc )
<b>Clinical Radiology2: Radiographic technique and interpretation</b>	DEN8765L	D. Kashtwari	9,10
Grade Scale:	<b>4 Superior: Excellent quality</b> <b>3 Acceptable: Satisfactory quality</b> <b>2 Marginally Acceptable: Acceptable quality but may require additional intervention.</b> <b>1 Unacceptable: below a marginally acceptable quality and requires repair or replacement</b>		
Lowest Passing Grade	2 Marginally Acceptable: Acceptable quality but may require additional intervention.		
Other grading issues			
Last taught	Dates: __ 2014-09-02 to __ 2015-05-25__ Class of 2015__ # Failures __ 0 __ #Remediations _ 0 _ - __ # Final Failures __ 0 __		

Briefly describe the evaluation philosophy for this course.	<b>Each student will be required to complete 2 complex interpretations in Radiology. (Complex interpretation case</b>
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	would include findings in addition to caries, periodontal disease and/or small periapical pathoses)
Why was this grade scale selected for this course?	To assess how much efficiently student is able to give a comprehensive description of a pathology case
Rationale for lowest passing grade.	
Do any students fail a clinical assessment due to ethics/ professionalism (infection control, patient management, evidence, culturally sensitive communication)?	No
Is there patient availability for most students complete the clinical expectations for this course?	yes
Challenges in student evaluation in this course.	none
<b>Competency assessments MUST be pass/fail.</b> If they are not and/or you plan other changes, describe future directions for assessment in the course?	No
Comments	None

Briefly describe the evaluation philosophy for the department.	The evaluation process is objective and directly mapped to our competencies as applicable. Competence in the judicious use of radiation and compliance with federal, and UF regs is emphasized in all of our courses.
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1. Didactic courses (Please list all didactic courses taught in your dept/division using one course per form. Please make additional copies of form as needed.)

Course Title:	Number	Director	Semester (S1,2,3,etc )
<b>Advanced Radiologic Interpretation</b>	<b>DEN 8303</b>	<b>M. Nair</b>	Fall
Grade Scale:	A:90-100; A-:85-89.9; B+:80-84.9; B:75-79.9; B-:70-74.9; C+:65-69.9;C:60-64.9, E:0-59.9		
Lowest Passing Grade	C		
Other grading issues			
Last taught	Dates: <u>07/17/15-01/15/16</u> Class of <u>2016</u> # Failures <u>0</u> # Remediations: <u>0</u> # Final Failures: <u>0</u>		

Briefly describe the evaluation philosophy for this course.	<p>Fully online, self-paced learning with a heavy critical thinking component.</p> <ol style="list-style-type: none"> <li>1) Viewing the orientation video to DEN8303 posted in the document section and/or the Mediasite catalog - 2%</li> <li>2) On-line quizzes on E-Learning (total: 5) - 40%</li> <li>3) Attending a minimum of one clinical radiology conference - 8%</li> <li>4) Interpretation Report Assignment - 20% (Group/Independent work)</li> <li>5) Final Examination - 30% (comprehensive, including 2 case-based assessments): two-part examination consisting of multiple choice questions and case-based questions.</li> </ol> <p>One of several cases posted in ECO is used by a group of students to write up a formal interpretation report. Students will work collaboratively and individually with this assignment. <b>Collaboratively</b>, each student in the group will have to participate in generating the full report using the format provided. Their responsibilities should be included at the end of the report by name and student number. <b>Independently</b>, each student will complete sections D, F, G and H and submit individual reports. Thus, for each group, there would be one comprehensive report, and additional individual reports generated by each member of the group on Sections D, F, G and H. This is to ensure that all students are developing skills in using decision-support systems and executing meaningful online searches. The comprehensive group report will include a detailed interpretation of the case. Description of relevant clinical and historical findings if any, appearance of the lesion/s including site, size, shape, extent, effect on adjacent structures, internal architecture and contents if any, changes over time, as well as the need for additional radiographs or studies need to be included. In addition, a list of differential diagnoses would be generated.</p> <p>The written report will have the following format:</p> <ol style="list-style-type: none"> <li>A. Clinical and historical information, if provided.</li> <li>B. Description of the lesion/lesions (to include descriptors given above)</li> <li>C. Differential diagnoses generated by the group with rationale FOR EACH.</li> <li>D. Generate a SEPARATE differential diagnosis list using the online decision support software ORAD. Eliminate lesions that you think do not fit the list. Discuss differences between your list and that generated by ORAD.</li> </ol>
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	<p>This has to be done INDIVIDUALLY by each group member on a separate sheet.</p> <p>E. Discussion: to include typical radiographic characteristics of lesion/s, prevalence as reported in the literature, treatment options as reported in the literature, prognosis, need for further studies (specify as necessary). Please be sure to include each category listed above under this section</p> <p>F. Medline list of references. This has to be done INDIVIDUALLY by each group member on a separate sheet.</p> <p>G. List search terms used on Medline (search strategy) This has to be done INDIVIDUALLY by each group member on a separate sheet.</p> <p>H. List of websites accessed to assist in case study (may use links provided in ECO). You must review similar cases posted online on other websites. This has to be done INDIVIDUALLY by each group member on a separate sheet.</p> <p>Submit all of the above in electronic format with student name(s) to DEN8303 in e-Learning <a href="https://elearning2.courses.ufl.edu/portal/site/6abe533d-e369-4d62-a7b7-ce971b29f05b/page/88b1be79-c1f6-4702-bb9b-2110e99b349d">https://elearning2.courses.ufl.edu/portal/site/6abe533d-e369-4d62-a7b7-ce971b29f05b/page/88b1be79-c1f6-4702-bb9b-2110e99b349d</a></p> <p><b>This course contributes to teaching and the formative development of the following competencies.</b></p> <p>4. Critical Thinking Apply scientific principles and clinical expertise to critically evaluate literature when making decisions in the diagnosis and treatment of patients.</p> <p>10. Diagnosis Perform a differential, provisional, or definitive diagnosis by interpreting and correlating findings from the patient history and interview, the clinical and radiographic examinations, and other diagnostic tests to accurately assess.</p> <p><b>Course Remediation:</b> Students that receive an E grade in this course must meet with the course director to establish a remediation plan. This remediation may be in the form of a case-based oral or written examination. The highest grade possible after remediation would be a remediated D grade.</p>
Why was this grade scale selected for this course?	In order to provide an objective assessment of the level of their interpretation skills. However, for purposes of ensuring achievement of competence in basic interpretation, two case-based sets of questions need to be answered with a passing score.
Rationale for lowest passing grade.	Lowest passing grade is based on their ability to accurately interpret the most critical findings on imaging studies.
Challenges in student evaluation in this course.	Extramural rotations do not permit ease of scheduling of group meetings to discuss cases and draw up a DD.
Future directions for assessment in the course?	No changes planned.
Comments	None.



	School	Part 1 Grad Req	Fail 3 times	Part 2 Grad Req	If Fail	Combined Board Be Required	
1	Michigan	No		No			2/1/2016
2	Iowa	Yes		Yes			2/2/2016
3	U. Of Maryland SOD	Yes	3 attempts, then dismissed. The student may be afforded th opportunity for readmission if they are successful on a 4th and final attempt	No	Part 2 is not a graduation requirement	Not yet determined	2/2/2016
4	North Carolina	Yes	Must pass to progress to third year	Yes			2/2/2016
5	UTHSCSA	Yes	Can not move to D4 until pass Repeat 3rd year	Yes	No Graduation until Pass, Keep in clinic until pass	Yes	1/5/2016
6	UCLA	Yes		Yes	No graduation until passed	Yes	2/2/2016
7	UCSF	No	No	No	No	No	
8	Ohio State	Yes	No specification	Yes	No Graduation until Pass	Yes	1/5/2016
	Washington						
	Connecticut						
9	A.T. Still University Arizona School of Dentistry & Oral Health	Yes	After failing 2 times, students are put on Academic Probation; after 3 times, they may be dismissed or asked to withdraw from the program.	Yes	Do not receive diploma until they pass as they have not met the graduation requirements	Yes	1/5/2016
10	Baylor	Yes	Allow three attempts within D2 year, failure after 3X results in dismissal	Yes	Graduate, but no diploma until pass	Yes	2/3/2016
11	Boston University	No	Keep taking; students are <b>required to take, but not necessarily pass</b> , to be promoted	No	Still get diploma because will have to pass for license; students are <b>required to take, but not necessarily pass</b> , to graduate		1/6/2016
12	Case	Yes	Can not start clinic until pass	Yes	Delayed Graduation	Yes	1/6/2016
13	Creighton	Yes	Clinic Req, Academic Suspension	No	No	Yes	
14	Florida	Yes	Dismissal	Yes	No diploma until pass and after 3 dismiss	?	1/5/2016
15	Georgia	Yes	Dismissal	Yes	Dismissal after 3 attempts	Yes	
16	Kentucky	Yes	Modified curriculum or suspension	No	Still get diploma because will have to pass for license	Yes	
17	LECOM	No	No	No	No	No	
18	LOMA LINDA	Yes	Dismissal	Yes	Graduate, but no diploma until pass	Not Yet Determined	1/5/2016
19	Louisville	No	No	No	No	No	
20	Marquette	Yes	Dismissal	Yes	Dismissal after 3 attempts	Yes	
21	Midwestern	Yes	Clinic req after 3rd attempt before PSPC subject to dismissal	No	No	No	

	School	Part 1 Grad Req	Fail 3 times	Part 2 Grad Req	If Fail	Combined Board Be Required	
22	Nebraska	Yes	Clinic Req, repeat must finish with in 6 years	Yes	Get one more year to complete or dismissed	Yes	
23	Nova Southeastern U	Yes	Part 1 is required for traditional students' continuation in the program from D2 to D3 years;	No	Part 2 is not a degree requirement		1/5/2016
24	NYU	Yes	After first failure, 50% reduced clinic schedule. If second attempt unsuccessful, 100% reduction in time. Dismissal after 3d unsuccessful attempt. Must pass in one year after first attempt.	Yes	If by graduation did not pass, can leave without diploma. No enrollment required. Has 14 months to pass after original graduation date.	Yes	1/5/2016
25	Pennsylvania	Yes	Not Promoted to next year	Yes	No Diploma until pass	Yes	
26	Southern Illinois University	Yes	Cannot progress into the clinic until they pass. If they fail after 3 attempts, they will be put on a special academic program where they will have to repeat their second year but take year I courses	No	Not a graduation requirement. No penalty for failing. Its up to student to pass it.	yes	1/12/2016
27	Temple Kornberg SOD	Yes	If not passed Part I by the first day of Spring semester junior year cannot accept any new patients until NBDE I is successfully completed. If not passed by the start of the Fall semester senior year must take a mandatory one-year leave of absence. If the student has not passed Part I by the start of the following Fall semester, he/she is dismissed from of the School, with an option to apply for readmission with advanced standing after passing the Part I examinations. There is no guarantee of acceptance with advanced standing.	Yes	Can walk with class, but have 5 years from matriculation to pass (6 years if they have taken a leave of absence)	yes	1/5/2016
28	U of Alabama	Yes	Required for promotion to D3 and for graduation. Part I: 2 failures, repeat 2nd year. 3 failures dismissal.	Yes	Part II: 3 failures dismissal.		1/6/2016

	School	Part 1 Grad Req	Fail 3 times	Part 2 Grad Req	If Fail	Combined Board Be Required	
29	UIC	Yes	Keep taking, dismissed after 5 failures	No	Keep taking, if 5 failures student can petition promotions committee to award degree.	Yes	1/5/2016
30	UMC Mississippi	Yes	Dismissal	No	Does not stop graduation	?	
31	UMKC	Yes	2nd Probation, 3rd dismissal	Yes	No Graduation until Pass	Yes	1/6/2016
32	UNLV	Yes	Have until December of 3rd yr - Academic Suspension after 2 attempts and repeat year after pass, third failure suspension after 24 months then dismiss	Yes	Can walk with class, but have 24 months after graduation to complete. After that they will be dismissed with no degree	Yes	
33	UOP	Yes	Oral Exam before retaking	Yes	Oral Exam before retaking	Yes	
34	U Pittsburg	Yes	For part 1, it must be completed before July of the second year to enter clinic; if not, they are suspended and have to wait another year to re-enter the clinic if they have passed. If they have not passed by that time or if they fail a third time, they are dismissed. For part 2, they must pass within a 5 year time frame of when they started the program. If not, or if they fail a third time, they are dismissed.	Yes	For part 2, they must pass within a 5 year time frame of when they started the program. If not, or if they fail a third time, they are dismissed.		1/5/2016
35	UT SOD Houston	Yes	Cannot move to D4 until pass Repeat 3rd year or possible dismissal	Yes	Can walk with class, but no diploma until they pass	Yes	1/5/2016
36	VCU	No	Keep taking; students are required to take, but not necessarily pass, to be promoted	No	Still get diploma because will have to pass for license; students are required to take, but not necessarily pass, to graduate	Yes	2/3/2016

VCU "lite" policy, must challenge both exams but can graduate without passing.

	School	Part 1 Grad Req	Fail 3 times	Part 2 Grad Req	If Fail	Combined Board Be Required	
37	Western University	Yes	1st failure, remediation course and mock exam, same with 2nd failure. 3rd failure can not graduate and remains as a student until they attempt it again. Develop a plan of continued clinical and academic requirements until completed.	No	Still get diploma because will have to pass for license	Not sure	1/6/2016
38	WVU	Yes	Cannot move to 4th year	No	Can graduate	Yes	1/11/2016

Part 1		Part 2	
N=	38	N=	38
yes=	32	yes=	23
no=	6	no=	15
<b>% yes</b>	<b>84%</b>	<b>% yes</b>	<b>61%</b>

## Fall 2009 - 2015 Course Evaluation Summary

Course	Course Name/Director	Course Mean/ (Respondents) 2009	Course Mean/ (Respondents) 2010	Course Mean/ (Respondents) 2011	Course Mean/ (Respondents) 2012	Course Mean/ (Respondents) 2013	Course Mean/ (Respondents) 2014	Course Mean/ (Respondents) 2015	Summary of Student Comments
5013	Foundations Of Professionalism/ 2009 - 2014 Frank Catalanotto / 2015 Larry Cook	3.9 (81)	4.5 (81)	4.3 (82)	4.0 (63)	4.2 (39)	3.6 (31)	4.5 (58)	
5100C	Gross Anatomy/ 2009 - 2014 Moira Jackson / 2015 Venkatesh Nonabur	4.7 (65)	4.7 (70)	4.7 (68)	<b>3.7</b> <b>(65)</b>	4.6 (44)	4.5 (31)	4.2 (58)	
5121	Biochemistry, Molecular & Cellular Biology / Michael Kladde	3.3 (76)	3.9 (81)	3.4 (83)	3.7 (64)	4.1 (37)	3.9 (31)	4.1 (58)	
5210C	Developmental Biology and Psychosocial Issues over the Lifespan, Part I / Abi Adewumi	4.6 (65)	4.4 (60)	3.5 (80)	<b>3.5</b> <b>(70)</b>	3.5 (42)	3.7 (31)	3.5 (58)	
5404C	Dental Anatomy and Stomatognathics / Deborah Dilbone	3.7 (52)	3.7 (71)	4.0 (72)	<b>3.3</b> <b>(71)</b>	3.6 (57)	3.8 (31)	3.9 (58)	
6251	Science and Clinical Management of Dental Pain / Robert Caudle	3.7 (21)	4.0 (62)	3.2 (67)	4.0 (31)	3.5 (19)	3.4 (63)	3.6 (37)	
6302C	Introduction to Clinical Diagnosis and Treatment Planning / 2009 - 2015 Christopher Spencer	<b>Not Evaluated in Fall 2009</b>	3.9 (71)	3.7 (67)	4.2 (29)	3.7 (19)	3.9 (63)	3.0 (38)	
6351 - 2010	Oral Pathology / Don Cohen	4.7 (71)	4.7 (75)	4.4 (76)	4.3 (33)	4.2 (25)	3.9 (63)	3.8 (38)	

## Fall 2009 - 2015 Course Evaluation Summary

Course	Course Name/Director	Course Mean/ (Respondents) 2009	Course Mean/ (Respondents) 2010	Course Mean/ (Respondents) 2011	Course Mean/ (Respondents) 2012	Course Mean/ (Respondents) 2013	Course Mean/ (Respondents) 2014	Course Mean/ (Respondents) 2015	Summary of Student Comments
6408C	Preclinical Operative Dentistry III / 2009 - 2010, 2013 - 2016 Marc Ottenga / 2011 - 2012 Luis Sensi	4.5 (21)	4.4 (68)	4.4 (75)	3.9 (26)	4.1 (72)	4.1 (68)	3.4 (36)	
6412C	Preclinical Fixed Prosthodontics II / Monica Fernandez	3.7 (19)	2.4 (69)	3.6 (76)	2.9 (44)	2.6 (49)	3.3 (65)	3.1 (37)	
6421C	Periodontic Treatment Planning and Disease Control / Luciana Shaddox	4.4 (64)	4.7 (77)	4.3 (77)	3.8 (49)	4.3 (54)	4.0 (64)	3.8 (37)	
6430C	Principles of Endodontics / Uma Nair	4.2 (69)	4.8 (62)	4.4 (70)	4.5 (31)	4.7 (20)	4.3 (64)	4.4 (37)	
7411C	Overview of Dental Implantology (with IEDP) / Arthur Nimmo	4 (72)	4.0 (52)	4.4 (74)	4.0 (36)	4.3 (28)	4.3 (13)	3.9 (39)	
7422C	Periodontal Surgery for the General Practitioner / Theofilos Koutouzis	3.8 (72)	3.5 (54)	3.9 (70)	3.7 (41)	4.3 (28)	4.4 (13)	4.0 (34)	
7441	Surgery (Part II) / 2009 - 2014 Matthew Dennis / 2015 John Hardeman	4.4 (17)	4.6 (4.6)	4.8 (56)	4.4 (19)	4.4 (17)	4.6 (12)	4.5 (34)	
8263	Advanced Oral Medicine and Clinical Pharmacology (makeup exam 1/20) / Carol Stewart	3.7 (7)	4.0 (19)	4.2 (58)	4.6 (14)	4.0 (3)	3.4 (14)	Evaluated in Summer	
8303	Advanced Radiologic Interpretation / Madhu Nair	3.5 (15)	4.0 (40)	3.7 (36)	4.3 (15)	3.9 (7)	2.2 (15)	3.5 (16)	

## Fall 2009 - 2015 Course Evaluation Summary

Course	Course Name/Director	Course Mean/ (Respondents) 2009	Course Mean/ (Respondents) 2010	Course Mean/ (Respondents) 2011	Course Mean/ (Respondents) 2012	Course Mean/ (Respondents) 2013	Course Mean/ (Respondents) 2014	Course Mean/ (Respondents) 2015	Summary of Student Comments
8321	Management / Nick Minden (2009-2013) Lori Driscoll (2014)	4.5 (4)	4.3 (15)	4.4 (28)	4.6 (14)	4.5 (2)	3.7 (14)	3.7 (14)	
8719L	Selection of Dental Clinical Materials / Karl Soderholm (2009-2013) Chiayi Shen (2014 - )	3.6 (7)	3.9 (14)	3.8 (25)	4.6 (15)	3.5 (4)	3.2 (14)	3.5 (14)	
8290	Clinical Orthodontics / Leandra Dopazo (2009-10), Shreena Patel (2011) / Timothy Wheeler (2012 - )	3.7 (3)	4.0 (10)	4.1 (10)	Not evaluated in 2012		4.1 (6)	3.0 (1)	
8290	Discussion of Research Interests / Shannon Wallet		4.7 (40)	Not evaluated in 2011	Not evaluated in 2012	Not evaluated in 2013	4.4 (11)	4.2 (4)	
8290	Occlusal Concepts and Design / Paul Guidi		4.2 (6)	Not evaluated in 2011	Not evaluated in 2012	Not evaluated in 2013			
8290	Advanced Oral and Maxillofacial Surgery Seminar / Franci Stavropolous			5.0 (2)	Not evaluated in 2012	Not evaluated in 2013			
8290	Interdisciplinary Aspects of General Dentistry / Geraldine Weinstein			4.5 (2)	Not evaluated in 2012	Not evaluated in 2013		3.0 (1)	
8290	Spanish in Dentistry / Elizabeth Lense - 2013 Nery Clark - 2014					3.7 (9)	4.1 (8)		
8290	Oral Medicine / Carol Stewart						4.5 (4)		
8290	Implant Dentistry / Edgar O'Neill						4.0 (3)	3.0 (1)	
8290	Pediatric Dentistry OR Experience / Abi Adewumi							3.0 (1)	
8290	DMD Rotation in the Graduate Pros Prgm / Luisa Echeto							3.0 (1)	
8290	Literature Review Study Club / Rosalia Rey							3.0 (1)	

New Course Director



Appendix A

College of Dentistry Curriculum Committee Syllabus Evaluation Form

Course number \_\_DEN 8019\_\_ Course title: Interdisciplinary Service Learning IV

Faculty reviewer: Fields, Hardeman, Dilbone, Nair Date: 1/2016\_\_\_\_\_

Criteria	Evident	Not Evident
<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>XXXX</p> <p>XXXX</p> <p>XXXX</p> <p>XXXX</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>How many hours has the course decreased scheduled lecture hours in the past three years?</p> <p>Comments:</p> <p>There are no lecture hours associated with this course.</p>	<p>XXX</p> <p>X</p> <p>XXXX</p> <p>XXXX</p> <p>0</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>Emerging information question is not applicable.</p>	<p>XX</p>	<p>X</p> <p>XXXX</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? XXX</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>Competency Reflection Paper in the 4th year. reflection paper at the end of S11 reflection paper and completion of service hours Reflection paper</p> <p>Do students conduct self-evaluation? XXX X</p> <p>Is the grading criteria clear? XXXX</p> <p>Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall? XX XX</p> <p>Comments:</p>	<p>XXX</p> <p>XXX</p> <p>XXXX</p> <p>XX</p>	<p></p> <p>X</p> <p>XX</p>
<p><b>Readings and Assignments:</b></p> <p>Are course readings and assignments thorough and appropriate? XXX</p> <p>Comments:</p> <p>N/A</p>	<p>XXX</p>	<p></p>
<p><b>Criteria</b></p>	<p><b>Yes</b></p>	<p><b>No</b></p>
<p><b>Timing/Sequencing:</b> Is the course scheduled at the appropriate time in the curriculum? XXXX</p> <p>Comments:</p>	<p>XXXX</p>	<p></p>
<p><b>Credit Hours</b></p> <p>Does credit assignment for the course reflect the instructional hours for the course? XXXX</p> <p>Does the credit assignment for the course reflect appropriate weight within the curriculum? XXXX</p> <p>Comments:</p>	<p>XXXX</p> <p>XXXX</p>	<p></p>
<p><b>Summary: Strengths of the course</b></p> <p>Allows students to work in the community for the betterment of the public. It also gives them a great opportunity to help those in need.</p> <p>The course is designed to make the student competent in inter-professional education and provides opportunity to develop skills for cultural sensitivity.</p>		
<p><b>Summary: Weaknesses of the course</b></p> <p>Remediation policy not in place</p>		
<p><b>Recommendations (continue on separate sheet, if necessary)</b></p>		

Appendix A

College of Dentistry Curriculum Committee Syllabus Evaluation Form

Course number \_\_DEN 8263\_\_ Course title: Adv. Oral Medicine and Clinical Pharm.

Faculty reviewer: Fields, Hardeman, Dilbone, Nair Date: 1/2016\_\_\_\_\_

Criteria	Evident	Not Evident
<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:  <span style="color: red;">Small group seminars and opportunities for learning.</span>  <span style="color: green;">This looks like an excellent course. This is a perfect method to reinforce the foundational principles in the first two years while integrating the clinical experience of the third and fourth year.</span>  <span style="color: purple;">Well documented goals and objectives</span></p>	<p>XXXX</p> <p>XXXX</p> <p>XXXX</p> <p>XXXX</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>How many hours has the course decreased scheduled lecture hours in the past three years?</p> <p>Comments:</p>	<p>XXXX</p> <p>XXXX</p> <p>XXXX</p> <p>XXXX</p> <p>0,0</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:  <span style="color: red;">It appears to mesh nicely with earlier courses in pharmacology and oral medicine</span></p>	<p>XXXX</p>	<p>XXXX</p>



Appendix A

College of Dentistry Curriculum Committee Syllabus Evaluation Form

Course number \_\_DEN 8352\_\_ Course title: Adv. Differential Diagnosis

Faculty reviewer: Culp, Stewart, Steinberg, Patel\_\_ Date: 1/2016\_\_\_\_\_

Criteria	Evident	Not Evident
<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>XXXX</p> <p>XXXX</p> <p>XXXX</p> <p>XXXX</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>How many hours has the course decreased scheduled lecture hours in the past three years?</p> <p>Comments: No active learning mentioned Cannot be determined from the syllabus.</p>	<p>XX</p> <p>XX</p> <p>XX</p> <p>XXX</p> <p>0</p>	<p>XX</p> <p>X</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: Active learning may occur during case discussion. Evidence based data included in slides. All presenters are oral pathologists, but cases are interdisciplinary. Cases and competency required critical thinking. One lecture included self-assessment via Turning Point.</p>	<p>XX</p> <p>X</p>	<p>X</p> <p>XXX</p>



Appendix A

College of Dentistry Curriculum Committee Syllabus Evaluation Form

Course number \_\_DEN 8423\_\_ Course title: Perio in Gen. Practice

Faculty reviewer: Culp, Stewart, Steinberg, Patel\_\_ Date: 1/2016\_\_\_\_\_

Criteria	Evident	Not Evident
<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: "Flip classroom" - review material from recorded lectures and email questions to instructor. There was no media-site recordings for first four lectures on implantology and surgical procedures.</p>	<p>XXXX</p> <p>XXXX</p> <p>XXXX</p> <p>XXX</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>How many hours has the course decreased scheduled lecture hours in the past three years?</p> <p>Comments: It remains an 8 meeting/lecture course, but is given in the style of a flipped classroom. Students review recorded lectures and submit questions prior to class meetings. Active learning may occur during case discussions No active learning. Cannot be determined from the syllabus.</p>	<p>XX</p> <p>XXX</p> <p>XXX</p> <p>XXX</p> <p>0, 0</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: Potential overlap with DEN7411C (Overview Implant Den) should be explored.</p>	<p>XXXX</p> <p>X</p>	<p>XXX</p>





**Summary: Strengths of the course**

Objective of the course is to provide the student with a comprehensive approach to the practice of periodontics as a general practitioner, stressing inter- and multidisciplinary treatment of complex cases. However, it is unclear how much overlap there is with other courses. If not, I wonder whether sufficient time is given to the topics covered and also whether a single exam is sufficient to assess students' retention and integration of the material.

**Summary: Weaknesses of the course**

**Recommendations (continue on separate sheet, if necessary)**

More clarity regarding evaluation might be helpful.