College of Dentistry
UNIVERSITY of FLORIDA

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

July 2018-July 2022

EDUCATIONAL MISSION

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

EDUCATIONAL PHILOSOPHY

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

COMMITTEE RESPONSIBILITY

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

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

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

2.　　**Annual Review of UFCD Outcome Measures**
　　　　The Curriculum Committee annually reviews the following course outcomes, survey results and department certifications:
　　　a) Internal Assessments:
　　　1) DEN 7961: Clinical Examination I
　　　2) DEN 8960: Clinical Examination 2
　　　3) Senior Exit Survey
　　　4) Senior Student Self-Assessment of Confidence in the UFCD Competencies
　　　5) Department Chairs certification of clinical competency conducted by the Office of Education as part of Graduation Certification.

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

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

4.　　**Syllabi Review**

　　　a) For didactic and preclinical courses:
　　　The didactic and preclinical course syllabi are evaluated by the:

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

Table 1 - Curriculum Committee Syllabi Review
2018-2022

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

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

Table 2 - Office of Education Curriculum Review
2018-2022

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

Implement = Enroll students and support ongoing courses
Evaluate = Course evaluations, semester and course debriefings as required are used to identify any revision recommendations.
Plan, Revise, Re-Implement = Draft schedules, meet with Course Directors, review previous course evaluations and curriculum committee recommendations, and apply at next course offering

b) For clinical courses:

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

1. Each department's goals and objectives in educating, evaluating and producing a clinically competent new general dentist.

2. Existing *Clinical Course Syllabi* for each discipline with emphasis on placement of clinical expectations and clinical competencies per semester.

3. Course competency process and outcomes including the:
    - Location of the prerequisite preclinical skill objectives,
    - Competency evaluation data collection in axiUm
    - Process for certifying competency, and
    - First attempt pass rate and completion dates for the clinical competencies
    -Adequate patient experiences for students to achieve stated competencies

4. Identification of strengths and weaknesses in the current clinical education program.

5. Verification of faculty calibration activities and documentation annually.

6. Productivity (mean and range) for key clinical procedures deemed necessary in clinical education.

7. Recommendations for any changes in the clinical curriculum, clinical expectations and clinical competency evaluations.

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

5. Debriefings

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

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

b. Semester Debriefings
A semester debriefing is scheduled on the following cycle.

Semester 1 *Spring 2021*	Semester 3 *Fall 2021*	Semester 5 *Summer 2022*	Semester 1 *Spring 2019*	Semester 3 *Fall 2019*	Semester 5 *Summer 2020*
Semester 2 *Summer 2021*	Semester 4 *Spring 2022*	Semester 6 *Fall 2022*	Semester 2 *Summer 2019*	Semester 4 *Spring 2020*	Semester 6 *Fall 2020*

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

6. Student Evaluation of Courses

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

7. Student Evaluation of Faculty Instruction

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

8. Supporting Processes

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

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

Approved by Curriculum Committee, March 2009
Approved by the Executive Advisory Board, March 2009

Approved by the Curriculum Committee, December 15, 2011
Approved by the Dean, January 6, 2012
Reviewed by the Faculty Advisory Board, January 9, 2012

Approved by the Curriculum Committee, May 8, 2014
Reviewed by the Faculty Advisory Board, August 1, 2014

Approved by the Curriculum Committee, September 6, 2018
Reviewed by the Faculty Advisory Board, TBD

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Appendix A
College of Dentistry Curriculum Committee Syllabus Evaluation Form

Course number _____ Course title:_____

Faculty reviewer: _____Date_____

Criteria	Not Evident	Partially Evident	High Evidence
Overall Is the syllabus language learner-centered?			
Educational Goals and Objectives • Describes Learning Goals and Course Objectives that are thorough and appropriate for predoctoral students. • Aligns objectives with materials, lectures, and resources that will help students achieve learning. • Provides learning experiences for students to achieve the course goals, objectives, and development of competency. • Aligns objectives with assessments that will accurately and reliably measure student learning.			
High-impact practices in active learning and student engagement: • Includes assignments or activities that help students develop strategies for regulating their own learning • Aligns instructional practices with students' prior knowledge and cognitive ability. • Requires students to make presentations during class or online. • Requires students to work with other students either in- or out-of-class on projects or presentations; explicit mechanism in place to evaluate team skills and contributions of each student to final project • Using a variety of teaching techniques including games, debates, films, experiments, role playing, stories and higher order thinking activities (may supplement rather than replace lecture) • Requires multiple drafts of assignments (e.g. sequence of assignments that build to a final large project and provide feedback so students can improve work) • Describes required activities in which students mentor, tutor or teach other students (e.g. a peer review as a required activity/assignment associated with a written paper) • Describes expectations for independent study • Includes diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions and written assignments • Other:			
Course Content: • Includes content that is thorough and appropriate for predoctoral students. • Incorporates emerging information and evidence-based practice. • Encourages application of knowledge to real-world cases and leverages situated cognition.			

	Not Evident	Partiall Present	High Evidence
• Contains unique content that does not have excessive overlap with other courses in the curriculum.			

Criteria	Not Evident	Partiall Present	High Evidence
Methods of Evaluation • Is the grading criteria clear? • Are there varied methods of evaluation? (quizzes, papers, presentations, peer review, exams) • Students are evaluated based on the class or course objectives. • Do students conduct self-evaluation or peer evaluation? • Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall?			
Readings and Assignments: Are course readings and assignments thorough and appropriate?			

Summary: Strengths of the course

Summary: Limitations of this course

Summary: Recommendations to enhance this course

Appendix B: Sample Rubric for Identifying High Impact Pedagogical Practices

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