

Curriculum Committee Meeting Agenda	
March 30, 2017	12:00 – 12:50 pm; Deans Conference Room (N304 DSB)
Dr. DC Holmes, Chair	Recorder: Ms. Lauren Moniot

Lunch served.

Agenda Items	Responsible Individual
1. Approval of March 1, 2017 Minutes	Holmes
2. Office for Education – Update <ul style="list-style-type: none"> Course Director Development P.A.S.S. – Clerkship Directors' feedback 	Krupp
3. WG on Collegiate Grade Scale	Garcia
4. Round Table Comments	Committee
5. Next Meeting: May 3, 2017	

Action Items			
Status	Action to be taken	Responsible	Due Date
Pending	PCD Curriculum Review	Howe/Hoffmann/Phan	May 2017
Pending	ICCMS Implementation in the College	Kolker/Guzman-Armstrong	
Pending	Biochemistry & Pharmacology WG	Hellstein/Krupp/Hoffmann	
Pending	Prerequisite Basic Science Question; INDBE	Garcia	

Curriculum Committee (2016-2017):

DC Holmes, Chair
Maged M.E. Abdelaal
Marsha Cunningham-Ford
Darren Hoffman
Brian Howe
Terry J. Lindquist
Leonardo Marchini
Natalia Restrepo-Kennedy

Cheryl L. Straub-Morarend
Fabricio Teixeira
Paula L. Weistroffer
D2 – Amanda Phan
D3 – Stacey Howes
D4 – Briana Lage

Ex Officio:

Lily T. Garcia, Associate Dean for Education
Ms. Michelle Krupp, Director, Education Development
Tad Mabry, Chair, Clerkship Directors
Galen B. Schneider, Executive Associate Dean
Catherine M. Solow, Associate Dean for Students
Sherry R. Timmons, Chair, CAPP Committee
Guest: Tara Sears, D2, ADCFP Fellow

Members Present: Drs. DC Holmes (Chair), Maged M.E. Abdelaal, Marsha Cunningham-Ford, Brian Howe, Terry J. Lindquist, Leonardo Marchini, Natalia Restrepo-Kennedy, Cheryl L. Straub-Morarend, Fabricio Teixeira, Paula Weistroffer, Lily T. Garcia, Sherry R. Timmons, Dean Catherine Solow, Ms. Michelle Krupp, Tara Sears (D2 Guest), Stacey L. Howes (D3) and Briana T. Lage (D4)

Absent: Drs. Darren Hoffman, Tad Mabry and Galen Schneider

Guest: Ms. Tara Sears, ADCFP Fellow

Meeting called to order 12:07 p.m.

I. **Approval of March 1, 2017 Minutes** – Dr. DC Holmes

- Approved, no changes noted.

II. **Office for Education Update** – Ms. Michelle Krupp

- Course Director Development
 - The Office for Education will send a survey for faculty to select their desired dates for syllabus training planned for late April – early May. The training sessions will be 1.5 hours long. This will be required training and will also include faculty development on student learning outcomes.
- P.A.S.S. – Clerkship Directors' feedback (see handout)
 - The P.A.S.S.' are being discussed in the CODA documentation. The Clerkship Director's committee has been discussing implementation and logistics of P.A.S.S. The term **P.A.S.S.** is intended to replace use of older terminology "*clinical test*" or "*clinical competency*". Clerkships are already assessing the specific skill sets identified. The P.A.S.S. concept and terminology can be used in documentation of acquisition of skills and signify students can matriculate into the D4 year. Faculty in the Department of Family Dentistry proceed with the understanding that all P.A.S.S.' are complete, allowing the student to learn in the comprehensive care D4 year.
 - Questions included: Why would a D3 move into D4 if a student has not completed a P.A.S.S. due to needs for remediation? Is the P.A.S.S. a mandate to move on to D4? If a D3 fails a P.A.S.S. and they are able to remediate, would the D3 have to re-take and complete the P.A.S.S.? Would the remediation be considered the P.A.S.S.? Does the student need to redo the P.A.S.S. to show proof to CODA? There will need to be documentation of the remediation plan and completion of the P.A.S.S. to show they have the skill set. The student wouldn't be able to move on to the D4 year until this is done. This will need to be confirmed at the Clerkship Directors Committee. There needs to be a prescribed strategy for the student to complete a P.A.S.S. No P.A.S.S. will occur in FAMD. D3s should complete all P.A.S.S.' to matriculate into the D4 year. Do "competencies" (i.e. tests) in the D2 year termed P.A.S.S.? Tests should not be deemed competencies.
- Evaluations- the AEFIS program for curriculum mapping also offers a course/faculty evaluation system that will be pilot tested. Dr. Garcia, Michelle Krupp and Chuck McBrearty met with Caitlin Meehan from AEFIS at the ADEA meeting to discuss options for evaluations. The evaluation pilot will start in April/May and include some of the graduate courses. Students will only have to do one evaluation for each course. Faculty teaching questions will be automatically extracted and individual reports generated. The course

director will also receive the course evaluation data report. If the pilot is successful, the decision will be explored on whether or not to move into the new course/faculty evaluation program. For the 2017-18 academic year. AEFIS is integrated with ICON/Canvas.

III. **WG on Collegiate Grade Scale-** Dr. Lily T. Garcia

- Dr. Garcia provided background regarding grade scales: There is currently no defined collegiate grade scale; a multitude of grade scales exist within the COD. It has been affirmed historically to support the use of a grade scale for rank order benefits. The grade scale defined in the CAPP manual doesn't match with any of the current grade scales in collegiate curriculum.
- The Work Group on Grade Scale included Dr. Timmons, Dean Solow, Dr. Florman, Dr. Holmes, Dr. Garcia, Dr. Van Horn and Michelle Krupp; the WG reviewed data and discussed pros/cons of the different scales. The Work Group proposed a new Collegiate Scale that is aligned with the University of Iowa's scale (see Attachment). Lori Kayser must enter a letter grade into her system for the students. There was no consensus on date for implementation in use of the proposed collegiate grade scale. Course directors can still have flexibility with their grades. This would affect the whole college, except basic sciences. The grade of "C-" does not exist since this is below a 2.0 GPA defined by CAPP as the minimal passing grade. If approved, the collegiate grade scale would officially go into effect AY 2018-19; AY 2017-2018 is optional. The new scale will be included as an option within the new syllabus template this year. A collegiate wide grade scale will work best for our students to know their expectations across all courses, all departments.

Motion to approve a collegiate wide grade scale. Motioned. Seconded. Motion passed to move this proposal to the administrative meeting.

IV. **Round Table Comments – Committee**

- Dr. Garcia is in the process of exploring options for managing issues in the pharmacology course. Efforts have been on-going for the past 3 years.
- Dr. Lindquist - The D3 Prosthodontics Clerkship is seeking patients who need fixed prosthodontics procedures, specifically, patients needing single-unit full-coverage fixed restorations. It was suggested to contact Becky Todd in order to facilitate patient treatment and assign the patient with DS appropriately.

V. **Next Meeting: May 3, 2017**

Minutes recorded: Ms. Lauren Moniot

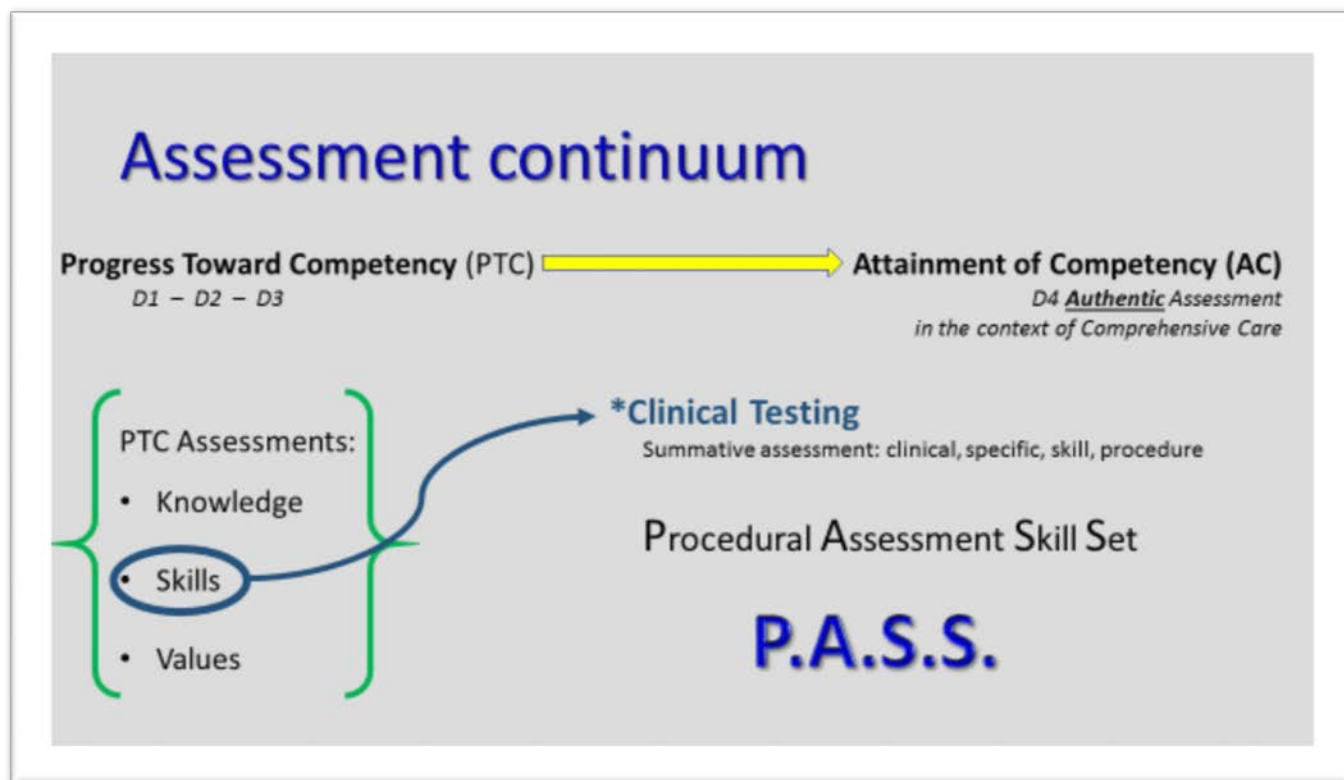


P.A.S.S. Defined

Assessment of student learning occurs throughout the curriculum as they progress toward competency from D1 through D4, including formative and summative assessments of knowledge, skills and values. A clinical summative assessment termed **P.A.S.S.**, serves as a component of a student's progress toward competency. **P.A.S.S.** – procedural assessment of skill set – is an essential D3 assessment mechanism in which the student demonstrates knowledge, skills, and values defined within the context of a discipline-focused patient encounter. In addition, students must meet clerkship metrics in order to matriculate into D4 year.

The **P.A.S.S.** as defined in the clerkships use a variety of criterion-based clinical measurements to determine successful demonstration of a procedure, to include knowledge, skills, and values.

Each clerkship must be completed before matriculation to the D4 year, a general dentistry, comprehensive care clinical education model. In part, successful completion of a specific **P.A.S.S.** as defined for each Clerkship is needed for a student to progress into the D4 year. If a **P.A.S.S.** is not completed, remediation is required which could entail repetition of prescribed areas of the clerkship, successful completion of a specified list of additional experiences using criteria evaluations, or may require repetition of the entire affected clerkship.



University of Iowa College of Dentistry FINAL GRADE SCALE			
Plus/Minus		Grade Point	P/F
Grade	Percent Grade		
A+	97-100	4.33	Pass
A	93-96.9	4.00	
A-	90-92.9	3.67	
B+	87-89.9	3.33	
B	83-86.9	3.00	
B-	80-82.9	2.67	
C+	77-79.9	2.33	
C	70-76.9	2.00	Fail
F	<70	0.00	
I	The use of "I" must meet the following parameters:		
	1. Used only if the unfinished part of the student's work is small,		
	2. Work is unfinished for reasons acceptable to the instructor, and		
	3. Student's standing in the course is satisfactory.		

References:

<https://registrar.uiowa.edu/grading-system>

<https://intradent.dentistry.uiowa.edu/system/files/docs/students/capp-manual.pdf>