

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. Classroom Teaching Practices

Student Responsibilities

Teaching standards promote student learning in the classroom. Student attendance and attentiveness are paramount to learning.

1. Students are responsible for attending lectures on time and for their entirety; 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.
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 will result in loss of the privilege to bring a laptop computer to class.
5. Students must request permission of each faculty member prior to tape recording a class session.
6. 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.
7. Out of courtesy to student peers and faculty, disruption in the classroom, i.e. talking, reading of newspapers, etc., is forbidden.
8. All audible communication devices, i.e. cell phones, beepers, etc., should be turned off before entering the classroom.
9. 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 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 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 and draft of the new/revised syllabus to teaching faculty and the Department Chair for comments.

Provide a final standardized syllabus, including course objectives, lecture topics by date and name of lecturer, readings and assignments for each class, and the course grade scale on UFCD's Electronic Course Organizer (ECO). 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 scales are recommended as suggested options based on a fixed, equivalent point interval.

Letter Grade	4 point Interval	4.5 point Interval	5 point Interval
A	96-100	95.5-100	95-100
A-	92-95.99	91.0-95.49	90-94.99
B+	88-91.99	86.5-90.99	85-89.99
B	84-87.99	82.0-86.49	80-84.99
B-	80-83.99	77.5-81.99	75-79.99
C+	76-79.99	72.0-77.49	70-74.99
C	72-75.99	68.5-71.99	65-69.99
E	<72	<68.5	<65

While letter grades using "plus" and "minus" indicators are available course grade options for the course directors to use at the University of Florida, the College of Dentistry encourages course directors to use either both or neither when issuing course grades.

5. Order required textbooks via the UF text adoption website, <https://www.bsd.ufl.edu/textadoption/default.asp> 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.

6. Arrange for or verify room reservations with the [Office of Education](#).
7. Arrange for staff assistance.
8. Review course materials located at the [Library Media Reserve](#) for renewal.
9. Coordinate development of new course materials (web/video) with a review of prior / concurrent course material available on ECO to minimize redundant curricular material..

During the Course

1. Send each member of the teaching faculty the link to the current ECO syllabus for review. A class 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, audiotapes and videotapes, 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 in 6 slides per page, black and white (with light background), pdf format. Course directors may choose to additionally post full color presentations in pdf format when there are many clinical images in the presentation that are beneficial to student learning.
4. Provide a systematic process for the distribution of classroom handouts according to one of the following recommended options:
Printed format: Provided by the course director at the beginning of each class or course. The preferred format for printed powerpoint presentations is the 6 slides per page format with a light colored background. Instructors should avoid fonts and colors which do not replicate in grayscale tone during the printing process. Printed materials can be distributed in one of the following ways:
 - a. *Course packets* - commercially-prepared packet of handouts, articles, and manuals, particularly when copyright permission needs to be secured for published material. Students can purchase copies from the HSC bookstore or course directors can charge a lab fee for the service and distribute to class directly (providing no copyright material is included).
 - b. *Individual photocopies* - produced by department (production costs are absorbed by the department or students are charged a lab fee for the materials).Electronic format: 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.
5. Attend most classes given in their course even if another faculty is presenting.
6. Introduce teaching faculty to the students and ensure that the class begins and ends as scheduled.
7. Engage in active learning exercises with the students including the use of (at least one) case-based learning activity in each course.

8. Permit use of MediaSite to record lectures deemed by the Office of Education necessary for access by students with excused absence.
9. 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).
<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 hour yet no longer than two weeks.
 - g. Assure that faculty are standardized to the grading criteria
 - h. Ensuring that accurate grade records are maintained.
10. 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](#).
11. Coordinate [faculty and course evaluations](#) with the Office of Education at the midpoint or earlier of the course.
12. Notify the [Office of Education](#), 273-5950, of any cancelled or rescheduled class and/or laboratory sessions.

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.

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 through 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.

II. Student Evaluation Practices

It is the policy of the College of Dentistry to evaluate students in the first and second years by block examinations. Block examinations are scheduled at a periodic basis, every third week for first year students and every fifth week for second year students. Typically, block examinations are scheduled on Monday and Tuesday following a study day of no scheduled classes on the preceding Friday. Block examinations imply that all major examinations, defined as weighted 20 percent of the final grade, are scheduled together in the same block with no more than 3 examinations in any one day.

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 Director of Student and Multicultural Affairs. The following procedure will be followed:
 - a. Students requesting testing accommodation must make an appointment with the Disability Resources Program at Peabody Hall. Students qualifying for accommodations will receive an Accommodation Memo from that office which must be presented to the Director of Student and Multicultural Affairs.
 - b. The Director 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 (within 20 minutes of the start time) 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 additional 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 (aka "book") has a prearranged start time and duration. For example, an exam might be scheduled to start at 8am and last for 60 minutes. The stop time is adjusted dynamically based on the actual start time. In the example above, if the first student logs in at 8:05, the stop time is automatically set to 9:05. A verbal or computerized warning is given when five minutes remain.
 - g. From time to time a testing session is disrupted by unforeseen events (power failure, fire drill). If this occurs, students are encouraged to click on the Pause button near the top of the screen. This locks their station until testing can resume. The Head Proctor will also lock the entire exam to prevent submissions during the disruption.
 - 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 should click Pause to lock their station. 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 is imprinted with the student's name and station number for tracking. All materials and 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/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: 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. The Office of Education will schedule exam reviews with the students so that they see their own test answers. Feedback on examination performance is

essential to quality learning. All high stakes examinations (20% or greater of final grade) will be available for students to review in a secured and timely manner. Exam review will be conducted under the same security as the scheduled exam.

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.
2. 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).
3. Provide the Honor Code statement above on the first page of each examination.
4. Must follow the examination schedule posted on ECO. The schedule may not be changed without the approval of the Office of Education.
5. 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.
6. Be responsible for maintaining the proper environment to conduct an examination by following the procedures below:
 - A. Written examinations outside of the Testing Center
 - a. The course director, or a designated faculty member, must be present to proctor the administration of any course examination. Additional proctors may be utilized, but the course director will serve as the chief proctor and will remain in the room during the entire time of the examination. No staff personnel can act as the chief proctor.
 - b. It is the responsibility of the chief proctor to ensure that students adhere to the proper seating arrangement.
 - c. At the discretion of the course director, no questions will be answered by the course director, chief proctor or any other proctors present. Students may ask questions at the completion of the examination and may write questions and concerns on their examination, answer sheet, or as otherwise instructed. No communication is permitted once the first test is delivered to a student.
 - d. The chief proctor has the discretion to dismiss any student talking during the exam. If a student arrives late for an examination, the proctor has the right to deny the student entrance to the room, and if a student must leave the examination room due to illness or other acceptable reason, they must first receive permission from the proctor.
 - B. Computerized examinations in the Testing Center
The rules governing the monitoring of examinations in the Testing Center are issued by Office of Medical Informatics and are listed at:
<http://medinfo.ufl.edu/omi/testing/policy.shtml>
7. Be expected to do a statistical analysis of every multiple choice question examination given and judge the value of each item based on that analysis. Multiple choice exam

formats should use the "EvalSuite-Evaluation Toolkit" software to conduct an item analysis of the exam. <https://dentistry.medinfo.ufl.edu/cgi-bin/evaltoolkit.cgi>

8. 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 WebCT. (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.
9. 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: 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.
10. The Office of Education will schedule exam reviews with the students so that they see their own test answers. Feedback on examination performance is essential to quality learning. All high stakes examinations (20% or greater of final grade) will be available for students to review in a secured and timely manner. Exam review will be conducted under the same security as the scheduled exam.

A. Written examinations outside of the Testing Center

Students can be advised to schedule an appointment with the course director (ideally) or the grade coordinator to review their scored examination with a score key in a secured environment.

B. Computerized examinations at the Testing Center

- a. 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 use [EvalSuite](#) item analysis evaluation tools 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.
- b. During pre-semester scheduling of courses, the computer testing center will be reserved for one-half hour per examination given during each block examination period. If possible, this review session will be scheduled at the end of the week in which the block examination was scheduled. This timing allows for appropriate item analysis of the examination and posting of the scores, while providing close proximity to the examination material before the student advances further into the subsequent course content.

- c. The review session will be scheduled by the Office of Education, posted on ECO, and monitored by the Testing Center proctors. Students are permitted into the Testing Center under the same rules as for taking examinations - no materials will be permitted in or out of the center. Talking will be permitted but care must be displayed so as not to interfere with other students' review and learning.
- d. For the first and second year curriculum, all examinations from the block session will be available for review during this one session but only the questions with incorrect responses will be accessed by the student (unless the course director indicates otherwise). Paper forms including space for the student's name, email address, course #, question #, and the student's inquiry about the item will be distributed (see form below). These forms will be collected by the proctors upon the student's exit from the testing center. The course director will then review, sort and distribute the inquires to the individual faculty responsible for the test item(s) in question. The faculty member responsible for the item will respond to the student by email or request that the student make an appointment to address the concern. Faculty may use the ECO announcement page or class time to discuss generalized questions about an exam item. Course directors and teaching faculty are encouraged to attend the review sessions.

For the third and fourth year curriculum, as there are no block examinations, review sessions will be scheduled, the week following the examination, for each course that utilizes the Testing Center. The same guidelines as above will be employed.

Best Practices

The following practices are not mandated, but highly encouraged:

- (a) The College endorses the use of cumulative examinations in the evaluation of students.
- (b) The College encourages active learning methodologies and provides instructional support to faculty through [Instructional Support Services](#).
- (c) Students on off campus rotations should be able to access web-based course material including narrated power-point presentations for classes with direct instruction.

www.dental.ufl.edu/offices/Education/Files/Student_Handbook.pdf

CC Approval: October, 2007, Revised July 2008, January 2009

ITEM INQUIRY
Post-Examination Review

Name:	Course #:	Date:
Email Address:		
Question #: <input type="text"/>		
Inquiry:		
Question #: <input type="text"/>		
Inquiry:		
Question #: <input type="text"/>		
Inquiry:		
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Inquiry:		

Leave this form at your station. DO NOT REMOVE FROM TESTING CENTER