UF College of Dentistry
UNIVERSITY of FLORIDA

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Curriculum Committee Handbook 2024-2025
Office of Academic Affairs

Contents

THE COLLEGE OF DENTISTRY CURRICULUM COMMITTEE

The College of Dentistry Curriculum committee is a standing committee with the responsibility to oversee all pre-doctoral curricular aspects in the college.

Appointment

The committee consists of seven faculty members elected by the Faculty Assembly, the Basic Science coordinator, the Associate Dean for Academic Affairs, one student from each of the second, third, and fourth-year classes, the Associate Dean for Clinical Affairs & Quality, the Director of Curriculum and Instruction and a member of the library faculty selected by the Academic Health Center library.

Chair and Vice-Chair

The committee elects the chairperson and vice chairperson from among the members. For more information, please refer to the college's [Constitution and Bylaws](#).

Responsibilities

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 (CODA) 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.

Areas of Responsibility

The committee members review requests associated with the following areas:

1. **Curriculum** – The Curriculum Committee reviews requests for new courses (core and electives), moving courses or course content, terminating courses, reviewing internal and external assessments.
2. **Outcome Measures** - The Curriculum Committee annually reviews course outcomes, survey results and department certifications (i.e., Internal Assessments and External Assessments)
3. **Administrative** – The Curriculum Committee reviews administrative requests associated with the academic programs (i.e., change in program directors)
4. **Syllabi** – The Curriculum Committee reviews syllabi for didactic, preclinical courses (each semester), and clinical courses (annually).
5. **Debriefing Summaries** – Debriefings are organizational meetings that include faculty, students and administrators. The college conducts course, semester and course director debriefings. Course debriefings focus on a single course strengths and weaknesses. Semester and course director debriefings focus on all similar class level courses in a given semester. The debriefing summaries provide details at both the micro and macro curriculum levels. Recommendations

from these debriefings are forwarded to Course Director/Department for course revision needs or to the Curriculum Committee for administrative needs.

6. **Policies** – The Curriculum Committee evaluates, revise, and recommend policies associated with the implementation of the pre-doctoral program. This includes, course grade changes, entry requirements, Student contact hours (increasing or decreasing >2hrs), revision of Bylaws.

Individual Faculty Member Responsibilities

Committee members are also expected to participate in any annual retreats of the Curriculum Committee or joint meetings with other standing committees. Work required outside of the meeting varies but includes review of course syllabi, course proposals, curriculum review, etc. Time commitment: minimum of four hours per month for meetings along with one retreat per year. Preparation time for meetings will vary.

Meetings

The Curriculum Committee meets once a month on the third Friday of the month from 12:00pm to 1:00pm in Room D4-16, unless otherwise specified.

2024-2025 CURRICULUM COMMITTEE – ROSTER

Please visit the UF College of Dentistry Curriculum Committee page for the complete list of committee members.

CURRICULUM MANAGEMENT PROCESS

The Curriculum Committee uses the following review and evaluation methodology to guide curriculum direction and 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:

- DEN6302: Oral Examination in Treatment Planning
- DEN 8960: Clinical Examination 2
- Senior Exit Survey
- Senior Student Self-Assessment of Confidence in the UFCD Competencies
- Department Chairs certification of clinical competency conducted by the Office of Academic Affairs as part of Graduation Certification.

b) External assessments:

- Student performance on INBDE
- Self-Reported failures on the Florida License Examination
- 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:

- 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 2024- 2028

Sum 2024	Fall 2024	Spring 2025	Sum 2025	Fall 2025	Spring 2026	Sum 2026	Fall 2026	Spring 2027	Sum 2027	Fall 2027	Spring 2028
S6	S7	S8	S9	S10	S11	S1	S2	S3	S4	S5	S6

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

Table 2 - Office of Academic Affairs Curriculum Review 2024-2028

	Sum 2024	Fall 2024	Spring 2025	Sum 2025	Fall 2025	Spring 2026	Sum 2026	Fall 2026	Spring 2027	Sum 2027	Fall 2027	Spring 2028
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
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 Plans with areas identified for revision are reviewed by the Curriculum Committee and applied 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.
5. Productivity (mean and range) for key clinical procedures deemed necessary in clinical education.
6. 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 course strengths and weaknesses. Semester debriefings focus on all similar class level courses in a given semester. These debriefings 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 (includes students and faculty)

A semester debriefing is scheduled for the following cycle.

Semester 1 *Spring 2025*	Semester 3 *Fall 2025*	Semester 5 *Summer 2026*	Semester 1 *Spring 2027*	Semester 3 *Fall 2027*	Semester 5 *Summer 2028*

Semester 2 Summer 2025	Semester 4 Spring 2026	Semester 6 Fall 2026	Semester 2 Summer 2027	Semester 4 Spring 2028	Semester 6 Fall 2028

The debriefing consists of Course Directors, Contributing Faculty, Department Chairs, Students, Associate Dean of Academic Affairs 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.

- Prior to semester debriefing, students complete the following survey: **Semester Debriefing Student Form** (https://ufl.qualtrics.com/jfe/form/SV_0IgZ2I6tWSkZYbQ)

    c) *Course Director (Only) Semester Debriefings*

Course directors in the semester debriefings receive a link to a survey prior to the meeting. Results are summarized to support the discussion during the debriefing. Notes and results from the survey are compiled and presented to the Curriculum Committee for analysis and consideration.

Link to survey:

- **Semester Debriefing Faculty Form** (https://ufl.qualtrics.com/jfe/form/SV_8ii3ybCSw2RMryK)

6. Textbook Adoption

The Curriculum Committee ensures the college is in compliance with the UF POLICY on Textbook Adoption (See policy: UF Textbook Adoption (ufl.edu)).

7. Student Evaluation of Courses

Course (core and elective courses) evaluations are conducted online 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.

8. 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.

9. 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 Academic Affairs 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://dental.ufl.edu/about/administration/faculty-affairs/plans-guidelines-forms/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.

STANDARD OPERATING PROCEDURES

Attendance

Meetings are held in person in the Dean's conference room, D4-16, unless otherwise specified. All members are expected to attend each meeting. When a member has an unavoidable conflict, the member should, when possible, communicate recommendations on all scheduled actions to the Team Lead, Chair, or Vice-Chair.

Review Process

Committee Areas of Responsibility

Review teams may be determined based on committee members' choice and requests received that correspond to each area.

Review Procedures

1. Committee members receive an e-mail including links to review documents on Monday of the week of the meeting (Last day to submit requests for approval will always fall on a Friday prior to the Friday when the meeting takes place).
2. Committee members access the documents via link sent in e-mail and review documents associated with each request.
3. Each committee member enters comments and recommendations in the shared spreadsheet (also provided via link in the same e-mail)
4. On the day of the meeting, committee members are expected to come to a consensus on a decision and make one of the following recommendations to the entire committee. *

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*Committee decisions:
- ***Approve*** *– The request includes all required elements and is ready for approval.*
- ***Conditionally approve*** *– The request is mostly clear, but it may need some additional information to be approved.*
- ***Deny*** *– Request is incomplete or unacceptable. May need revisions and re-submission.*
- ***Table*** *– Committee could not find consensus due to need for additional information.*

The Curriculum Committee members should follow the *Curriculum Management Process* (pp. 6-9) to conduct a review of each request submission based on the items listed under the *Areas of Responsibility* (p. 2). Review teams may be formed to reflect faculty and students who are interested in specific areas, as listed below:

- Curriculum
- College Outcome Measures
- Administrative
- Syllabi
- Debriefing Summaries
- Policy

Prior to each Curriculum Committee monthly meeting:

The Office of Academic Affairs staff will receive the requests for each meeting no later than five (5) days prior to the meeting. Requests will then be organized in a shared folder that will be sent to the committee members prior to the meeting. A link to a shared spreadsheet will be sent to the committee, so each member can enter their review comments and recommendations in the same space. The table below serves as an example of how this shared document may look like.

Team/Area of Responsibility	Description of the request	Review comments	Final Recommendation (A, CA, D, T)
College Outcome Measures	Change in Assessment for DENXXXX – Exam 1 to be replaced by Written paper to better capture students' performance toward UFCD Competency X, Y, and Z.	**Examples:** **Dr. L.** – The rationale for replacing the assessment is reasonable, however, it is not clear how the same competencies will be assessed by the new method. **Dr. S.** – The request for the change is clear.	**Examples:** **Dr. L.** – I recommend a **conditional approval** pending criteria that shows direct alignment of the assessment method and the K, S, and V required by the competency. **Dr. S. – Approve** **Dr. P – Approve** **Dr. H. - Approve**
Administrative	Change in course director for DENXXXX	**Dr. V.** – No comments	**Information item - voting is not required (***OAA enters this comment here***)**
Curriculum	No requests at this time		
Syllabi	Semester 8 Syllabi under review in Spring 2025	See list for February meeting	
Debriefing Summaries	No requests at this time		
Policy	No requests at this time		

Curriculum Committee Meeting Day:

At the day of the meeting, committee members will be familiarized with the request and will have provided their input via narrative into the shared document.

Figures 1 and 2 (below) represent a summary of the suggested process describing the main tasks completed by OAA Staff and Director of Curriculum, Instruction, and Academic Assessment and by faculty.

**Curriculum Committee – Review Process Chart
(OAA Staff and Dir. Of Curriculum, Instruction, and Academic Assessment)**

Figure 1. The figure represents the tasks taking place at the Office of Academic Affairs prior to each Curriculum Committee meeting.

Curriculum Committee – Review Process Chart (Committee Members)

Figure 2. The figure represents the tasks to be completed by Curriculum Committee members prior and on the day of the meeting.

Voting

The full committee votes on all recommendations.
- *Quorum.* A quorum is established when seven committee voting members are present for voting. Members can be present in person or virtually.
- *Voting.* After discussion of the team's recommendation, the committee reaches consensus on the status of the request. The vote takes place after consensus is reached.
- *Decision.* The committee's decision is considered final with a majority vote.
- *Ties.* In the event of a tie, if no consensus can be reached, the request will be recycled for additional information to address the committee's concerns.

Appendix A

College of Dentistry Curriculum Committee Syllabus Evaluation Form ([Link to Form](#)). The chart below reflects the information included in the electronic form (for information only). <u>The review must be complete via electronic form</u> to support the review process more effectively.

Course number _____ Course title:

Faculty reviewer: Date_____

Criteria	Evident	Not Evident
Educational Goals and Objectives ● Is the educational goal consistent with the overall educational philosophy and stated in relation to the college's competency document? Are the educational goals and objectives clearly stated? ● Are the course objectives and content thorough and appropriate for predoctoral students? ● Does the course provide learning experiences for students to achieve the course goals, objectives and development of competency? ● Comments:		
Teaching Methods ● Do the teaching methods support active learning, evidence-based practice, multidisciplinary integration, and the development of critical thinking skills or reflective judgment? ● How many hours has the course decreased scheduled lecture hours in the past three years? ● Comments:		
Course Content ● Does the course incorporate emerging information? ● Does the course content have excessive overlaps with other courses in the curriculum such that time could be used in other ways? ● Comments:		
Methods of Evaluation ● Are students evaluated based on the objectives, and are these evaluations a fair measure of student achievement in the course? ● What are the methods of evaluation? ● Do students conduct self-evaluation?		

- Are the grading criteria clear? - Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall? - Comments:		
UFCD Policies - Are course policies clearly stated and consistent with school and university guidelines? - Comments:		
Readings and Assignments - Are course readings and assignments thorough and appropriate? - Comments:		
Timing/Sequencing - Is the course scheduled at the appropriate time in the curriculum? - Comments:		
Credit Hours - Does credit assignment for the course reflect the instructional hours for the course? - Does the credit assignment for the course reflect appropriate weight within the curriculum? - Comments:		
Summary: Strengths of the course		
Summary: Weaknesses of the course		