UF | College of Dentistry
UNIVERSITY of FLORIDA

DMD CURRICULUM COMMITTEE COURSE CHANGE PROPOSAL

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

Date: October 2, 2018

Course Title: DEN6213C: Fundamentals of Occlusion

Department: RDS

Course Director: Dr. Margarete C Ribeiro Dasilva

Revision request summary: Distribute occlusion concepts across the RDS courses in semesters 1-5 in closer proximity where students are able to apply the following:

1. Anatomical relations between the Jaws
2. Mandibular positions and movements
3. Introduction to the articulator
4. Centric stops and projection points
5. Excursive pathways
6. Types and properties of stone
7. Mounting casts on the articulator
8. Alginate properties and handling
9. Taking alginate impressions
10. Pouring alginate impressions
11. Differences between Centric relations and Intercusapal position
12. Indications for different type of mounting
13. Mounting models in Maximal Intercuspation
14. Classifications of Occlusion
15. Clinical aspects of occlusion and pathology
16. Variation of occlusion
17. Anterior guidance

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.)

Currently this course is taught in semester 3 and the application of clinically mounting cases does not occur until students begin clinical care in semester 6 or beyond. The distribution of occlusal concepts would allow students to begin building their understanding of jaw relations throughout their preclinical courses.

No additional lecture/lab/clinical time is requested at this time. (Didactic: 16 lecture hours, 4 hours of table discussion, 3 exam review hours and 1.5 exam hours and Lab and Clinic: Approximately 25 hours)

See separate spreadsheet.

Student hours requested by event and science type:

Hours by Type	Biomedical Hrs.	Behavioral Hrs.	Clinical Hrs.	**Total Hrs.**
Lecture/seminar				

Independent study				
Laboratory				
Clinical				
TOTAL HOURS				

Department Chair Approval: _____YES_____NO

Responsible Dean/Chair/Faculty:_____

Proposed implementation date/semester_____

Curriculum Committee Action:

Approved in Concept			
Approval		Credit Hours Change	
Reject			

Currently--
Semester 3

DEN6213C: Fundamentals of Occlusion
Lectures=16
Table Discussion=3 hrs
Lab=3 hrs
Clinics=4 (3 hours@)
Exam=1 (90 minutes)

Class of 2023

Proposal

Fall 2019	Spring 2020	Summer 2020	Fall 2020	Spring 2021	Summer 2021
DEN5404C	**DEN5405C**	**DEN6407C**	**DEN6408C**	**DEN6302C**	
					DEN6213C
Lecture-Fundamental of Occlusion 1	**Lecture**-Occlusal Trauma	**Lecture**-Alginate			5 hrs lecure-occ review
Classification of Occlusion, concepts, definitions		**Lecture**-Stone			4 Clinics
Lab-Painted markings on teeth representing contact		**Lecture**-Impressions			Table Discussion/Exam
			DEN6412	**DEN6415C**	**DEN7413C**
			Lecture-Interocclusal Records	**Lecture-**Anterior guidance	
				Lecture-Incisal Guide table	
				DEN6460C	
				Lecture-Articulator	
				Lecture-Facebow	
				Lecture-VDO	

Draft Minimum Technical Standards for Admissions and Matriculation

University of Florida College of Dentistry

Purpose

This document defines the nonacademic criteria for admission, advancement through and graduation from the DMD program at the University of Florida College of Dentistry. The College is committed to the policy that all persons shall have equal access to its programs, facilities and employment without regard to race, creed, color religion, age, disability, sex, sexual orientation, marital status, national origin, political opinions or affiliations, genetic information and veteran status.

Background

The College of Dentistry provides this description of technical standards to inform prospective and enrolled students of the skills required in the provision of oral health care services. These technical standards reflect the performance abilities and characteristics that are necessary to successfully complete the requirements of the dental education program at the school. These standards are not requirements of admission into the programs. People interested in applying for admission to the programs should review these standards to develop a better understanding of the abilities and characteristics necessary to successfully complete the programs. The College of Dentistry complies with the requirements and spirit of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990. Therefore, the College will endeavor to make reasonable accommodations for students with disabilities who are otherwise qualified in accordance with the Americans with Disabilities Act (ADA).

The School recognizes that the Doctor of Dental Medicine (DMD) degree carries with it the full authority of the institution and communicates to those who might seek the services of the bearer that he or she is competent to practice dentistry. Therefore, the student must demonstrate the knowledge, skills, and attitudes that the faculty has determined are essential for the practice of dentistry and its specialties. The student must acquire cognitive, technical and behavioral skills to negotiate the curriculum. All courses in the curriculum are required to assure graduates are competent clinicians.

The following technical standards describe the essential functions that students must demonstrate in order to fulfill the requirements of the dental education program, and thus, are required for advancement through and graduation from the program. Students must possess the skills and abilities that will allow them to successfully complete the course of study and receive the full benefit of their education. While enrolled, students must perform treatment on the College's patients. The College has the responsibility for ensuring the safety of the patients. Treatment must be completed safely and within an acceptable time.

DRAFT

The technical skill areas include motor, sensory/observation, communication, cognitive, behavioral, and ethics/professionalism. Continued enrollment and graduation will depend on the successful demonstration of both the knowledge and the skills listed below. The Student Performance Evaluation Committee (SPEC) will monitor each student's demonstration of such knowledge and skills.

Technical Standards

Motor Skills

General: A candidate should have a sufficient level of manual dexterity such that he/she are able to execute the fine movements required to provide general dental care and treatment to patients within a specified amount of time.

Specific: It is required that a candidate possess the manual motor skills necessary to directly perform, diagnostic and treatment maneuvers associated with the practice of general dentistry. Such maneuvers require coordination of both gross and fine muscular movements, equilibrium, and functional uses of the senses of touch, vision and functional communication.

A candidate must be able to perform basic life support (including CPR), transfer and position patients with disabilities, and position and reposition self around patients in various treatment settings in a standing or sitting position. The candidate must be able to operate dental equipment controls utilizing fine hand movements, position, move dental instruments, and move in all directions within one millimeter of tolerance. A student must promote and support the ability of co-workers to perform prompt care. Candidates must be able to work in the proper ergonomic positions appropriate to the delivery of dental treatment for extended times. A student must be able to operate controls, use high-speed or low-speed dental hand pieces for tooth preparation procedures, and use hand instrumentation, including scalpels for surgical procedures. All of these skills must be performed within reasonable patient treatment time periods, either in simulation or clinical patient care, as determined by the faculty to simulate real-time professional dental care. A student must be able to maintain strength, posture, reach, and manipulate equipment to all positions in order to control the operating environment.

Sensory/Observation: Basic Sciences

General: A candidate must be able to acquire a defined level of required information as presented through demonstrations and experiences in the basic and dental sciences.

Specific: This includes, but is not limited to, 1) information conveyed through physiologic, pharmacological demonstrations, 2) microscopic images of microorganisms and human or animal tissues in normal and pathologic states and 3) demonstrations of techniques using dental models. A candidate must be able to acquire information from written documents and to visualize and evaluate information presented in images from paper, films, slides, video and computer. A candidate must be able to interpret radiographs (x-rays) and other graphic images, with or without the use of assistive devices. While using appropriate enhancement of sensory modalities. (Microscopes, stethoscopes, etc.), a candidate must have functional use of visual, auditory, and somatic sensation.

Sensory/Observation: Clinical Sciences

General: A candidate must be able to observe a patient accurately, at a distance and close up, and observe and comprehend non-verbal communications when performing general dental treatment or administering medications.

Specific: A candidate must be able to perform visual and tactile dental examinations and treatments that require the use of sight and touch, including use of visual acuity, with or without accommodation, to discern fine detail, focus at a variety of distances, and discern slight differences and variations in color, shape, and general appearance between normal and abnormal, soft and hard tissues. The use of tactile senses may be either directly by palpation or indirectly through instrumentation. A candidate must also possess the functional visual acuity to read both paper and electronic charts, records, small print and handwritten notation, distinguish small variations in colors, size and shapes of very small details of tooth shape and contour intra and extra orally.

.

Communication

General: A candidate must be able to communicate clearly, effectively and sensitively with patients, parents and/or guardians, faculty, staff and classmates; establish good rapport, convey or exchange information at a level allowing development of a health history; identify problems presented; explain alternative solutions; and give directions during treatment and post-treatment. For effective patient treatment, the candidate must be able to communicate with patients, parents, guardians and all members of the dental and medical health care team effectively and efficiently and communication must be culturally appropriate. Communication includes oral and written modes.

Specific: A candidate must have sufficient facility with English to retrieve information from literature and educational settings, computerized databases and lectures and to communicate concepts on written exams and patient charts. The candidate must also have sufficient facility with English to elicit patient backgrounds and describe patient

changes in moods, activity, and posture in patient care settings. Patients, faculty, students, and staff must be able to easily understand the candidates' oral and written communication in order to effectively evaluate performance and to work collaboratively in the care of patients. A candidate must be able to communicate in lay language so that patients and their families can understand the candidate easily to help establish patient rapport, understand what information is requested and needed by the candidate and understand the explanation of treatment procedures, treatment options, informed consent, and follow up or home care. While working alone and with others, an applicant must be able to communicate orally and in writing, including settings where time available is brief, such as emergencies.

The student must be able to interact productively, cooperatively, and in a collegial manner with individuals of differing personalities and backgrounds, and be an active contributor to the process of providing health care by demonstrating the ability to engage in teamwork and team building.

In any case, where a candidate's ability to communicate is compromised, the candidate must demonstrate alternative means and/or ability to acquire and demonstrate the essential information conveyed in this fashion.

The student must be punctual and perform work in a timely manner. The student must exhibit the maturity, commitment, and dedication expected of a health care professional to whom patients entrust their health, safety, and well-being.

Cognitive

General: A candidate must be able to measure, calculate, reason, analyze, integrate, and synthesize information.

Specific: A candidate must be able to comprehend and mentally visualize three-dimensional relationships and understand the spatial relationships of structures. The problem solving, clinical decision-making and critical thinking skills demanded of a general dentist, require all of these intellectual abilities. A candidate must be able to perform these problem-solving, clinical decision-making and critical thinking skills in simulation of or actual real-time professional dental care for effective treatment of the patient. Candidates must be able to learn effectively through a variety of modalities, including but not limited to: classroom instruction, small group discussion, individual study of materials, preparation and presentation of written and oral reports, and use of computer-based technology.

Behavioral/Social Skills and Professionalism

General: Candidates for admission to the DMD program must have sufficient behavioral/social skills and professionalism to perform didactic, preclinical techniques, laboratory, and clinical procedures at a minimal level of competency, as defined by the college. A candidate must possess the psychological health and maturity required for full utilization of his or her intellectual abilities, the exercise of good judgment, maintenance of patient confidentiality, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients, faculty, staff and other students.

Specific: A candidate must recognize that the curriculum is physically, mentally and emotionally taxing. He or she must be able to tolerate physically and emotionally demanding workloads, function effectively under stress, adapt to changing environments, display flexibility and learn to function in the face of the uncertainties inherent in clinical patient care. Compassion, integrity, concern for others, interpersonal skills, interests, and motivation are all personal qualities that will be assessed during the admission and educational processes. Further, a candidate must be able to manage apprehensive patients with a range of moods and behaviors in a tactful, culturally sensitive, congenial, personal matter so as not to alienate or antagonize them. A student must be able to accept criticism and respond by appropriate modification of behavior. A student must be able to relate with faculty, colleagues, staff, and patients with honesty, integrity, respect, and nondiscrimination.
Candidates for admission to the DMD program must be adaptable, able to cope with stress, able to delegate responsibilities, meet deadlines and manage time, and function as part of a dental health care team.

DRAFT

.

Summer 2012 - 2018 Course Evaluation Summary

Course	Course Name	Overall Mean/ Respondents 2012	Overall Mean/ Respondents 2013	Overall Mean/ Respondents 2014	Overall Mean/ Respondents 2015	Overall Mean/ Respondents 2016	Overall Mean/ Respondents 2017	Overall Mean/ Respondents 2018
6001	Introduction to Evidence-based Dental Practice / Gold	4.1 (34)	3.0 (21)	2.9 (48)	3.8 (31)	3.3 (47)	3.4 (63)	3.3 (65)
6407	Preclinical Operative Dentistry II / Haddock	2.3 (37)	1.8 (31)	3.7 (49)	4.8 (31)	4.1 (47)	4.6 (63)	4.2 (65)
6128	Host Defense / Wallet, Gibson, Chan	4.3 (31)	4.1 (21)	4.3 (48)	4.7 (31)	4.6 (47)	4.8 (63)	3.7 (65)
6213C	Fundamentals of Occlusion / DaSilva	3.1 (33)	3.6 (60)	3.9 (48)	3.2 (31)	4.4 (47)	4.6 (63)	4.1 (65)
6301C	Fundamentals of Oral & Maxillofacial Radiology / Kashtwari	4.3 (33)	3.9 (20)	3.3 (53)	2.7 (31)	3.1 (47)	4.1 (63)	3.8 (65)
6350	General Pathology / Winter	4.1 (31)	4.2 (20)	4.2 (48)	4.1 (31)	4.0 (46)	4.2 (63)	3.8 (65)
7017	Professionalism In Patient Care and Practice Management III / Howard			3.2 (4)	4.7 (4)	3.3 (3)	4.5 (2)	3.6 (5)
7413C	Removable Partial Prosthodontics: Principles & Techniques / Echeto	3.2 (76)	3.0 (46)	3.7 (83)	4.1 (6)	4.2 (41)	3.0 (29)	4.0 (56)
7417	Concepts in Orofacial Pain / Widmer	3.9 (16)	4.6 (5)	3.9 (73)	3.8 (6)	4.1 (41)	3.6 (29)	2.9 (56)
7450C	Orthodontics for the General Practitioner / Neubert	3.7 (17)	4.4 (41)	4.1 (81)	4 (6)	4.2 (41)	4 (29)	4.3 (65)
7452C	Fundamentals of Pediatric Dentistry / Jerrell	3.9 (16)	4.4 (30)	4.2 (73)	3.8 (6)	4.1 (41)	3.9 (29)	4.0 (56)
(7352) 8352	Advanced Differential Diagnosis / Bhattacharyya	4.6 (50)	4.8 (30)	5.0 (4)	4.6 (5)	4.6 (3)	4.5 (2)	3.8 (5)
8303	Advanced Radiologic Interpretation / Kashtwari	4.3 (15)	3.9 (7)	2.2 (15)	3.5 (16)	3.0 (3)	3.5 (2)	2.0 (5)
8423	Periodontics in General Practice / Chang	4.1 (29)	3.3 (3)	3.7 (4)	4.75 (4)	3.6 (3)	4 (2)	3.0 (5)
8263	Advanced Oral Medicine and Clinical Pharmacology / Stewart	4.6 (14)	4.0 (3)	4.5 (4)	4.8 (5)	4.3 (3)	3.5 (2)	Course completed in Spring 2018
8290	Impant for the Gen. Dent. / O'Neill					5.0 (2)		5 (2)
8290	Oral Surgery Interest Group / Dolwick						2.5 (2)	1 (1)
8290	Discussion of Research Interests / Wallet						5 (1)	1 (1)
8290	Clinical Orthodontics / Neubert							1 (1)

Summer 2012 - 2018 Course Evaluation Summary

Course	Course Name	Overall Mean/ Respondents 2012	Overall Mean/ Respondents 2013	Overall Mean/ Respondents 2014	Overall Mean/ Respondents 2015	Overall Mean/ Respondents 2016	Overall Mean/ Respondents 2017	Overall Mean/ Respondents 2018
8290	Operative Skills Development / Geraldeli					5.0 (1)		1 (1)

The most significant thing(s) that I learned this semester is/are:

Differential diagnosis is an amazing class and Dr. B is an excellent professor. It was a great preparation for boards

N=1

New Course Director

Fall Evaluations

Course Removed

College of Dentistry

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 otherwise 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 the leave the room.
6. All audible communication devices, i.e. cell phones, beepers, etc., should be turned off before entering the classroom.
7. Students are knowledgeable with the material published in the UFCD Student Handbook.

Course Director Responsibilities

Prior to the Beginning of the Course

1. Familiarizes him/herself with this document and the Instructional Support web page.
2. Meet with the Director of Curriculum and Instruction and the Instructional Designer to review:
    a. Course goal, objectives, evaluations, associated competencies, and general philosophy of course.
    b. Teaching methodology and instructional support that will enhance student learning.
    c. Student faculty/course evaluations of previous year's course.
    d. Curriculum Committee review of the strength's and weaknesses of this course.
    e. Faculty or student debriefing of the course.
    f. Suggested course schedule.
    g. Faculty/course evaluation plan.
    h. A timeline to complete the course organization and syllabus revision (4 weeks prior to first day of class) will be established.
3. Schedule teaching sessions no longer than 50 minutes in duration; longer sessions should have breaks built into the scheduled time.
4. 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.
5. 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).
6. 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.
7. 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.
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 Evalsuite 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
   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.

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 web link 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 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

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 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:

    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.
    - 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 preformed and the value of each item judged based on that analysis.
    - 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.
    - 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.

- Faculty may use the ECO announcement page or class time to discuss generalized questions about an exam item.

CC Approval: October, 2007, Revised July 2008, January 2009, April 2009, February 2010, October 2010, Nov 2011, January 2013, *October 2018 pending*
Faculty Advisory Board Review: January 2012, February 2013, *October 2018 pending*

UNIVERSITY of FLORIDA
College of Dentistry

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 otherwise 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 the leave the room.
6. All audible communication devices, i.e. cell phones, beepers, etc., should be turned off before entering the classroom.
7. Students are knowledgeable with the material published in the UFCD Student Handbook.

Formatted: Font: (Default) Arial

Formatted: Left

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

Deleted: will

Deleted: <#>Out of courtesy to student peers and faculty, disruption in the classroom, i.e. talking, reading of newspapers, etc., is forbidden.

Formatted: Font: (Default) Arial

Deleted: <#>¶

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

Course Director Responsibilities

Prior to the Beginning of the Course

1. Familiarizes him/herself with this document and the Instructional Support web page.
2. Meet with the Director of Curriculum and Instruction and the Instructional Designer to review:
   a. Course goal, objectives, evaluations, associated competencies, and general philosophy of course.
   b. Teaching methodology and instructional support that will enhance student learning.
   c. Student faculty/course evaluations of previous year's course.
   d. Curriculum Committee review of the strength's and weaknesses of this course.
   e. Faculty or student debriefing of the course.
   f. Suggested course schedule.
   g. Faculty/course evaluation plan.
   h. A timeline to complete the course organization and syllabus revision (4 weeks prior to first day of class) will be established.
3. Schedule teaching sessions no longer than 50 minutes in duration; longer sessions should have breaks built into the scheduled time.
4. 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.
5. 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).
6. 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.
7. 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.
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.

Formatted: Font: (Default) Arial
Formatted: Font: (Default) Arial
Formatted: Left
Deleted: and
Deleted: teaching
Formatted Table
Formatted: Left
Formatted: Font: (Default) Arial
Formatted: Font: (Default) Arial
Formatted: Font: (Default) Arial
Formatted: Font: (Default) Arial
Formatted: Font: (Default) Arial
Formatted: Font: (Default) Arial

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 Evalsuite 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
   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.

Formatted: Font: (Default) Arial
Formatted: Font: (Default) Arial
Formatted: Font: (Default) Arial
Formatted: Font: (Default) Arial
Formatted: Font: (Default) Arial
Formatted: Font: (Default) Arial
Formatted: Font: (Default) Arial
Formatted: Font: (Default) Arial
Formatted: Font: (Default) Arial
Formatted: Font: (Default) Arial
Formatted: Font: (Default) Arial
Formatted: Font: (Default) Arial
Formatted: Font: (Default) Arial
Formatted: Font: (Default) Arial
Formatted: Font: (Default) Arial
Formatted: Font: (Default) Arial
Deleted:

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.

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

Formatted: Font: (Default) Arial
Formatted: Font: (Default) Arial
Formatted: Font: (Default) Arial
Formatted: Font: (Default) Arial
Formatted: Font: (Default) Arial
Formatted: Font: (Default) Arial
Formatted: Left
Formatted: Font: (Default) Arial
Formatted: Font: (Default) Arial

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 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

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:

Formatted: Left

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

Deleted: 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.¶

"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

Deleted: Director of Student and Multicultural Affairs

Deleted: s

Deleted: Program

Deleted: Peabody

Deleted: Director of Student and Multicultural Affairs

Deleted: Director

Deleted: (within 20 minutes of the start time)

Deleted: additional

Deleted: .

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 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

Deleted: (aka "book")

Deleted: For example, an exam might be scheduled to start at 8am and last for 60 minutes. The stop time is adjusted dynamically based on the actual start time. In the example above, if the first student logs in at 8:05, the stop time is automatically set to 9:05. A verbal or computerized warning is given when five minutes remain.¶

Deleted: are encouraged to click on the Pause button near the top of the screen

Deleted: locks their station

Deleted: also lock the entire exam to prevent submissions during the disruption

Deleted: should click Pause to lock their station

Deleted: Scratch paper is imprinted with the student's name and station number for tracking. All materials and s

Deleted: /or

Deleted: Course Director

Deleted: The Office of Education will schedule

Formatted: Left, Indent: Left: 0.25", Hanging: 0.25", Outline numbered + Level: 1 + Numbering Style: 1, 2, 3, … + Start at: 1 + Alignment: Left + Aligned at: 0.5" + Tab after: 1" + Indent at: 1", Tab stops: 0.5", Left + Not at 1"

Deleted: e

Deleted: 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. ¶

Formatted: Left

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:

   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.
      - 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 preformed and the value of each item judged based on that analysis.
      - 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.
      - 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

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

Deleted: in the

Formatted: Left

Deleted: The rules governing the monitoring of examinations in the Testing Center are issued by Office of Medical Informatics and are listed at: http://medinfo.ufl.edu/omi/testing/policy.shtml.

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

Deleted: Multiple choice exam formats should use the "EvalSuite-Evaluation Toolkit" software to conduct an item analysis of the exam. https://dentistry.medinfo.ufl.edu/cgi-bin/evaltoolkit.cgi

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

Deleted: WebCT.

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

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.¶

Deleted: EvalSuite

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

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.

- Faculty may use the ECO announcement page or class time to discuss generalized questions about an exam item.

CC Approval: October, 2007, Revised July 2008, January 2009, April 2009, February 2010, October 2010, Nov 2011, January 2013, *October 2018 pending*
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 inquires 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.

Deleted: Course directors and teaching faculty are encouraged to attend the review sessions.

Deleted: <#>For the third and fourth year curriculum, as there are no block examinations, review sessions will be scheduled, the week following the examination, for each course that utilizes the Testing Center. The same guidelines as above will be employed.¶

Deleted: b. - Written examinations outside of the Testing Center ¶
<#>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 ...

Formatted: Font: Arial

Formatted: Font: Arial

Formatted: Font: Italic

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial