

Date _____

Check one:

<input type="checkbox"/>	New Elective
<input type="checkbox"/>	Elective Renewal
<input type="checkbox"/>	Elective Modification

Course Title _____

Department _____

Course Director _____

Department Chair Approval: _____ YES _____ NO

Elective type (check all that apply):

<input type="checkbox"/>	lecture	<input type="checkbox"/>	research	<input type="checkbox"/>	intramural
<input type="checkbox"/>	laboratory	<input type="checkbox"/>	independent	<input type="checkbox"/>	extramural
<input type="checkbox"/>	clinical	<input type="checkbox"/>	Grad seminar	<input type="checkbox"/>	international

_____ Other, describe _____

Recommended Class Year: (check all that apply):

<input type="checkbox"/>	1DN	<input type="checkbox"/>	2DN	<input type="checkbox"/>	3DN	<input type="checkbox"/>	4DN
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Number of students: Maximum _____ Minimum _____

Entry level prerequisite _____

Student hours required

	Day	Evening	Weekend	Holiday/ Break Week	
Lecture/seminar					
Independent study					
Laboratory					
Clinical					
HOURS					TOTAL HOURS

Elective semester offering: _____ one time _____ recurring

Beginning date/semester _____ Completion date/semester _____

Elective Description: *(For additional space please request an ECO course be created for elective development)*

Course Goal

Outline

Methodology/Activity planned:

Evaluation mechanism / Criteria:

Send completed form as pdf to the Office of Education, gmitchell@dental.ufl.edu

Curriculum Committee Approval date _____ Credit hours assigned _____

The Foundation for The Gator Nation

An Equal Opportunity Institution

April 1, 2019

UFCD Curriculum Committee Proposal:

- 1) Exclude class activities/assignments from the CEU count.
- 2) Increase the 4DN Year from 6 CEU's to 10 CEU's.
- 3) Increase the 4DN Year from 2 online course hours to 4 online course hours.
- 4) Include the goal of this expectation to provide a translational pathway for lifelong learning on the elective webpage.
- 5) Include additional UFCDE opportunities on the Elective webpage, "Students may also participate in selective clinical workshops at 50% of the regular course fee if they also cover the clinical supply cost for the course. **This is only done if there are unfilled places in the course one week before the course date and approved by the CE Office.**"
- 6) Auto-generate student reminders each semester to all classes.

Background: [Continue Education requirement for graduation](#)

The Continue Education requirement for graduation are 12 CEUs (6 in junior year and 6 in senior year) is equal to 12 clock hours or the equivalent of two full days of CE courses.

CEUs in excess of the 6 hours required in the junior year cannot be used to satisfy the requirements of the senior year. You may elect to acquire 2 of your 6 required CEU's each year in an online format.

The goal of this expectation was to provide a translational pathway for lifelong learning.

Students have begun receiving CEU credit for course assignments. Examples:

DEN7018: Spring Synergy 2-6 hours

DEN8018: Spring Synergy 2-6 hours

DEN8321: Professionalism Day -5 to 6 hours

Class assignments, which provide CEU's defeats the purpose of this lifelong learning goal.

Curriculum Committee Future Meeting Times Survey - Results

Q1 - Rank your best meeting times.

	1st Choice	2nd	3rd	4th
Second Wednesday of the month - 4:30 - 5:45pm	3	2	1	0
Second Wednesday of the month - 5:15 -6:30pm	0	1	2	1
Second Thursday of the month - 4:30 - 5:45pm	3	2	0	1
Second Thursday of the month - 5:15 -6:30pm	1	0	1	2

Process and Timeline For Documentation of Faculty Calibration and Curriculum Committee Review

Due Date (all components): December 15, 2019

Complete by		
<input type="checkbox"/>	June 6, 2019	Curriculum Committee approves the process and timeline.
<input type="checkbox"/>	June 14, 2019	A Curriculum Committee workgroup identifies one or two “best practice model” to serve as a template for others.
<input type="checkbox"/>	July 15, 2019	Dr. Sposetti and CC Chair share proposed process and timeline with the Department Chairs.
<input type="checkbox"/>	July 22, 2019	Department Chairs designate the responsible person for placing documentation in a designated shared file.
<input type="checkbox"/>	<insert date 5 wks before Due Date>	Review of Faculty Calibration Documentation added to the August Curriculum Committee
<input type="checkbox"/>	<insert date 5 wks before Due Date>	Review of Faculty Calibration Documentation added to the September Curriculum Committee
<input type="checkbox"/>	<insert date 5 wks before Due Date>	Review of Faculty Calibration Documentation added to the October Curriculum Committee
<input type="checkbox"/>	<insert date 4 wks before Due Date>	Review of Faculty Calibration Documentation added to the November Curriculum Committee
<input type="checkbox"/>	<insert date 3 wks before Due Date>	Review of Faculty Calibration Documentation added to the December Curriculum Committee
<input type="checkbox"/>	December 15, 2019	End of year report to Dean Garcia

ADEA CURRICULUM HACK-A-THON GUIDELINES:

Pre-event preparation:

- Contact ADEA student group at the dental schools in your district/region.
- Invite the ADEA chapter and its students/faculty and request permission from school to attend. (Send event information and formal invitation via email to ADEA student leaders and Dean for Academic Affairs.)
- Designate a lead contact person at each dental school.
- Decide which school will host the event within your district/region.
 - Once a location has been decided, book appropriate rooms for project presentations and individual group work.
 - Prepare table set-up for day of the event, obtain elevator permission, etc.
 - Prepare housing options for students who will be traveling.
- Decide on a date (usually held as an all-day event on a Saturday).
- Send out save-the-dates. Official invitations must be sent out one to two months before the event to invite students, residents, faculty and deans. (An example is contained in this document.)
- Each school participating is encouraged to invite one professor/dean to participate on the judging panel. (For example, the 2017 New England Curriculum Hack-a-thon included nine dental schools participating at the event with judges consisting of faculty/deans from five of the nine schools.)
- Host weekly meetings to discuss event details (for approximately four weeks prior to the event). At least one contact person from each school must be present.
 - Topics to discuss:
 - Funding (funding should be split among the sponsoring schools).
 - Breakfast options (including funding).
 - Lunch options (including funding).
 - Prizes (including funding).
 - Raffle prizes for participants (e.g., donated textbooks, discounts on National Board Dental Examination applications, etc.)
 - Thank-you gifts for judges (including funding).
 - Division of jobs among team members.
 - Who would like to be advisors/mentors for each team.
 - Finalize judging panel.
 - Post-event social activities.
 - Finalize documents.
 - Finalize keynote speaker.
 - Finalize 10 topics facing dentistry for the groups to discuss:
 - Sample topics include: dental public health and community service, licensure and board exam, research, evidence-based dentistry, health and wellness, advanced education/specialty, participation in dental academia, interprofessional education, advocating public policy for dentistry, and integrating technology in the classroom/in practice.
- Advertise the event: Email to school and create flyers to post at the school. (Email language and flyer example are contained in this document.)

- Create sign-up Google document. (An example is contained in this document.)
- Welcome packets and documents must be prepared for the event. (Contact Sonja Harrison for folders, pens and notepads provided by ADEA.)
 - Example documents are contained in this comment:
 - Page 1 – Welcome page.
 - Page 2 – Agenda.
 - Page 3 – Instructions.
 - Page 4 – Presentation requirements.
 - Page 5 – Grading rubric.
- Close registration two days prior to the event.
- Create teams with all participants that have signed up.
 - Teams will consist of students from different schools and different years.
 - Assign team advisors/mentors.
 - Assign teams conference rooms to work on the day of the event.
- Create name tags for all confirmed participants. (Purchase name tag holders.)

Day of the event preparation:

- All team members must arrive one hour prior to start.
- Breakfast needs to be picked up and set up.
- Set up tables, welcome folders and sign-in.
- Place students to greet participants and faculty at the entrance.
- Sign-in: Students and faculty will receive a welcome folder and name tag and be directed to breakfast.
- Breakfast: Allow one hour for students and faculty to meet and mingle.
- Once all participants are signed in, teams may need to be re-organized based on attendance.
- Lunch needs to be picked up and set up.

Other things to consider:

- Consider arranging activities/tours for faculty who arrive early and have to spend the whole day at the school, especially if they are coming from another school. Organizers may choose to have faculty participate on teams or float around to either observe or guide the teams. This should be decided and organized before the event.
- The 10 topics facing dentistry are provided to make sure every group has a different, innovative type of curriculum. The topics provided here are only suggestions of past topics. Event organizers may choose to modify this list to fit their goals and vision for the event.

ADEA

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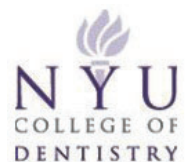
2017 NEW ENGLAND CURRICULUM HACK-A-THON

CO-SPONSORED BY



February 18th, 2017

Hosted by Tufts University School of Dental Medicine



2017 NEW ENGLAND CURRICULUM HACK-A-THON

AGENDA

9:00 - 10:00 AM	Registration and Breakfast 14th Floor
10:00 - 10:45 AM	Opening Speeches Opening Remarks: Nadeem Karimbux, DMD, MMSc (Associate Dean Academic Affairs, Tufts University School of Dental Medicine) Keynote Speaker: Richard W. Valachovic, DMD, MPH, President and CEO of ADEA
10:45 - 11:00 AM	Orientation & Break into Teams Tuvy Phan, D'18 Tufts University School of Dental Medicine Sara Rosenberg, D'18 Harvard School of Dental Medicine
11:00 - 2:00 PM	Group Work Room assignments TBD
12:30 - 1:00 PM	Lunch Alumni Lounge
2:00 - 4:00 PM	Group Presentations Rachel's Amphitheater Impact of Curriculum Hack-a-thon: Why and When Shawheen Saffari, DMD (Tufts D'16, St. Barnabas Hospital GPR)
4:00 - 4:30 PM	Judging Session, Raffles, and Award Ceremony Faculty Judges: <ul style="list-style-type: none"> - Nadeem Karimbux, DMD, MMSc (Tufts University School of Dental Medicine) - R. Bruce Donoff, DMD, MD (Harvard School of Dental Medicine) - Jay Beauchemin, DDS (UNE College of Dental Medicine) - Larry Dunham, DMD (Henry M. Goldman School of Dental Medicine) - Takanori Suzuki, DDS, PhD (NYU College of Dentistry)
4:30 PM	Closing Remarks
5:00 - 8:00 PM	Post-Conference Social TBD

2017 NEW ENGLAND CURRICULUM HACK-A-THON

PRESENTATION REQUIREMENTS

Your presentation must include the following:

- Name of the school
 - Clearly defined **mission statement** appropriate to dental education
 - Determine the **graduating class' goals**, such as job positions in private practice, community health settings, corporations, and matriculation into other residencies, graduate or master's programs
 - Include an overall **timeline/schematic of each year at the dental school**. Describe which classes, pre-clinic/clinic times, rotations, etc will be in which year.
 - Curriculum design must show that graduates must be competent in use of **critical thinking and problem-solving**, including their use in the comprehensive care of patients, scientific inquiry and research methodology in these fields:
 - Didactic: Biomedical and Behavioral Sciences
 - Pre-Clinical Sciences
 - Patient Care: Clinical Sciences
 - 2 randomly selected topics **must** be incorporated into your curriculum and must fulfill the three required curricular components stated above (biomedical/behavioral sciences, pre-clinical sciences, and clinical sciences.) **How will your plan prepare future dentists to face these issues?**
 - Dental Public Health and Community Service.
 - Licensure & Board Exam
 - Research
 - Evidence Based Dentistry
 - Health and Wellness
 - Advanced Education/Specialty
 - Participation in Dental Academia
 - Interprofessional Education
 - Advocating Public Policy for Dentistry
 - Integrating Technology in the Classroom/In Practice
- Time limit: 3 hours. **** Manage time for each category appropriately.*

2017 NEW ENGLAND CURRICULUM HACK-A-THON

GRADING RUBRIC

Grading Criteria	Innovative (4)	Proficient (3)	Satisfactory (2)	Needs Improvement (1)
Clearly defined mission statement appropriate to dental education				
Well organized schematic outlining of school curriculum				
Students used critical thinking and problem-solving				
Didactic Curriculum				
Preclinical Curriculum				
Clinical and Patient care Curriculum				
Innovative Ideas				
Teamwork				
Assigned Topic Addressed				
Ability to convey curriculum in comprehensive and polished manner				
Evidence Based: Citation from a published journal article to support an aspect of your proposal				

Examples of COD form types by course:

Basic Science Course

DEN5121: Biochemical, Molecular and Cellular Biology

Course Director: (Taught by COM faculty member)

Course Evaluation Questions (12 questions for 1 course director)

Question Text	Scale
1. Course content (e.g., readings, activities, assignments) was relevant & useful.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
2. The course fostered regular interaction between student and instructor.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
3. Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
4. Overall, this course was a valuable educational experience.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
5. Please identify the instructor's strengths that contributed to your learning in the course.	Open Text
6. What additional constructive feedback can you offer the instructor that might help improve the course?	Open Text

Instructor Evaluation Questions

7. The instructor was enthusiastic about the course.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
8. The instructor explained material clearly and in a way that enhanced my understanding.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
9. The instructor maintained clear standards for response and availability	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree

(e.g. turnaround time for email, office hours, etc.)	
10. The instructor fostered a positive learning environment that engaged students.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
11. The instructor provided prompt and meaningful feedback on my work and performance in the course.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
12. The instructor was instrumental to my learning in the course.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree

Lecturers:

Instructor Evaluation Questions (6 questions for 4 instructors)

1. The instructor was enthusiastic about the course.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
2. The instructor explained material clearly and in a way that enhanced my understanding.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
3. The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.)	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
4. The instructor fostered a positive learning environment that engaged students.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
5. The instructor provided prompt and meaningful feedback on my work and performance in the course.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
6. The instructor was instrumental to my learning in the course.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree

DEN6407C: Preclinical Operative Dentistry II

Course Director

Course Evaluation Questions (16 Questions for 1 Course Director)

Question Text	Scale
1. Course content (e.g., readings, activities, assignments) was relevant & useful.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
2. The course fostered regular interaction between student and instructor.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
3. Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
4. Overall, this course was a valuable educational experience.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
5. Please identify the instructor's strengths that contributed to your learning in the course.	Open Text
6. What additional constructive feedback can you offer the instructor that might help improve the course?	Open Text

Instructor Evaluation Questions

7. The instructor was enthusiastic about the course.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
8. The instructor explained material clearly and in a way that enhanced my understanding.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
9. The instructor maintained clear standards for response and	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree

availability (e.g. turnaround time for email, office hours, etc.)	
10. The instructor fostered a positive learning environment that engaged students.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
11. The instructor provided prompt and meaningful feedback on my work and performance in the course.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
12. The instructor was instrumental to my learning in the course.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree

Lab Evaluation Questions

Question Text	Scale
13. Expectations about specific lab procedures are clearly stated in advance.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
14. Lab content (e.g., readings, activities, assignments) was relevant & useful.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
15. Lab safety procedures were adequately enforced.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
16. The instructor explained material clearly and in a way that enhanced my understanding.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree

Pre-clinic **Lecturer** Evaluation Questions (14 faculty x 9 questions)

Question Text	Scale
1. The instructor was enthusiastic about the course.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree

2. The instructor explained material clearly and in a way that enhanced my understanding.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
3. The instructor fostered a positive learning environment that engaged students.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
4. Activities and assignments improved my ability to analyze, solve problems, and/or think critically.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
5. Please identify the instructor's strengths that contributed to your learning in the course.	Open Text

Pre-clinic Lab Evaluation Questions

Question Text	Scale
6. Expectations about specific lab procedures are clearly stated in advance.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
7. Lab content (e.g., readings, activities, assignments) was relevant & useful.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
8. Lab safety procedures were adequately enforced.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
9. The instructor explained material clearly and in a way that enhanced my understanding.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree

DEN8747L: Operative Dentistry 4

Clinical Course-**Course Director** Questions

Course Evaluation Questions (12 Questions for 1 Course Director)

Question Text	Scale
1. Course content (e.g., readings, activities, assignments) was relevant & useful.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
2. The course fostered regular interaction between student and instructor.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
3. Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
4. Overall, this course was a valuable educational experience.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
5. Please identify the instructor's strengths that contributed to your learning in the course.	Open Text
6. What additional constructive feedback can you offer the instructor that might help improve the course?	Open Text

Instructor Evaluation Questions

7. The instructor was enthusiastic about the course.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
8. The instructor explained material clearly and in a way that enhanced my understanding.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
9. The instructor maintained clear standards for response and	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree

availability (e.g. turnaround time for email, office hours, etc.)	
10. The instructor fostered a positive learning environment that engaged students.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
11. The instructor provided prompt and meaningful feedback on my work and performance in the course.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
12. The instructor was instrumental to my learning in the course.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree

Clinical Course Faculty Questions (15 faculty x 5 questions)

1. The clinical instructor fostered a positive learning environment that engaged students.
2. The clinical instructor explained material clearly and in a way that enhanced my understanding.
3. The clinical instructor was instrumental to my learning in the course.
4. The clinical instructor was enthusiastic about the course.
5. Prior course work adequately prepared me to handle clinical tasks.

DEN8303 Advanced Radiologic Interpretation-.80%

Course Director (16 Questions for 1 Course Director)

Course Evaluation Questions

Question Text	Scale
1. Course content (e.g., readings, activities, assignments) was relevant & useful.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree

2. The course fostered regular interaction between student and instructor.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
3. Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
4. Overall, this course was a valuable educational experience.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
5. Please identify the instructor's strengths that contributed to your learning in the course.	Open Text
6. What additional constructive feedback can you offer the instructor that might help improve the course?	Open Text

Instructor Evaluation Questions

7. The instructor was enthusiastic about the course.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
8. The instructor explained material clearly and in a way that enhanced my understanding.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
9. The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.)	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
10. The instructor fostered a positive learning environment that engaged students.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
11. The instructor provided prompt and meaningful feedback on my work and performance in the course.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
12. The instructor was instrumental to my learning in the course.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree

Course Director online questions

13. The online environment of this course contributed to my ability to learn the material.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
14. Student learning objectives were connected to course activities and assignments.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
15. Course content is presented and structured in a logical, consistent, and organized manner.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
16. There were a variety of assignments appropriate for an online course.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree

Instructor Evaluation Questions (6 Questions X 1 supporting faculty)

1. The instructor was enthusiastic about the course.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
2. The instructor explained material clearly and in a way that enhanced my understanding.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
3. The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.)	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
4. The instructor fostered a positive learning environment that engaged students.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
5. The instructor provided prompt and meaningful feedback on my work and performance in the course.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree
6. The instructor was instrumental to my learning in the course.	Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree

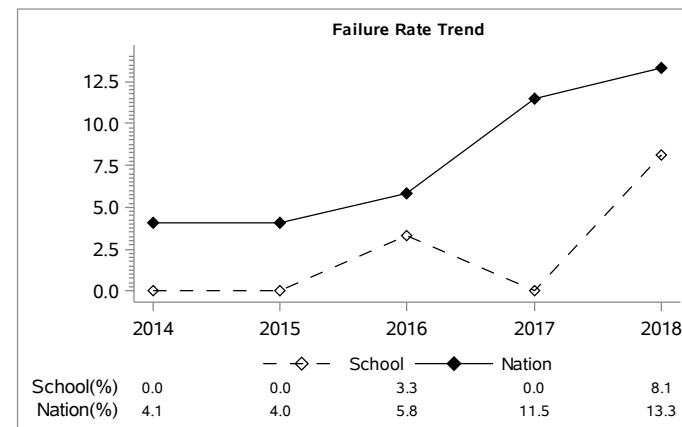
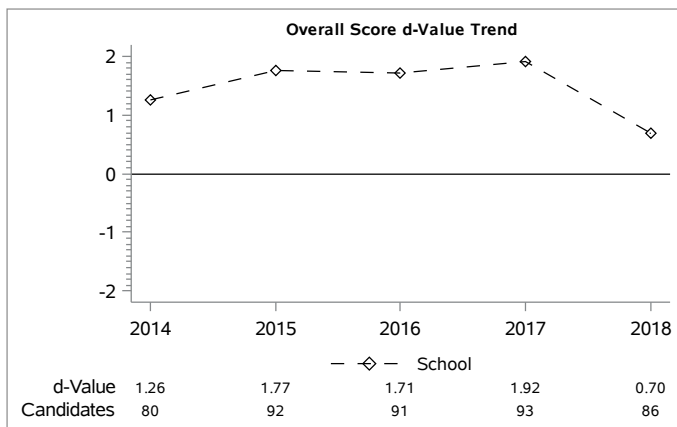
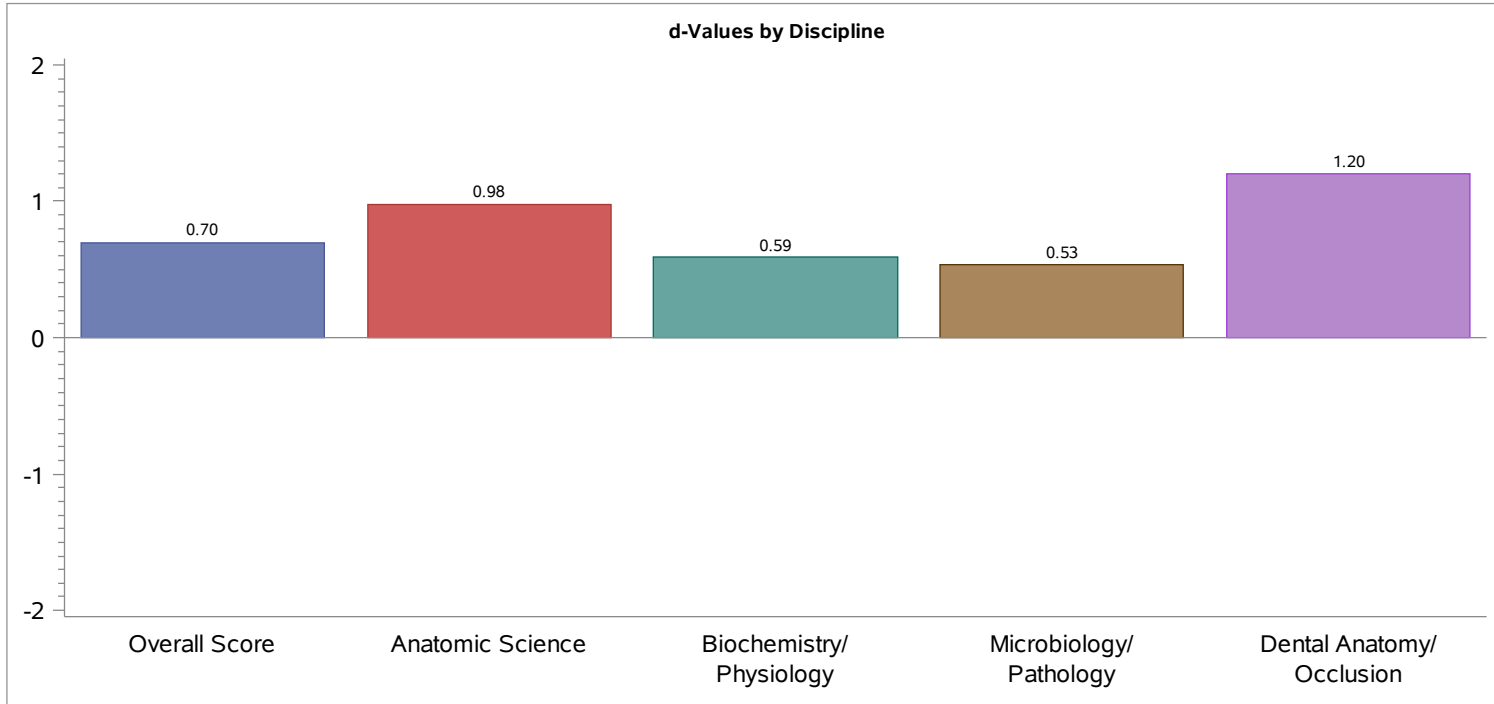
Other questions:

Will these forms be available to student by course? By faculty name? Both?

If a faculty member is not “tagged” to the correct questions, is there any trigger to indicate form questions not appropriate to this faculty/course?

Could rotation locations be linked to a course?

NBDE Part I Annual Profile Report
3172 UNIVERSITY OF FLORIDA COLLEGE OF DENTISTRY
 Reporting Period: January 1, 2018 through December 31, 2018
 Report Date: April 2019



NBDE Part II Annual Profile Report
3172 UNIVERSITY OF FLORIDA COLLEGE OF DENTISTRY
 Reporting Period: January 1, 2018 through December 31, 2018
 Report Date: April 2019

