

Best Practices for Classroom Teaching and Student Evaluation in the DMD Educational Program

The purposes of these guidelines are to promote excellence in classroom teaching and student evaluation by establishing uniform practices for the development/delivery of courses and the assessment of learning by defining the rights and responsibilities of the department chair, course director, teaching faculty and students. These practices are facilitated by the Office of Education directed by the Associate Dean of Education.

I. The following educational goals are highly encouraged:

- (a) The application of active learning methodologies and technologies (see potential applications at the [Instructional Support web page](#)).
- (b) The incorporation of evidence-based dentistry assignments and clinical case presentations in every course.
- (c) The use of cumulative examinations and various assessment methods in the evaluation of students.

II. Classroom Teaching Practices

Student Responsibilities

1. Students are responsible for attending lectures on time and for their entirety unless specified differently in the syllabus; ensuring that conflicts in class times arising out of special circumstances such as patient scheduling, seminars or courses should be discussed before start of class with the instructor or course director. Students are discouraged from entering and leaving the classroom during class because it is disruptive and interferes with learning.
2. Students are expected to complete all assigned readings before class and be prepared to answer questions related to the assigned material.
3. Learning is an active behavior. Accordingly, students are expected to participate in classroom discussion and assignments.
4. Laptop computers may be used for note-taking or accessing course-related materials during lectures and class sessions. Violations of this policy, such as sending or reading emails or text messages, accessing websites unrelated to the course, or use of the computer for purposes other than for the class in progress may result in loss of the privilege to bring a laptop computer to class.
5. It is both the responsibility of the students and faculty to ensure that decorum in the classroom is maintained at all times. Students who cannot conduct themselves appropriately should be asked, by the teacher, to leave the room.
6. All audible communication devices, i.e. cell phones, beepers, etc., should be turned off before entering the classroom.

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- Students are knowledgeable with the material published in the [UFCD Student Handbook](#).

Course Director Responsibilities

Prior to the Beginning of the Course

- Familiarizes him/herself with this document and the [Instructional Support web page](#).
- Meet with the Director of Curriculum and Instruction [and the Instructional Designer](#) to review:
 - Course goal, objectives, evaluations, associated competencies, and general philosophy of course.
 - Teaching methodology and instructional support that will enhance student learning.
 - Student faculty/course evaluations of previous year's course.
 - Curriculum Committee review of the strength's and weaknesses of this course.
 - Faculty or student debriefing of the course.
 - Suggested course schedule.
 - Faculty/course evaluation plan.
 - A timeline to complete the course organization and syllabus revision (4 weeks prior to first day of class) will be established.
- Schedule teaching sessions no longer than 50 minutes in duration; longer sessions should have breaks built into the scheduled time.
- Distribute a tentative schedule, [a draft of the new/revised syllabus, and the COD accessible PowerPoint template for use to all contributing faculty and the Department Chair](#) for comments.
- Provide a final syllabus, including course objectives, lecture topics by date and name of lecturer, readings and assignments for each class, whether class attendance will be used in determining the final grade, and the course grade scale on UFCD's Electronic Course Organizer (ECO).
- The course grade scale is set at the **discretion of the course director** with guidance from the department chair. Although there is no standard for issuing course letter grades based upon test scores, the following two scales are **suggested** options:

Letter Grade	Narrow Interval	Wide Interval
A	95-100	95-100
A-	92-94.99	90-94.99
B+	88-91.99	85-89.99
B	84-87.99	80-84.99
B-	80-83.99	75-79.99
C+	76-79.99	70-74.99
C	70-75.99	65-69.99
E	<70	<65

While letter grades using "plus" and "minus" indicators are optional for course directors to use at the University of Florida, the College of Dentistry encourages course directors to use either both plus and minus indicators or neither when issuing course grades.

- Complete Family Education Records and Privacy Act ([FERPA](#)) [training](#) to make sure you are updated on the privacy of education records in the Sunshine State.

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8. Order required textbooks via the [UF text adoption website](#), early in the semester prior to the course offering. (Please note that Florida Law requires that students must be informed of textbooks 30 days before a course begins.) If changes are made from previous year also update on the course material section of ECO. Instruct any faculty member requiring a personally authored textbook to complete [UF Conflict of Interest](#) form and provide copies of textbook at the HSC Library, if faculty member will profit from its sale.
9. Arrange for and verify room reservations with the [Office of Education](#).
10. Arrange for staff assistance.
11. Review course materials located at the [Library Media Reserve](#) for renewal.
12. Coordinate development of new course materials (web/video) with a review of prior / concurrent course material available on ECO to minimize redundant curricular material.
13. All classroom lectures will be video recorded on Mediasite. The benefits include: 1) providing students with excused absences the ability to view missed presentations, 2) allowing students to review presentations for study purposes, 3) providing students with the previous year's presentation in cases when a faculty member is unable to present. Faculty can preview the recording and indicate any desired edits prior to posting to Mediasite. The posting and availability of lectures will be according to the guidelines listed on the COD web site under Education, Instructional Support, Mediasite (Streaming Videos & Presentations) <https://www.dental.ufl.edu/intranet/IT/Instructional-Support/mediasite.php>. As indicated above, "student attendance and attentiveness are paramount to learning". Course directors have the option to take attendance and to assign attendance as part of the final grade.

During the Course

1. Send each member of the teaching faculty the link to the current ECO syllabus for review. A class [roster](#) composite will be viewable when the students are enrolled one week prior to the course start date.
2. Be competent in using the [Electronic Curriculum Organizer \(ECO\)](#) and [EvaluSuite](#) web course management applications (ECO and/or [E-Learning](#)) and minimally, use this course tool to make announcements, post course documents and student grades.
3. Post Powerpoint presentations and handouts used in class, and other learning resources, such as released examinations, when available, under the "document" section of ECO. This practice provides student access and retrieval and maintains a course archive of the instructional materials. Other learning resources can also be linked to [HSC Library E-reserves](#). PowerPoint presentations should be posted [using the COD accessible template using a sans serif font](#) in .pptx or .pdf format, one slide per page, color (with light background).
Posted on ECO (under the guidelines in #2 above) by the course director as soon as available but preferably *no later than the Friday preceding the lecture* to allow time for student access and printing, if desired for use in class the following week.
4. Attend most classes given in their course even if another faculty is presenting.
5. Introduce teaching faculty to the students and ensure that the class begins and ends as scheduled.
6. Engage in active learning exercises with the students including the use of [interspersed questions throughout the presentation and](#) (at least one) case-based learning activity in each course.

7. Coordinate quizzes and examinations including:
 - a. Prepare tests after discussing the composition and questions with the teaching faculty.
 - b. Format electronic examinations based on [Office of Education Guidelines](http://www.dental.ufl.edu/IT/InstructionalSupport/files/etxFormattingInstructions.pdf).
<http://www.dental.ufl.edu/IT/InstructionalSupport/files/etxFormattingInstructions.pdf>
 - c. Ensure that tests are administered and reviewed appropriately.
 - d. Ensure that grading is conducted in a timely manner.
 - e. Use item analysis and review test results with teaching faculty to verify validity of the individual questions.
 - f. Provide students with test grades in a timely manner (preferably within 48 hours yet no longer than two weeks).
 - g. Assure that faculty are standardized to the grading criteria
 - h. Ensuring that accurate grade records are maintained.
8. Meet with any students experiencing academic difficulty and develop an action plan. The Office of Education will monitor student performance via GradeBook and arrange for appropriate [counseling and tutoring services](#).
9. Coordinate [faculty and course evaluations](#) with the Office of Education at the midpoint or earlier of the course.
10. Notify the [Office of Education](#), 273-5950, of any cancelled or rescheduled class and/or laboratory sessions. Prior class recordings can be used as part of a backup plan for emergency faculty illness.

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At the End of the Course

1. Meet with teaching faculty to discuss student performance in the course and grades to be submitted.
2. Participate in scheduled course debriefings.
3. Coordinate remediation or repetition of course as necessary.
4. Develop plan for course revisions for the next class offering, as necessary. (A change in clock hours and/or content will need to be requested of the Curriculum Committee three months prior to the date the class begins.)
5. Conduct course audits every three years that address updating of educational evidence-based content, identification of active learning and critical thinking, and development of procedural videos in preclinical courses.

In Addition, for Laboratory Courses and Clinical Training Not Involving Assigned Patient Care

Prior to the Beginning of the Course

1. Submit the list of required supplies (vendor, quantity) to the Instrument Leasing staff person for ordering 3-4 months before the beginning of the course. When determining the amount of supplies required for laboratory exercises, estimate the additional amount that might be necessary to complete remediations.
2. Meet with the Educational Resources Manager one month before the course begins to obtain training on the instructional equipment, confirm receipt of the requested lab supplies, obtain the lab storage cabinet key, and review the preferred method for supply distribution to the students.

During the Course

1. Monitor the use of personal protective equipment for student safety.
2. Remind students when the lab session is over and help assure that students vacate the lab in a timely manner.
3. Lock the lab or clinic and turn off the lights at the end of the class if the educational resources manager is not available.
4. Remind students that they must purchase supplies from Schein Dental for use in practice sessions. Consider holding teeth for psychomotor examinations and distribute on the psychomotor examination day.
5. Use the [Professional Variance form](#) for reporting student non-compliance to expected professional behavior located at the College's website:
6. Report equipment failure/ need of repair to the Educational Resource Manager

At the End of the Course

1. Meet with the Educational Resources Manager to return lab storage cabinet keys and to determine need for storing instruments and supplies for next year.

Department Chair Responsibilities

For existing courses, the chair:

1. Appoints the Course Director and an administrative staff assistant (grade coordinator) to work with the Course Director.
2. Informs the [Office of Education](#) and the Curriculum Committee of changes in Course Director(s) assignment.
3. Assigns departmental members of the teaching faculty in consultation with the course director. Best practices discourage the assignment of residents or post-doctoral fellows for any lecture. It is acceptable to assign these individuals to preclinical instruction.
4. Approves course syllabus. Two weeks prior to the first class, the Office of Education will email the Department Chairman the weblink to the syllabus with request to reply with approval.
5. Ensures that appropriate support (financial, staff, etc.) will be available, and the syllabus revision is submitted to the [Office of Education](#) on [ECO](#) four weeks before a course begins.
6. Assigns sufficient supporting faculty to permit diversification of faculty contributions to the course. Best practices ensures a wide distribution of teaching assignments among teaching faculty in the department and that each course has a designated faculty, other than the course director, who is mentored to inherit the course directorship should the course director discontinue that assignment.
7. Evaluates the course director and departmental teaching faculty in each course annually and identifies which courses teaching faculty should receive student evaluations.

For new courses, the chair:

1. Is responsible for leading the initial process of organizing new courses.
2. Presents proposed plan to the Curriculum Committee for approval.
3. Appoints a course director and teaching team (proceeds though steps 4-6 above).

Teaching Faculty Responsibilities:

1. Teach assigned and appropriate subject matter.
2. Be present and on-time for assigned lectures/laboratories/clinic sessions.
3. Participate in planning meetings and course debriefings.
4. Familiarize themselves with this document, the [Instructional Support](http://www.dental.ufl.edu/IT/InstructionalSupport/) webpage <http://www.dental.ufl.edu/IT/InstructionalSupport/> the syllabus for the course, and policies concerning student attendance, examinations and grading.
5. Prepare course material media, exam questions, etc. in a timely manner.
6. Proctor examinations, when necessary.
7. Provide and/or post handouts (when used) on ECO for the students.

III. Student Evaluation Practices

It is the policy of the College of Dentistry to evaluate students in the first and second years by block examinations. Block examinations are scheduled at a periodic basis, every third week for first year students and every fifth week for second year students. Typically, block examinations are scheduled on Monday and Tuesday following a study day of no scheduled classes on the preceding Friday. Block examinations imply that all major examinations, defined as weighted 20 percent of the final grade, are scheduled together in the same block with no more than 3 examinations in any one day.

Student Responsibilities

1. It is the responsibility of the student to abide by and to report any observed infractions of the Student Honor Code (University of Florida Regulations 6C1-4.017). This responsibility is reaffirmed on each examination with the following text placed at the beginning of the examination. The text reads as follows:
"On my honor, I have neither given nor received unauthorized aid on this examination and agree to comply with the Student Honor Code."
2. Each student has the obligation to protect the integrity of his/her work and is obligated to conduct themselves in a manner that does not arouse suspicion or cause a question of integrity.
3. Students should not bring personal belongings, i.e., backpacks, coats, hats, calculators, electronic devices, etc, into the examination room. There are to be no personal belongings besides pencils and erasers in the room unless otherwise instructed by the proctor. When this is not possible, all personal belongings should be placed in a designated area.
4. When taking paper exams, students should, to the extent possible, sit in every other seat, except for in the first three rows, at the front of the lecture hall. Left handed students should sit on the left side of the room as they face the front of the classroom.
5. Students receiving special testing accommodations will be handled in a manner that protects their privacy and confidentiality. Computerized testing conditions will mimic those provided in the Testing Center using similar equipment. Scheduling of accommodated examinations will occur simultaneously during regularly scheduled block examinations in a location outside of the Testing Center. When scheduling conflicts prohibit synchronous testing, the examination will be scheduled prior to the regular examination time.

6. Students requiring special testing accommodations will be handled through the Assistant Dean of Advocacy and Inclusion. The following procedure will be followed:

a. Students requesting testing accommodation must make an appointment with the Disability Resource Center at Reid Hall. Students qualifying for accommodations will receive an Accommodation Memo from that office which must be presented to the Assistant Dean of Advocacy and Inclusion.

b. The Office of Advocacy and Inclusion will identify the student and the specific accommodation need(s) in the course roster feature in ECO. This information can only be viewed by the course director and test administrators. The student will also be identified in the GradeBook feature of ECO viewable only by grade coordinators and course directors. Access to this information will permit test administrators to schedule and set-up the appropriate accommodation. (This process replaces the former procedure of students personally informing each course director of their need for testing accommodation and securing their signature.)

7. When taking computerized exams in the testing center:

a. Students must be on time to be permitted entrance and should congregate inside the MDL, rather than the hallways, while waiting admission to the Testing Center. Students may be admitted late at the discretion of the head proctor but once the first student leaves the Testing Center, no one will be admitted.

b. The Head Proctor will open the room(s) and allow students to enter a few minutes before the start of each session. A proctor must be present when students are in the facility. The rooms are to remain locked when not in use.

c. The Head Proctor is in control of the facility and exam administration. There will typically be at least two proctors in each room. Faculty and departmental staff may also be present, but cannot substitute for the proctors.

d. Once an examination session begins, all personnel should refrain from conversing with examinees. This includes clarification or interpretation of exam questions. Students who have specific issues or challenges should write these down on their scratch paper provided at their station and notify the head proctor when they leave the center. The head proctor has the discretion to provide critical information over the public address system, when this is necessary.

e. Students are assigned to specific numbered stations at random. The seating chart is given to the proctor and posted near the doors for each test. Upon entering, students should quickly find their station number and be seated.

f. Each exam session has a prearranged start time and duration.

g. From time to time a testing session is disrupted by unforeseen events (power failure, fire drill). If this occurs, students need to turn their computers off. This stops the clock until testing can resume. The Head Proctor will provide a resume code on return to the testing room.

h. Students are generally NOT allowed to reenter the Testing Center once they leave a session. The proctor has the discretion to allow reentry on a case by case basis for personal emergencies or illness. If a student does leave prematurely, they turn off their computer. Under normal circumstances, there is NO provision to give extra time to students who arrive late. Extensions or alternate testing times are possible for special situations. Contact the Head Proctor. All absences (whether excused or

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unexcused) will be noted and reported to the course director and other appropriate staff.

- i. Students are routinely given scratch paper and two pencils during a testing session. Scratch paper must be turned in to the proctors at the end of the test. Students are not allowed to retain written notes or remove test materials.
 - j. Students are prohibited from bringing electronic devices into the Testing Center. Calculators may be allowed at the discretion of the course director or proctor. An on-screen, software calculator is available at every station. Use of ANY other electronic device during an exam will be considered evidence of cheating!
8. Make-up examinations are only in the event of sickness (documented by a physician's note), a documented personal or family emergency or for a scheduled rotation. Students must contact the Office of Education and the Course Director to notify them as soon as possible of any such events warranting an excused absence. It is the student's responsibility to schedule a make-up exam with the [Office of Education](#) within 48 hours of their return to the College. Students who do not have an excused absence from an examination are, at the discretion of the Course Director, subject to any or all of the following: 1) An "E" grade or a "0" for the examination missed, or 2) A make-up examination which may be cumulative in composition. The make-up examination or failing grade given will be assigned the same value (graded weight) as the original examination.

9. Exam reviews are at the discretion of the Course Director and available at the end of the exam time, when the student submits their exam responses, providing there is exam time remaining.

Course Director's Responsibilities

All course directors will:

1. Be responsible for the accuracy, appropriateness, and balance of the included course material on the examination. Faculty are strongly encouraged to write new examination items every year and develop test banks with valid and reliable questions. Use a variety of examination formats that best suit the specific evaluation objectives. When using multiple choice questions, course directors should plan 75 to 90 seconds per multiple choice question (a maximum of 40 questions in 60 minutes or 60 questions in 90 minutes). When using essay questions, students should be given: a clear set of expectations as to the length, depth and scope of appropriate answers, explicit instructions as to the basic features and components of the expected responses, and written criteria to be used for scoring. Best practices would encourage the posting of excellent answers from previous examinations as guidance to students in preparing for this examination format. Students must be coached to understand what the instructor wants addressed in the essay.
2. Provide the Honor Code statement above on the first page of each examination.
3. Must follow the examination schedule posted on ECO. The schedule may not be changed without the approval of the Office of Education.
4. Must submit the electronic examination via the [UFCD Intranet](#), <https://www.dental.ufl.edu/intranet/ZF/XamManager/index/upload>, a minimum of two working days prior to the examination.
5. Be responsible for maintaining the proper environment to conduct an examination by following the procedures below:

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a. Computerized examinations will be scheduled by the Office of Education in the Testing Center or Communicore rooms. Proctors are scheduled for all examinations in the testing center.

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<http://medinfo.ufl.edu/omi/testing/policy.shtml>.

- Be expected to use a fair and standardized methodology for scoring exam performance. For multiple choice questions, a statistical item analysis of each item must be performed and the value of each item judged based on that analysis.

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- Assistance from the Director of Curriculum and Instruction can be sought for guidance in handling decisions concerning giving credit for or deleting items judged to be of poor statistical characteristics. For scoring essay examinations, the grader must use a pre-determined rubric model to consistently score the various expected responses and be blinded to student identification. Essay exams enable the student to receive written feedback comments on the strengths and flaws of their responses and should be addressed in a positive manner. Multiple scorers must be calibrated.

- Distribute grades to students in a confidential manner shortly after the administration of an examination. This can be accomplished by using the grade book feature in ECO or E-Learning. (Note: *The University prohibits posting grades by any portion of a student's social security number.*) Course directors are highly encouraged to complete FERPA training at <http://privacy.health.ufl.edu/training/FERPA/> to understand issues and liabilities associated with the confidentiality of student education records.

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- Schedule make-up examinations only in the event of sickness (documented by a physician's note) or a documented personal or family emergency. Students must contact the Office of Education and/or the Course Director to notify them as soon as possible of any such events warranting an excused absence. It is the student's responsibility to schedule a make-up exam with the Course Director within 48 hours of their return to the College. Students who do not have an excused absence from an examination are, at the discretion of the Course Director, subject to any or all of the following:

- i) An "E" grade or a "0" for the examination missed, or
- ii) A make-up examination which may be cumulative in composition.

The make-up examination or failing grade given will be assigned the same value (graded weight) as the original examination.

- To facilitate and reinforce effective learning, dental students are encouraged to review any omission in knowledge through channeled and secured examination feedback following item analysis by the course director. Course directors are to use item analysis evaluation tools in Examsoft and Canvas to review distribution of student responses to the multiple choice questions and to identify items not appropriately evaluating content validity. A difficulty index and the point biserial correlation item analysis data determine the validity and discrimination ability of the test items. Following thorough analysis of the test items and adjustment for any identified aberrant items, the individual scores are posted on the grade book feature of ECO, and the examination is released for student review in the testing center within one week of its administration.

Deleted: <#>The Office of Education will schedule exam reviews with the students so that they see their own test answers. Feedback on examination performance is essential to quality learning. All high stakes examinations (20% or greater of final grade) will be available for students to review in a secured and timely manner. Exam review will be conducted under the same security as the scheduled exam. Faculty are highly encouraged to attend exam review sessions. In the event faculty are unable to attend an exam review, there is a comment area for each question that students can use for inquiry. This spreadsheet will be sent to the Course Director following each examination. ¶

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- Faculty may use the ECO announcement page or class time to discuss generalized questions about an exam item. Course directors and teaching faculty are encouraged to attend the review sessions.

CC Approval: October, 2007, Revised July 2008, January 2009, April 2009, February 2010, October 2010, Nov 2011, January 2013
 Faculty Advisory Board Review and Approval from Dean Dolan, January 2012, February 2013

Deleted: <#>During pre-semester scheduling of courses, the computer testing center will be reserved for one-half hour per examination given during each block examination period. If possible, this review session will be scheduled at the end of the week in which the block examination was scheduled. This timing allows for appropriate item analysis of the examination and posting of the scores, while providing close proximity to the examination material before the student advances further into the subsequent course content. ¶
 <#>The review session will be scheduled by the Office of Education, posted on ECO, and monitored by the Testing Center proctors. Students are permitted into the Testing Center under the same rules as for taking examinations - no materials will be permitted in or out of the center. Talking will be permitted but care must be displayed so as not to interfere with other students' review and learning. ¶
 For the first and second year curriculum, all examinations from the block session will be available for review during this one session but only the questions with incorrect responses will be accessed by the student (unless the course director indicates otherwise). Paper forms including space for the student's name, email address, course #, question #, and the student's inquiry about the item will be distributed (see form below). These forms will be collected by the proctors upon the student's exit from the testing center. The course director will then review, sort and distribute the inquiries to the individual faculty responsible for the test item(s) in question. The faculty member responsible for the item will respond to the student by email or request that the student make an appointment to address the concern.

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 <#>The course director, or a designated faculty member, must be present to proctor the administration of any course examination. Additional proctors may be utilized, but the course director will serve as the chief proctor and will remain in the room during the entire time of the examination. No staff personnel can act as the chief proctor. ¶
 <#>It is the responsibility of the chief proctor to ensure that students adhere to the proper seating arrangement. ¶
 <#>At the discretion of the course director, no questions will be answered by the course director, chief proctor or any other proctors present. Students may ask questions at the completion of the examination and may write questions and concerns on their examination, answer sheet, or as otherwise instructed. No communication is permitted once the first test is delivered to a student. ¶
 <#>The Course Director has the discretion to dismiss any student talking during the exam. If a student arrives late for an examination, the proctor has the right to deny the student entrance to the room, and if a student must leave the examination room due to illness or other acceptable reason, they must first receive permission from the proctor. See the Student Handbook for additional references:¶
www.dental.ufl.edu/offices/Education/Files/Student_Handbook.pdf¶

DMD CURRICULUM COMMITTEE COURSE CHANGE PROPOSAL

(Submit completed form to the Office of Education, gchilds@dental.ufl.edu)

Date: September 4, 2018

Course Title: DEN5502C: Cariology and Preventive Dentistry

Department: Restorative Dental Sciences

Course Director: Dr. Marcelle Nascimento

Revision request summary: _____

To remove the Public Health lectures in DEN5502C to DEN6705L: Public Health Rotation in Summer Semester 3. (Topics include, Overview of Dental Public Health, Dental Care Delivery, Health Promotion & Community Health Education)

Rationale: (If you are requesting additional class time please include why this time cannot come from re-prioritizing the current content, shifting to independent study in areas of direct instruction and/or cannot be incorporated in another existing course.)

This would integrate the public health instructional material with the first public health rotations.

Student hours **to be removed** requested by event and science type:

Hours by Type	Biomedical Hrs.	Behavioral Hrs.	Clinical Hrs.	Total Hrs.
Lecture/seminar	X	X		-6
Independent study				
Laboratory				
Clinical				
TOTAL HOURS				-6

Department Chair Approval: YES NO

Responsible Dean/Chair/Faculty: Marcelle Nascimento

Proposed implementation date/semester Early in Summer 2019

Curriculum Committee Action:

Approved in Concept		
Approval		Credit Hours Change
Reject		

DMD CURRICULUM COMMITTEE COURSE CHANGE PROPOSAL

(Submit completed form to the Office of Education, gchilds@dental.ufl.edu)

Date: September 4, 2018

Course Title: DEN6705L: Public Health Rotation

Department: Community Dentistry and Behavioral Sciences

Course Director: Dr. Olga Luaces

Revision request summary: _____

To add the Public Health lectures from DEN5502C: Cariology and Preventive Dentistry, Spring, Semester 2 to DEN6705L: Public Health Rotation, Summer, Semester 3. in Summer Semester 3.

(Topics include, Overview of Dental Public Health, Dental Care Delivery, Health Promotion & Community Health Education)

Rationale: (If you are requesting additional class time please include why this time cannot come from re-prioritizing the current content, shifting to independent study in areas of direct instruction and/or cannot be incorporated in another existing course.)

This would integrate the public health instructional material with the first public health rotations.

Student hours requested by event and science type:

Hours by Type	Biomedical Hrs.	Behavioral Hrs.	Clinical Hrs.	Total Hrs.
Lecture/seminar	X	X		6
Independent study				
Laboratory				
Clinical				
TOTAL HOURS				6

Department Chair Approval: ✓ YES NO

Responsible Dean/Chair/Faculty: *[Signature]*

Proposed implementation date/semester Early in Summer 2019

Curriculum Committee Action:

Approved in Concept		
Approval		Credit Hours Change
Reject		

DMD CURRICULUM COMMITTEE COURSE CHANGE PROPOSAL

(Submit completed form to the Office of Education, gchilds@dental.ufl.edu)

Date: September 4, 2018

Course Title: DEN8263: Advanced Oral Medicine and Clinical Pharmacology

Department: Oral Diagnostic Sciences

Course Director: Dr. Carol Stewart

Revision request summary: To remove the Interprofessional Standardized Patient Case and online activities from DEN8263 and add the interprofessional activity and competency assessment to DEN7012: Interdisciplinary Service Learning III.

Both courses are in the same semester, 3DN Semester 8.

Rationale: (If you are requesting additional class time please include why this time cannot come from re-prioritizing the current content, shifting to independent study in areas of direct instruction and/or cannot be incorporated in another existing course.)

Dr. Stewart participated in development and implementation of this IP case in 2017.

With her retirement, the Department of Oral Diagnostic Sciences has requested this activity be transferred into the ISL series of courses for sustainability.

Student hours **to be removed** requested by event and science type:

Hours by Type	Biomedical Hrs.	Behavioral Hrs.	Clinical Hrs.	Total Hrs.
Lecture/seminar	X	X	X	-2
Independent study/Online	X	X	X	-2
Laboratory				
Clinical				
TOTAL HOURS				-4

Department Chair Approval: X YES NO

Responsible Dean/Chair/Faculty: *Dorell MCD*

Proposed implementation date/semester Summer 2019

Curriculum Committee Action:

Approved in Concept		
Approval		Credit Hours Change
Reject		

DMD CURRICULUM COMMITTEE COURSE CHANGE PROPOSAL

(Submit completed form to the Office of Education, gchilds@dental.ufl.edu)

Date: September 4, 2018

Course Title: DEN7012: Interdisciplinary Service Learning III.

Department: Community Dentistry & Behavioral Sciences

Course Director: Dr. Micaela Gibbs

Revision request summary: To add the Interprofessional Standardized Patient Case and online activities from DEN8263: Advanced Oral Medicine and Clinical Pharmacology to DEN7012: Interdisciplinary Service Learning III.

Both courses are in the same semester, 3DN Semester 8.

Rationale: (If you are requesting additional class time please include why this time cannot come from re-prioritizing the current content, shifting to independent study in areas of direct instruction and/or cannot be incorporated in another existing course.)

As an interprofessional education activity, Dr. Gibbs support the inclusion of this dental/pharmacy student activity and competency assessment in this course.

Student hours requested by event and science type:

Hours by Type	Biomedical Hrs.	Behavioral Hrs.	Clinical Hrs.	Total Hrs.
Lecture/seminar	X	X	X	2
Independent study/Online	X	X	X	2
Laboratory				
Clinical				
TOTAL HOURS				4

Department Chair Approval: YES NO

Responsible Dean/Chair/Faculty: 

Proposed implementation date/semester Summer 2019

Curriculum Committee Action:

Approved in Concept	
Approval	Credit Hours Change
Reject	

**University of Florida College of Dentistry
Educational Mission, Philosophy and
Curriculum Management Process**

July 2018-July 2022

EDUCATIONAL MISSION

The educational mission of the College of Dentistry is to graduate a scientifically knowledgeable, biologically oriented, technically competent, socially sensitive practitioner of dental medicine who adheres to the highest standards of professional conduct and ethics and who can function effectively as a member of the nation's health care delivery system. Our graduates must be competent in the prevention, diagnosis and care of patients with oral-facial conditions that affect overall health and patient well-being. A competent practitioner is one who is able to begin independent, unsupervised dental practice.

EDUCATIONAL PHILOSOPHY

The College of Dentistry is committed to the development of the competent graduate in the art, science and practice of general dentistry. The foundation of our educational philosophy is the nurturing of a humanistic environment honoring the values of integrity, honesty, respect, fairness, cooperation and professionalism. In this environment, it is critical that faculty and staff develop, integrate, and facilitate effective and active learning among the students. These collaborative efforts must result in graduates who possess and demonstrate knowledge and skills in the cognitive, psychomotor, and affective domains.

COMMITTEE RESPONSIBILITY

The Curriculum Committee is responsible for overseeing and managing the four year (eleven semesters) DMD curriculum. The committee ensures that the curriculum is consistent with the Commission on Dental Accreditation Standards and College's educational mission and philosophy. These responsibilities confirm that the content is current (evidence-based) and that teaching methods are based on sound educational principles, and that evaluation activities are ongoing and include a variety of assessment methodologies. The committee strives to maintain adequate hours of instruction by minimizing unnecessary redundant material among departments, incorporates emerging information and ensures that students receive sufficient exposure to the curriculum material and clinical skills so that they retain the necessary knowledge, attitudes and skills to become competent dentists. The Committee's activities and recommendations are reported in monthly meeting minutes, posted on the College's website, and reviewed by the Dean and the College's Faculty Advisory Board before implementation.

CURRICULUM MANAGEMENT PROCESS

The Curriculum Committee uses the following review and evaluation process to guide curriculum decision-making.

1. **Annual Review of the UFCD Competencies for the New Dental Graduate Document** with cross reference to the following UFCD outcome measures

2. **Annual Review of UFCD Outcome Measures**

The Curriculum Committee annually reviews the following course outcomes, survey results and department certifications:

a) Internal Assessments:

- 1) DEN 7961: Clinical Examination I
- 2) DEN 8960: Clinical Examination 2
- 3) Senior Exit Survey
- 4) Senior Student Self-Assessment of Confidence in the UFCD Competencies
- 5) Department Chairs certification of clinical competency conducted by the Office of Education as part of Graduation Certification.

b) External assessments:

- 1) Student performance on NBDE Parts I and II (INBDE results post 2020)
- 2) Self-Reported failures on the Florida License Examination
- 3) Alumni Survey (every 6 years)

3. **Semester Reviews**

Each semester the Curriculum Committee reviews the semester debriefing summary according to the schedule on page 3.

4. **Syllabi Review**

a) For didactic and preclinical courses:

The didactic and preclinical course syllabi are evaluated by the:

- 1) Curriculum Committee – a one semester focus on a three-year cycle according to Table 1. The criteria used for this review is found in Appendix A.

**Table 1 - Curriculum Committee Syllabi Review
2018-2022**

Sum 2018	Fall 2018	Spring 2019	Sum 2019	Fall 2019	Spring 2020	Sum 2020	Fall 2020	Spring 2021	Sum 2021	Fall 2021	Spring 2022
S5	S6	S7	S8	S9	S10	S11	S1	S2	S3	S4	S5

2) Office of Education-(multiple semester focus completed on an annual cycle according to Table 2.

**Table 2 - Office of Education Curriculum Review
2018-2022**

	Sum 2018	Fall 2018	Spring 2019	Sum 2019	Fall 2019	Spring 2020	Sum 2020	Fall 2020	Spring 2021	Sum 2021	Fall 2021	Spring 2022
Implement	3,6,9	1,4, 7,10	2,5, 8,11									
Evaluate	2,5, 8,11	3,6,9	1,4, 7,10									
Plan, Revise, Re- Implement	1,4, 7,10	2,5, 8,11	3,6,9									

Implement = Enroll students and support ongoing courses

Evaluate = Course evaluations, semester and course debriefings as required are used to identify any revision recommendations.

Plan, Revise, Re-Implement = Draft schedules, meet with Course Directors, review previous course evaluations and curriculum committee recommendations, and apply at next course offering

b) For clinical courses:

The clinical curriculum is reviewed every year with the updating of *Clinical Courses Syllabi* upon entry into patient care. In addition, Department chairs and clinic course directors along with the Curriculum Committee review the following information:

1. Each department's goals and objectives in educating, evaluating and producing a clinically competent new general dentist.
2. Existing *Clinical Course Syllabi* for each discipline with emphasis on placement of clinical expectations and clinical competencies per semester.
3. Course competency process and outcomes including the:
 - Location of the prerequisite preclinical skill objectives,
 - Competency evaluation data collection in axiUm
 - Process for certifying competency, and
 - First attempt pass rate and completion dates for the clinical competencies
 - Adequate patient experiences for students to achieve stated competencies
4. Identification of strengths and weaknesses in the current clinical education program.
5. Verification of faculty calibration activities and documentation annually.
6. Productivity (mean and range) for key clinical procedures deemed necessary in clinical education.
7. Recommendations for any changes in the clinical curriculum, clinical expectations and clinical competency evaluations.

In addition to committee-initiated reviews, departments may conduct their own curricular review and propose changes in their courses to the Curriculum Committee. The Curriculum Committee must approve proposed changes in didactic, preclinical and clinical courses, as well as, proposed changes in competency assessments before they can be implemented.

5. Debriefings

Debriefings are organizational meetings that include faculty, students and administrators. The college conducts course, semester and stream debriefings. Course debriefings focus on a single courses strengths and weaknesses. Semester debriefings focus on all similar class level courses in a given semester. This debriefing summaries provide details at both the micro curriculum and macro curriculum levels.

a. Course Debriefings

Course debriefings are conducted at the conclusion of a course with every new course director, or by request of the Department Chair, Course Director or student class president. Course debriefings are also arranged if a course evaluation is below 3.0 and as part of the overall Curriculum Management Plan. Recommendations from the debriefing are forwarded to Course Director/Department for course revision needs or to the Curriculum Committee for administrative needs.

b. Semester Debriefings

A semester debriefing is scheduled on the following cycle.

Semester 1 <i>Spring 2021</i>	Semester 3 <i>Fall 2021</i>	Semester 5 <i>Summer 2022</i>	Semester 1 <i>Spring 2019</i>	Semester 3 <i>Fall 2019</i>	Semester 5 <i>Summer 2020</i>
Semester 2 <i>Summer 2021</i>	Semester 4 <i>Spring 2022</i>	Semester 6 <i>Fall 2022</i>	Semester 2 <i>Summer 2019</i>	Semester 4 <i>Spring 2020</i>	Semester 6 <i>Fall 2020</i>

The debriefing consists of Course Directors, Contributing Faculty, Department Chairs, Students, Associate Dean for Education and the Director of Curriculum and Instruction. Semester debriefings allow for review of the entire semester curriculum. Recommendations are directed to the Curriculum Committee for administrative needs and/or the Course Director for course revision needs.

6. Student Evaluation of Courses

Course (core and elective courses) evaluations are conducted on-line at the end of each semester. Course evaluations are reviewed by the Course Director, Department Chairs and the Curriculum Committee. Courses scoring below 3.0 (on a 5.0 scale) are scheduled for a Course Debriefing. Debriefing summaries are reviewed by the Curriculum Committee. Improvements in course administration are then recommended to the Department Chair and Course Director.

7. Student Evaluation of Faculty Instruction

Faculty evaluations are conducted on-line at the end of each semester unless requested differently by the Course Director. Faculty evaluations are reviewed by Department Chairs. Department Chairs meet with faculty who have low scores to design a faculty development plan.

8. Supporting Processes

a. Faculty Development

Faculty development opportunities that assist faculty in developing evidenced-based teaching methods to support the educational mission are conducted by the UFCD Faculty Development Committee, The UFCD Office of Education and the HSC Training Center.

b. Peer Evaluation of Teaching

The process for UFCD Peer Evaluation of Teaching is determined by individual departments. The Office of Faculty Affairs, <https://faculty-affairs.dental.ufl.edu/> has posted templates if a department has not specified a process or form. Peer observation of teaching practices provide an outcome measure of teaching quality to the faculty member and the department which can be used to improve or confirm evidence-based teaching practices.

Approved by Curriculum Committee, March 2009

Approved by the Executive Advisory Board, March 2009

Approved by the Curriculum Committee, December 15, 2011

Approved by the Dean, January 6, 2012

Reviewed by the Faculty Advisory Board, January 9, 2012

Approved by the Curriculum Committee, May 8, 2014

Reviewed by the Faculty Advisory Board, August 1, 2014

Approved by the Curriculum Committee, , 2018

Reviewed by the Faculty Advisory Board,

Appendix A

College of Dentistry Curriculum Committee Syllabus Evaluation Form

Course number _____ Course title: _____

Faculty reviewer: _____ Date _____

Criteria	Not Evident	Partially Evident	High Evidence
<p>Overall Is the syllabus language learner-centered?</p>			
<p>Educational Goals and Objectives</p> <ul style="list-style-type: none"> • Describes Learning Goals and Course Objectives that are thorough and appropriate for predoctoral students. • Aligns objectives with materials, lectures, and resources that will help students achieve learning. • Provides learning experiences for students to achieve the course goals, objectives, and development of competency. • Aligns objectives with assessments that will accurately and reliably measure student learning. 			
<p>High-impact practices in active learning and student engagement:</p> <ul style="list-style-type: none"> • Includes assignments or activities that help students develop strategies for regulating their own learning • Aligns instructional practices with students' prior knowledge and cognitive ability. • Requires students to make presentations during class or online. • Requires students to work with other students either in- or out-of-class on projects or presentations; explicit mechanism in place to evaluate team skills and contributions of each student to final project • Using a variety of teaching techniques including games, debates, films, experiments, role playing, stories and higher order thinking activities (may supplement rather than replace lecture) • Requires multiple drafts of assignments (e.g. sequence of assignments that build to a final large project and provide feedback so students can improve work) • Describes required activities in which students mentor, tutor or teach other students (e.g. a peer review as a required activity/assignment associated with a written paper) • Describes expectations for independent study • Includes diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions and written assignments • Other: 			
<p>Course Content:</p> <ul style="list-style-type: none"> • Includes content that is thorough and appropriate for predoctoral students. • Incorporates emerging information and evidence-based practice. • Encourages application of knowledge to real-world cases and leverages situated cognition. 			

<ul style="list-style-type: none"> Contains unique content that does not have excessive overlap with other courses in the curriculum. 			
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Criteria	Not Evident	Partial Present	High Evidence
Methods of Evaluation <ul style="list-style-type: none"> Is the grading criteria clear? Are there varied methods of evaluation? (quizzes, papers, presentations, peer review, exams) Students are evaluated based on the class or course objectives. Do students conduct self-evaluation or peer evaluation? Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall? 			
Readings and Assignments: Are course readings and assignments thorough and appropriate?			

Summary: Strengths of the course

Summary: Limitations of this course

Summary: Recommendations to enhance this course

Appendix B: Sample Rubric for Identifying High Impact Pedagogical Practices

Not Evident	Partially Evident	High Evidence
100% lecture-oriented class Rote homework assignments (busy work)		
	Students conduct group presentations.	Students conduct group presentations and receive peer and instructor feedback using a rubric.
	Students write a reflective paper.	Paper assignment includes a formal peer review activity before students submit the final draft of the paper for evaluation.
	Students practice psychomotor skills during lab sessions.	Students practice psychomotor skills during lab sessions using a detailed rubric for self and instructor assessment.
		Incorporate multiple teaching techniques with lecture (TBL, case discussion, debates, skits) (These are described on the syllabus)
		Flipped class preparation: Connect what students read, or prepared in advance, to course content (evaluated prior work to ensure it is completed) Incorporate readiness quizzes and authentic practice experiences.

July 31, 2018

Present: S. Young, E. Titov, D. Smith, H. Tummala, M. Fabian, M. Gomaa, B. Alpizar, K. Campbell, G. Childs, M. Johnson, M. Aguilar, D. Dilbone, L. Echeto, N. Abdulhameed, L. Rueda, A. Nimmo, J. Wang, M. DaSilva

Course Evaluation: Respondents: 52

Purpose of debriefing: Course overall mean 2.71

Learning Environment:

- Dr. Aguilar sent an introductory communication in December in order to prepare students for the course beginning in January. The students supported maintaining this practice.
- Some students felt the learning environment lacked flexibility and motivational guidance early in the course. This improved as the course progressed.
- Videos designed to be watched prior to class were also shown in class, which discouraged the students from preparing ahead of time, and reduced practice time in the sim lab.
- Students proposed more emphasis on guided practice and feedback, rather than point deductions.

Course Materials

- In general, these students reported using presentations and video's over the textbook for study. Dr. Dilbone suggested adding a clinical procedural manual.
- Require the procedural videos as an assignment prior to clinic to increase practice time in lab. Quiz questions based on the videos could be added to reinforce student preparation. Consider allowing students to use headphones to review some steps on the videos if they have to redo a lab project, without disrupting the class.
- Students requested additional information about soft and hard reline procedures and materials as they are now adding these procedures to patient treatment plans.

Laboratory

- Students felt faculty and TA feedback varied greatly in their psychomotor practice.
- Students requested more green compound be added to the supply list.
- VDO measurements were not correct on the new dentaform, requiring many students to redo their wax rims.

Evaluation:

- Not enough time or paper copies of quizzes initially, but compensated with additional time and a short review prior to further quizzes.
- Students felt getting graded in lab for the first-time is challenging as there was inconsistent expectations of what constitutes an "A" grade performance in lab. More specific formative feedback was requested.

Summary of Recommendations-prioritized by students:

- Use quiz feature in Canvas similar to occlusion, endodontic and periodontics quizzes.
- Schedule quizzes and lecture in lecture room rather than sim lab. The summary of the lecture could provide basic concepts of what they will do in lab that day.
- Present a global perspective of creating prosthetics for edentulous patients before beginning the step-by-step procedures for each patient visit.

- Calibrate faculty and TA's. A rubric could be developed that would assist in instructor calibration and student feedback.

Administrative Comments:

- Clinical Administration reported that Dr. Aguilar's weekly communication regarding supply needs is an example of best practice communication in a sim lab course. Yet, students perceive they are not receiving materials that they need for practice when they use more than distributed. Consider including the range of material a student is expected to use in each lab, short videos and/or an easy way additional material could be distributed as needed for students that may have to repeat practice or need more material.
- A Pros faculty member assist the Course Director when new a typodont is selected by testing prior to the student lab assignment.
- Contributing faculty that teach in this course expressed that this one of the most challenging preclinical patient care courses. The development of a clinical manual that includes landmarks for tooth positioning was suggested. Providing administrative time in the semester prior to the course for the Course Director could assist developing this manual, lab rubrics and/or modular progression of materials in Canvas.
- Consider this course as a candidate for a short semester block course, daylong labs like Pediatric dentistry for some lab projects and/or provide clinical experiences with edentulous patients with administrative resources.

August 27, 2018

Present: A. Sharma, C. Sayoc, M. Johnson, G. Childs, V. Sposetti, D. Freburg-Hoffmeister, T. Bowers

Course Evaluation: Respondents: 5, Overall mean: 4.6

Purpose of debriefing: New course director

Syllabus

- No suggestions

Learning Environment:

- Dr. Bowers asked the students if the live lectures were helpful due to low attendance. Students suggested giving students attendance/participation points through a one question quiz. Dr. Sposetti suggested class activities such as students presenting dental scenarios. Ms. Johnson suggested using groups in CG-11.
- Students appreciated the clarity, conciseness and pace of Dr. Freburg-Hoffmeister and Dr. Bowers presentations.

Course Content

- Some students felt the pharmacology lecture could be fine-tuned to emphasize topics students feel less confident about such as opioids. Add prescription writing into the course.
- Add surgical pathology questions on spacing. These were asked on boards.
- Students felt additional clinical application of pharmacology would help using a big picture, systematic approach.

Evaluation:

- Quizzes were fair.
- Extra credit further helped students understand procedures.
- Create clearer expectations for extra credit paragraphs.

Summary of Recommendations-prioritized by students:

1. Calibrate faculty on prescription information.
2. Create clearer expectations for extra credit.
3. Use group activities to increase class attendance.

Recommendations for other courses:

- Emphasis using ink pens and not erasable pens when writing prescriptions in clinics.
- Calibrate clinical faculty on prescription responses.
- Students suggested adding pharmacological reviews and discussions, i.e. sedations like fentanyl and side effects, to the **DEN 7443L Hospital Dentistry** rotation.
- Regarding **DEN8263: Advanced Oral Medicine and Clinical Pharmacology**, students also felt a systematic approach to the clinical application of pharmacology would help using a big picture. There are currently so many cases with varying complexities. If you did not complete all of the cases, it was luck of the draw.