

Resolution 2020 – 3. In Support of the ACT Curriculum Framework for Grades.

Whereas the Faculty of the Adams School of Dentistry continues to develop the ACT curriculum and provides input into the curriculum process;

Whereas a pass/fail grading system has been shown to provide a positive impact on student psychosocial wellbeing, and promote collaborative and self-directed learning;

Now, therefore, we, the Faculty of the Adams School of Dentistry, resolve to support a pass/fail grading system (as described in the draft policy below) beginning in July 2021.

TITLE OF POLICY

Grading Policy for the Doctor of Dental Surgery (DDS) Program in the Adams School of Dentistry (ASOD)

PURPOSE AND SCOPE

The purpose of this policy is to establish the grading structure of and standards for advancement for blocks (courses) and gateways in the DDS program within the Advocate-Clinician-Thinker (ACT) curriculum.

RESPONSIBLE PARTY AND REVIEW CYCLE

The ACT Curriculum Management Team will review the policy annually and update as needed, with input from the Student Progress Review Team (SPRT) and the ACT Phase Teams. Amendments to the policy will be voted upon by the ASOD Faculty Senate for approval before submission to the UNC Registrar for final approval.

REFERENCES TO COMMISSION ON DENTAL ACCREDITATION (CODA)

STANDARDS

Standard 2.1: Instruction – In advance of each course or other unit of instruction, students must be provided written information about the goals and requirements of each course, the nature of the course content, the method(s) of evaluation to be used, and how grades and competency are determined.

Standard 2.2: Instruction – If students do not meet the didactic, behavioral, and/or clinical criteria as published and distributed, individual evaluations must be performed that lead to an appropriate decision in accordance with institutional due process policies.

HISTORY OF APPROVALS AND UPDATES

March 2020 by the Curriculum Innovation Steering Committee (CISC) (pending)

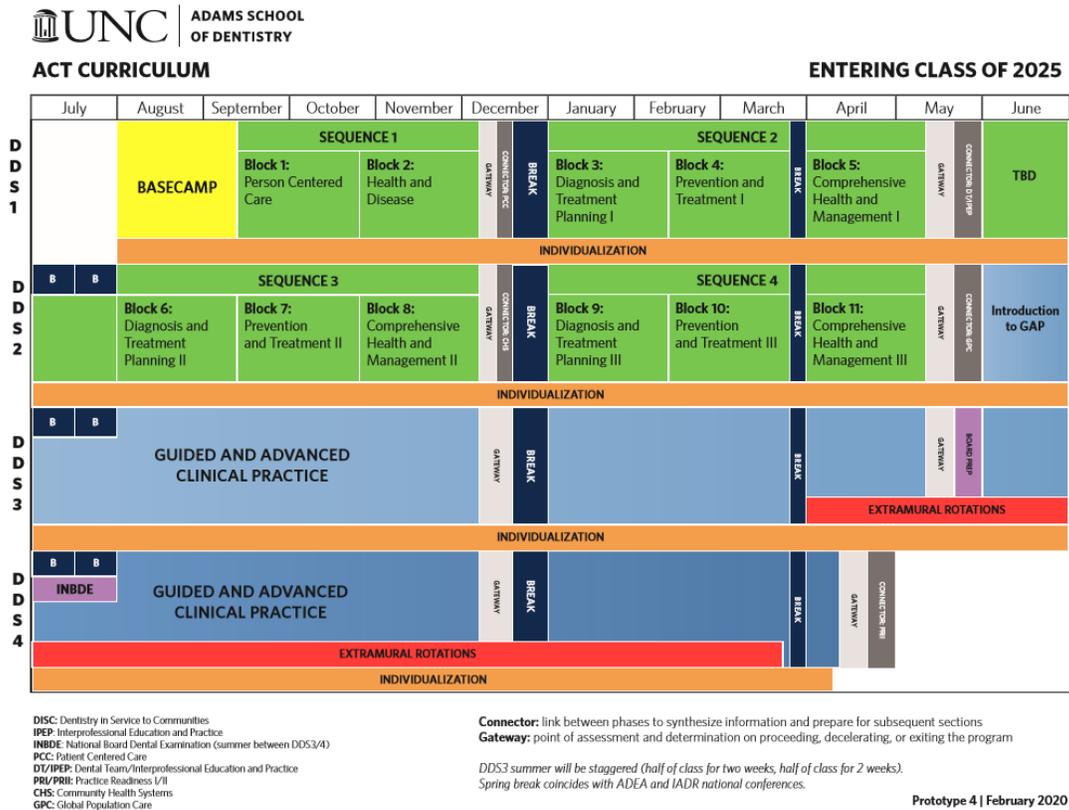
March 2020 by ASOD Faculty Senate (pending)

DEFINITIONS

Advocate-Clinician-Thinker (ACT) curriculum:

The Advocate-Clinician-Thinker (ACT) curriculum consists of four phases: Basecamp (BAC), Foundations of Practice (FOP), Guided and Advanced Clinical Practice (GAP), and Individualization (IND). BAC represents the first block (i.e., six weeks) of the curriculum. FOP includes the first two years of the curriculum and is comprised of 12 blocks that are each six weeks in duration. GAP includes the final two years of the curriculum and is comprised of 13 blocks (each six weeks in duration). Each semester in both FOP and GAP ends with a gateway/connector session of approximately two weeks and includes knowledge and performance assessments. There are four gateways during both FOP and GAP. IND is a phase of the curriculum that occurs throughout the four years of the DDS curriculum.

Figure 1: ACT Curriculum Structure



Block: There are 27 six-week blocks (courses) within the ACT curriculum. All students are required to enroll in and pass these blocks.

Sequence: A sequence (e.g., semester) is comprised of three consecutive blocks. The first sequence is comprised of one Basecamp block and two FOP blocks; the next three sequences are

each comprised of three FOP blocks, and the final four sequences are each comprised of three GAP blocks. Each sequence concludes with a gateway.

Gateway: There are eight gateways within the ACT curriculum; one at the conclusion of each of the eight sequences, or semesters, of the DDS program. All students are required to take and pass these summative assessments.

Block Lead: Each block is led by a block leader, who serve as the course director. The block leader is responsible for monitoring student performance throughout each block, coordinating and communicating additional learning activities required throughout the block,

Remediation: Remediation is additional instruction and assignments that are provided to a student after they do not meet the didactic, behavioral, or clinical criteria as published and distributed.

Deceleration: Deceleration may allow students to repeat a course or courses in which they have deficiencies or failing grades. Deceleration may be voluntary for a variety of reasons including academic, family, health, personal or disability concerns, or may be required of students having significant academic difficulty. Any student who does not pass two or more blocks within a sequence, or does not pass two or more gateways will be placed on Academic Probation and considered for deceleration by the ACT Student Progress Review Team. Once on Academic Probation, any further performance not meeting the standard on blocks or gateways could result in a determination of dismissal by the ACT Student Progress Review Committee. Students in the decelerated curriculum must successfully complete all required courses of the curriculum. Upon decelerating, students delay their graduation by one year, and are subject to revisions in curriculum requirements and changes in tuition and fees of their new graduating class. Students can go through voluntary or mandatory deceleration:

- *Voluntary Deceleration*
Students may request permission from the Academic Dean to voluntarily decelerate if there are personal, family, health, or looming academic concerns that will impact successful progress through the curriculum.
- *Mandatory Deceleration*
The ACT Student Progress Review Team may decide that a student must decelerate as a means to remediate deficiencies and as a preventive measure to avoid further academic difficulty. The STUDENT PROGRESS REVIEW TEAM may specify the plan for deceleration and the schedule of courses that the student is to take, or defer to the judgment of the Academic Dean.

The transcript will reflect “withdrawal (W)” when students withdraw from a block after it has initially convened. To withdraw from a block, students must meet with the Academic Dean and submit a signed form for approval. Upon approval, the Academic Dean will notify the block leader, Registrar, and the ACT Student Progress Review Team. A student’s transcript will indicate that a student has decelerated.

Dismissal: Dismissal is the result of a pattern of a student performing below the ASOD's standards on multiple blocks and/or gateways. Academic Dismissal only occurs after the student has been warned about their academic performance by being placed on Academic Probation. Academic Probation is put in place by the ACT Student Progress Review Team when a student does not pass two or more blocks within a sequence, or when a student does not pass two or more gateways. Once on Academic Probation, any further performance not meeting the standard on blocks or gateways could result in a determination of dismissal by the ACT Student Progress Review Committee.

POLICY

Students are expected to meet the performance standards for all components of all blocks and gateways within the curriculum.

Block Grades

Basecamp and Foundations of Practice:

Each block will include a series of assignments and assessments leading up to a summative assessment that will have a minimum standard that must be met to achieve a "Pass (PS)" for the block. These details will be outlined in each block syllabus. A student who completes all assignments and assessments at the expected standard or completes supplemental learning activities during the block and passes the summative assessment, will receive a "Pass (PS)" for the block. If a student does not receive a PS for a block they will receive an "(IP) In Progress." Not meeting the criteria for a grade of PS prompts review by the block leader with input from the Phase leaders for development of a remediation plan (including a timeline for re-assessment), which is designed and implemented by the block leader, and approved by the ACT Student Progress Review Team.

The ACT Student Progress Review Team has the authority and discretion to approve remediation for blocks and gateways and make recommendations based on a student's individual academic circumstances. A student is eligible for block/gateway remediation if (1) the ACT Student Progress Review Team permits remediation and (2) no further academic difficulty (e.g., a temporary grade of IN) has occurred in any of the previous blocks in the sequence. Remediation does not result in an additional listing on the student transcript and therefore does not result in additional tuition. Once the block remediation plan is established, if the student completes the plan and subsequently passes the related gateway, their IP grade for the block will be changed to a "Pass (PS)".

Guided and Advanced Clinical Practice:

Each block will include a series of assignments and assessments leading up to a summative assessment that will have a minimum standard that must be met to achieve a "Pass (PS)" for the block. During GAP, students will also be assessed daily on their clinical procedures. This will include a combination of faculty-, peer-, and self-evaluation that will be aggregated at the end of

each block to make a determination about their status for the block. These details will be outlined in each block syllabus. A student who completes all assignments and assessments at the expected standard or completes supplemental learning activities during the block and passes the summative assessment, will receive a “Pass (PS)” for the block. If a student does not receive a PS for a block they will receive a “(IP) In progress.” Not meeting the criteria for a grade of PS prompts review by the block lead with input from the Phase leaders for development of a remediation plan (including a timeline for re-assessment), which is designed and implemented by the block leader, and approved by the ACT Student Progress Review Team.

Individualization: Throughout the four phases/years of individualization, students must complete a series of learning activities such as, but not limited to: internships, experiences in specialty practice settings, attending short continuing education courses, engaging with visiting speakers, conducting a study abroad program, participating in mentored research, taking courses to achieve a dual degree or certificate program, tutoring or serving as a teaching assistant, completing remediation activities, and other pre-approved activities. All students will register for individualization blocks and will be required to document individualization activities. This process may include documenting the number of hours, faculty guidance, and other associated information to ensure the activities are associated with the expectations of the program. To receive a “Pass (PS)” for individualization, a student must have completed and received faculty approval for the individualized learning activities required for the appropriate year of the curriculum by the end of the academic year. If a student does not complete the required number of hours, he or she will receive an “(IP) In progress” until the required number of hours has been completed and approved. Additional activities completed above and beyond the requirement will not be applied to the following academic year. Upon completion of the first semester of the academic year, each student will receive a grade of “(IP) In progress” for Individualization, with a final grade to be assigned at the completion of the second semester.

Gateway/Connector Grades

Directly following the administration of each gateway, the ACT Student Progress Review Team will meet to review all students who did not pass the gateway assessment. Students who do not meet the standards will receive a grade of IP for the gateway, and each student will be given one opportunity for a second attempt. During the initial review, the ACT Student Progress Review Team will coordinate with the phase leader and the three appropriate block leaders to develop a remediation plan (including a timeline for re-assessment) for each student. The remediation plan is designed and implemented by the phase leader, with input from the block leaders, and approved by the ACT Student Progress Review Team.

The second attempt at the gateway must be completed within a two-week period following the first attempt. Students who meet the standard for the second attempt will receive a PS for the gateway. Students who do not meet the standards for the second attempt will be reviewed by the ACT Student Progress Review Team and considered for deceleration or dismissal from the program. Students who do not meet the standards of the gateway cannot progress into the next semester of the curriculum until they have successfully met the expectations.

Student appeals regarding deceleration or dismissal will be forwarded to the Executive Dean for Operations to review for consideration by the ASOD Administrative Board.

TRANSCRIPT LEGEND

Grades Used:

F Failed

F* Administratively assigned after failure to convert IN or AB to a grade within 1 year

NG No Grade – assigned administratively to those courses which extend over more than one semester and for which no fall semester grade is given (e.g., Individualization)

PL (Placement) Credit based on an evaluation which places the student in an advanced course

PS Pass – entirely satisfactory (Pass/Fail)

W Withdrew from course – assigned administratively when dropped prior to final grade given

*** (No Report) Class Roll not received

Temporary Grades: (lapse 1 year (by semesters) to an F* if a permanent grade is not reported)

AB Absent from examination

IN Work Incomplete

IP In progress

PROCEDURES

Students receive block/course and gateway grades within 28 days of the end block/course and gateway per school policy. The school registrar is responsible for communicating to students when grades can be viewed in the school's platform, Connect Carolina.