University of Colorado School of Dental Medicine
Curriculum Management Process

The Dental Curriculum Subcommittee shall be composed of one representative from each of the School’s Departments, a representative from the International Student Program, two student representatives, the Director of the Comprehensive Care Program, and the Associate Dean for Academic Affairs. This committee will meet quarterly. Ordinarily, meetings will be devoted to course evaluation, program evaluation, theme evaluation and/or policy. The Committee will have the option of convening additional meetings as needed.

This committee will be advisory to the Dean, the Institutional Effectiveness Committee, and the Faculty, and along with the Dean it will hold authority for the UCDSDM curriculum by accomplishing the following functions:

1. Review of educational policies and creation of new policy as the need arises. Recommendations regarding important policies would be taken to the Institutional Effectiveness Committee then brought to the Faculty Senate for final approval.

2. Review of long-term and short-term program evaluation data. This would include determination of the need for additional methods of student assessment, such as competency examinations.

3. Review of course evaluations, National Board examination results, regional licensing examinations, exit surveys, and Alumni Surveys.

4. Request of reports and recommendations from Departments as needed, and review of these reports.

5. Empowerment to require changes in courses based on b, c, and d.

6. In conjunction with the Dean, initiation of major curriculum revision efforts.

7. Annual review of CODA standards, with special attention to any changes in standards that might impact the curriculum.

8. Convening of Faculty Retreats when indicated, during which a comprehensive review of the curriculum would take place. Ordinarily, all reports would be presented as well as a summary of individual course evaluations and recommended actions. Representatives from the Departments might also deliver summary reports. At this Retreat, the Institutional Effectiveness Committee could deliver its Program Evaluation and Outcomes Assessment Report to the assembled faculty.

The Institutional Effectiveness Committee will work closely with the Dental Curriculum Subcommittee and shall have the responsibility, authority, and accountability for the Institutional Effectiveness Program of the School of Dental Medicine. The committee’s responsibilities shall include the development of guidelines and procedures, implementation of a plan of outcomes assessment, coordination of effort and evaluating compliance. Specifically, the committee shall be responsible for designing a system of outcomes assessment for the programs of the School of Dental Medicine, evaluating and coordinating the measures used to make assessment, assuring compliance with the program, assuring data collection and analysis, and assuring the distribution of the data and recommendations to the responsible person(s), committee(s), or organization(s) for action.

Subcommittees reporting to the Institutional Effectiveness Committee include the Dental Curriculum Subcommittee, Dental Student Performance Subcommittee, and the Competency
Review Board. The Committee will at a minimum, annually review the outcome measures and provide curriculum feedback through the Departmental Review process. Formative feedback based on outcome measures can be used as needed for recommending adjustments in the delivery of courses, schedule modifications, removal of redundant materials, and adding of content based on new innovations.

**Information Sources for Curriculum Review and Evaluation**

1. Societal/Community Characteristics
   - Demographics
   - Epidemiology
   - Dental care technology
   - Cultural value in dental care
   - Legislative mandates

2. Professional requirements
   - ADEA competencies
   - CODA Standards

3. Institutional environment
   - General philosophy
   - Curriculum goals

4. Administration
   - Goals and strategic initiatives

5. Course Syllabi and Schedules
   - Curriculum plan/sequence of instruction
   - Course materials, activities, and assessments

6. Institutional Resources
   - Funding
   - Facilities, equipment, and supplies
   - ACTS sites
   - Educational and IT support
   - Educational materials
   - Library

**Collecting and analysis of information by the various Departments and Committees**

1. Needs Assessment Input from faculty, students, alumni, and external constituencies and a thorough review of supporting documentation and outcomes data.
2. Articulation of a Vision To include statements about desired changes in methodologies, integration of biomedical sciences and clinical sciences, and incorporation of behavioral sciences across the curriculum.
3. Comparison of the current status of the curriculum to the Vision
4. Identification of planned modifications, additions and deletions
5. Description of implementation strategies

**Administering the Evaluation of the Curriculum**

Activities for curriculum evaluation is continuous and multifaceted and includes the following:

- Each Department conducts a curriculum review on a regular basis (annually or more often) to
examine current course strengths and weaknesses. Curricular timelines for the four-year student cycle (2 year cycle for the ISP students) are generated for cross-comparison and mapping of competencies. Course syllabi, teaching materials, and course and faculty evaluations are reviewed. The Departmental representative reports the necessary information to the Dental Curriculum Subcommittee. These summative reports will include consensus plans for course improvement.

• Issue-centered curriculum review allows for consideration of problems or suggestions identified after consultation with students or faculty. Students provide feedback at the Student Issues meeting that is conducted monthly with all of the class and student organization leaders. The solutions and proposals are filtered through the Dental Curriculum Subcommittee and the Institutional Effectiveness Committee.

• Review of new curriculum change proposals – a standardized format is used by all faculty submitting proposals. A draft course syllabi outlining the proposal and a Course Proposal / Inventory form is provided to the Subcommittee for considerations, modifications if necessary, and implementation.

• Course evaluations will include data from student surveys, course directors’ evaluations, peer evaluations and other data such as student performance, and student performance in and preparation for courses that follow. Reports will also include an evaluation of the appropriateness of pedagogy and assessment methods used by the course, as well as recommendations from the reviewers and any plans course directors might have for change.