

## **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 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 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:

**"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), <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 performed 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  
Faculty Advisory Board Review and Approval from Dean Dolan, January 2012, February 2013, October 2018