

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

May 2014

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 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 assessments:

- 1) DEN 7961: Clinical Examination I
- 2) DEN 8960: Clinical Examination 2
- 3) DEN 8768L: Oral Diagnosis/Medicine & Treatment Planning 3
- 4) Senior Exit Survey
- 5) Senior Student Self-Assessment of Confidence in the UFCD Competencies
- 6) Alumni Survey (every 6 years)
- 7) Department Chairs certification of clinical competency

b) External assessments:

- 1) Student performance on NBDE Parts I and II
- 2) Self-Reported failures on the Florida License Examination

3. **Semester Reviews**

Each semester the Curriculum Committee reviews

- 1) Assessment Method Distribution
- 2) Semesterly Course Grade Distributions

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
2014-2017**

	Spring 2017	Sum 2017	Fall 2017	Spring 2014	Sum 2014	Fall 2014	Spring 2015	Sum 2015	Fall 2015	Spring 2016	Sum 2016	Fall 2016
Evaluate	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	

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

**Table 2 - Office of Education Curriculum Review
2014-2017**

	Spring 2017	Sum 2017	Fall 2017	Spring 2014	Sum 2014	Fall 2014	Spring 2015	Sum 2015	Fall 2015	Spring 2016	Sum 2016	Fall 2016
Plan	S3	S4	S5	S6	S7	S8	S9	S10	S11		S1	S2
Implement	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
Evaluate	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
Revise, Re- 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

Plan = Draft schedules, meet with Course Directors, review previous course evaluations and curriculum committee recommendations.

Implement = Enroll students and support ongoing courses

Evaluate = Course evaluations, semester and course debriefings as required are used to identify any revision recommendations.

Revise = 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 and publication of a new *Clinical Courses Syllabi* distributed to each class 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. Productivity (mean and range) for key clinical procedures deemed necessary in clinical education.
6. Recommendations for any changes in the Clinical Courses Syllabus or future clinical experiences/competencies.

Other factors considered in the evaluation process include the overall clock hours in that particular semester and related educational outcomes. In addition to committee-initiated reviews, departments may conduct their own curricular review and propose changes in their courses to the Curriculum Committee. Proposed changes in didactic and preclinical courses must be reviewed and approved by the Curriculum Committee before they can be implemented. Proposed changes in clinical courses must be approved by the Associate Dean of Clinical Affairs before they can be implemented.

4. 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. Stream debriefings focus on thematic sequences of courses throughout the curriculum. This range of debriefings provides 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 two year cycle.

Semester 1 <i>Spring 2016</i>	Semester 3 <i>Fall 2016</i>	Semester 5 <i>Summer 2017</i>	Semester 1 <i>Spring 2014</i>	Semester 3 <i>Fall 2014</i>	Semester 5 <i>Summer 2015</i>
Semester 2 <i>Summer 2016</i>	Semester 4 <i>Spring 2017</i>	Semester 6 <i>Fall 2017</i>	Semester 2 <i>Summer 201</i>	Semester 4 <i>Spring 2015</i>	Semester 6 <i>Fall 2015</i>

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.

4. 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.

5. Student Evaluation of Faculty Instruction

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

6. 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. This information can be located on the [UFCD Intranet/Faculty Development Resources](#).

b. Peer Evaluation of Teaching

The process for UFCD Peer Evaluation of Teaching is determined by individual departments. The Office of Faculty Affairs 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. This information can be located on the [Office of Faculty Affairs/Faculty Resources](#).

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

Appendix A

College of Dentistry Curriculum Committee Syllabus Evaluation Form

Course number _____ Course title: _____

Faculty reviewer: _____ Date _____

Criteria	Evident	Not Evident
<p>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:</p>		
<p>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:</p>		
<p>Course Content: Does the course incorporate emerging information? Does the course content have excessive overlap with other courses in the curriculum such that time could be used in other ways? Comments:</p>		

Criteria	Evident	Not Evident
<p>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? Is 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:</p>		
<p>UFCD Policies: Are course policies clearly stated and consistent with school and university guidelines? Comments:</p>		
<p>Readings and Assignments: Are course readings and assignments thorough and appropriate? Comments:</p>		
<p>Timing/Sequencing: Is the course scheduled at the appropriate time in the curriculum? Comments:</p>		
<p>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:</p>		

Summary: Strengths of the course

Summary: Weaknesses of the course

Recommendations (continue on separate sheet, if necessary)