



Self Evaluation Report Preparation Guide

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Pre-Graduation Dentistry Education Program Self Evaluation Report Preparation Guide



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GENERAL INFORMATION

Introduction

The Self Evaluation Report (SER) is the main document prepared by the faculty self evaluation board to be used by the National Dentistry Education Accreditation Board (NDEAB) to evaluate the conformity of the structure and processes of the education program for which accreditation is applied to the national standards. In this guide, there are rules, explanations, recommendations, and the SER template to be followed while preparing the SER.

Objective

The SER preparation process is the most important stage of the accreditation cycle. SER is the main document that will be evaluated by at least three independent referees and then by NDEAB to decide the eligibility for the evaluation visit about the program applied for accreditation. The SER preparation process can be used for certification, accountability, transparency, cooperation with stakeholders, and dissemination and internalization of the quality assurance culture, while contributing to the organization's recognition of its strengths and developmental aspects in its education program and initiating improvement processes, under the guidance of national accreditation standards.

SER Preparation

It is necessary to ensure the participation of as many components as possible in the SER preparation activities. SER preparation should not be considered as bureaucratic data management, but as a quality development process based on data interpretation. SER is prepared by the "Faculty Self Evaluation Board", which is formed as a permanent board in the organization and whose minimum number and characteristics are given below. Participation and transparency in the work of the Self Evaluation Board, an inclusive simplicity, impartiality and internal consistency in the SER prepared will make a very important contribution to the evaluation of the program by NDEAB during the visit evaluation process and to giving quality feedback to the organization.

It is necessary that the information in different parts of the SER be consistent, have semantic integrity, and use smooth and understandable language.

Faculty Self Evaluation (SE) Board

The Faculty SE Board should be established as a permanent and continuously working board. The minimum requirement is to have at least 11 members with the characteristics described below:

1. Dean/Deputy Deans
2. SE Coordinator (must be an experienced lecturer who has coordinated the educational processes in the faculty. Dean and Deputy Deans cannot be SE Coordinators)
3. Students - at least 3 students who can represent the pre-clinical and clinical process (preferably one of them can be a dentist who graduated from the same faculty, at most 3 years ago)
4. Lecturer- At least 4 lecturers who represent various stages of the academic career, with experience in the education planning, management, and evaluation of the faculty
5. Ph.D. student or Dentistry Specialty Exam (DSE) student
6. Administrative personnel who know the education infrastructure (faculty secretary or

personnel working in student affairs)

Content

SER should be prepared according to the template given in this guide to provide the necessary information for the qualitative and quantitative evaluation of the faculty education program by NDEAB and should contain all the required information and documents.

The SER should consist of the following parts:

Cover

Front Section

Table of Contents

List of Tables and Figures

Chapter 1. General Introduction of the Faculty

Chapter 2. Faculty SE Board

Chapter 3. SER Preparation Process

Chapter 4. Self Evaluation Summary

Chapter 5. Remarks on Meeting National Pre-Graduation Dentistry Education Standards

1. Goals and Objectives
2. Structure and Content of the Education Program
3. Evaluation of Students
4. Students
5. Quality Improvement Processes
6. Academic and Administrative Staff
7. Educational Resources and Opportunities
8. Management and Execution

Chapter 6. List of Annexes

Chapter 7. Example Tables

SER Format

While preparing the SER, the specified format must be strictly followed.

1. In the writing of SER, size 12 Times New Roman/Arial font should be used with 1.5 line spacing.
2. A4 size should be used vertically. Can be printed on both sides.
3. SER should be bound in hard cardboard, and the expression "...University Faculty of Dentistry Turkish/English Education Program Self Evaluation Report (year)" should be written on the back of the binding.
4. SER should be prepared in such a way as to be limited to the number of pages that can be collected in a single volume, excluding its annexes. Detailed information and documents should be attached to the report, and links to those that can be accessed electronically should be hyperlinked in the electronic format of the report.

Delivery and Distribution of SER

The prepared SER and its annexes must be delivered to the AADEP Office, whose address is given below, until the deadline announced on the AADEP website (<http://www.depad.org>) for the year in which the application is made.

- 4 hard copies of SER
- 1 hard copy of the annexes
- PDF electronic copy of SER and its annexes as recorded in 4 separate memory sticks

The applicant faculty is informed about the date of receipt of the SER and the status of the received SER and its Annexes. If there is a defect or format incompatibility, it is requested to be completed within 30 days.

AADEP Correspondence Address

Mevlâna Mah. Hürriyet Cad. Lotus Life Sit. No:10/4

Esenyurt/İstanbul

The new information or documents that emerge between the preparation of the SER and the realization of the organization visit, are transmitted to the AADEP Office using the same electronic environment. The documents are delivered to the relevant boards and/or team members by the AADEP Office. After the evaluation teams have been assigned, AADEP Office will distribute the SER to the team members. If it is decided to evaluate the Faculty Education Program with a visit after the SER evaluation, additional copies of the SER and its annexes will be requested by the faculty to be sent to the visiting team.

Confidentiality

The information contained in the SER is only for use by AADEP and the evaluation team in the application process. It cannot be shared with third parties without the permission of the relevant organization. However, the name of the organization can be used in AADEP training programs and publications by keeping it confidential.

A summary chart of accreditation processes is given on the next page. Detailed information can be found on the AADEP website (www.depad.org).

ACCREDITATION OPERATION CHART



SELF EVALUATION REPORT TEMPLATE

Cover

The cover must contain the following information;

- University, Name of Faculty, education program, and language applied for accreditation [eg. University Faculty of Dentistry Pre-Graduate Education Program (Turkish)]
- Application Year and Faculty Address

If the prepared SER is an SER that is revised in line with the AADEP BOD feedback, this should be stated next to the year on the cover (eg. R1) and the date and number of the AADEP BOD letter should be given as a reference (eg. *It has been revised within the framework of the AADEP BOD letter dated 01.03.2018 and numbered 18.*)

Front Section

Contents

The table of contents in this manual should be prepared in a format that is aligned to both sides of the page. Page numbers should start from the table of contents.

List of Tables and Figures

All tables and figures in the report should be numbered with the number of the sub-title of the section or standard in which they appear, followed by their order in the report, and briefly named. (For example, *Table 2.1. Faculty Self Evaluation Board, Table 5.1.2. Academic Achievement Status of Students in the Last Three Years, Figure 5.1.1. Program Evaluation System Cycle*). Tables and figures should be shown in two separate lists and page numbers should be given.

Chapter 1. General Introduction of the Faculty

1.1. Contact information

In this section, the following information should be given regarding the general characteristics of the faculty;

- Name of the university
- Rector's name-surname
- Name, address, and contact information of the faculty
- Dean's name, surname, and contact information (phone, fax number, and e-mail address)
- Self Evaluation Coordinator's name, surname, and contact information (phone, fax number, and e-mail address)

1.2. Education Language of the Program

The teaching language (Turkish, English, 30% English, etc.) used in the program should be specified.

1.3. Brief History of the Program and Changes

This section should provide a brief history of the program and describe major recent changes to the program (with emphasis on programs that have passed the NDEAB evaluation before, with emphasis on the last evaluation).

1.4. Measures Taken to Eliminate Previous Inadequacies and Observations

If some deficiencies and/or observations have been reported by NDEAB in the program as a result of the last evaluation (general evaluation or interim evaluation or show evidence evaluation), these should be written one by one without changing their order, as in the NDEAB evaluation report, and the measures taken to eliminate each one should be stated separately. If there are inadequacies and/or observations that were common to all programs during the previous evaluation, these should also be mentioned separately for each program. If the program is to be evaluated by NDEAB for the first time, it is sufficient to specify only this situation in this subsection.

Chapter 2. Faculty SE Board

This section should provide a list of Faculty SE Board members. Attention should be paid to the minimum numbers and features given in the manual.

The list should include the members' name, surname, title, department, organization commission membership (eg. member of the measurement and evaluation board), membership status in the board (eg. clinical sciences-lecturer representative), and administrative role (eg. chief physician) if any.

Chapter 3. SER Preparation Process

In this section, how the SER preparation process in the faculty was carried out should be summarized in the framework given below, accompanied by history. Meeting minutes should be given in the annexes.

- Establishment of the committee
- Working systematic and methods used
- Access to data sources and data reliability
- Student and lecturer participation
- Relations with AADEP
- Other contributions and supports

Chapter 4. Self Evaluation Summary

In this section, your self evaluation for meeting the standards should be expressed in the form of one or two paragraphs for each of the 8 main topics. A holistic summary of your faculty education program meeting the National Pre-Graduation Dentistry Education Standards should be provided, not exceeding three (3) pages, adding your strengths and areas for improvement in the main title.

The Self Evaluation Summary should be prepared after the completion of Chapter 5. Remarks on Meeting National Pre-Graduation Dentistry Education Standards, and should reflect the essence of Chapter 5.

Chapter 5. Remarks on Meeting National Pre-Graduation Dentistry Education Standards

In this chapter; In line with the explanations given in the frame below, the status of meeting all the basic and developmental standards given in the following pages should be reviewed and the relevant self evaluation should be made as described and exemplified.

Main Title: It is the 8 main title that integrates the standard groups. Given as a single number from 1 to 8 (eg 5. QUALITY DEVELOPMENT PROCESSES)

Sub-title: These are the titles under the 7. main title and grouped under the basic and development standards. It is numbered with two digits (eg. 7.1. Educational Infrastructure and Opportunities).

Basic Standard (BS): These are the standards that must be met “absolutely” by the program to be accredited. Standards other than the 7. Standard are numbered with the sequence number of the relevant standard after the BS statement. The 7. Standard is numbered with the sub-title number and the sequence number of the standard (eg *BS.7.1.1. lecture hall, classroom, seminar room, and student laboratories must be provided for educational activities to be carried out*).

Development Standard (DS): These are the standards that aim to improve the quality of the undergraduate education program and are a high-quality indicator if they are met. Standards other than the 7. Standard, are numbered with the sequence number of the relevant standard after the DS statement. The 7. Standard is numbered with the sub-title number and the sequence number of the standard (eg *DS.7.1.1. The education program should provide the opportunity for the student to come into contact with the patient from the earliest possible period*).

Explanations: These are general information about what the standards in the relevant main and sub-titles mean. Explanations on development standards are also given.

Additional documents and evidence: Examples of documents and evidence that are recommended to be used to prove the sub-titles of a standard are met.

Example tables: These are the examples of tables in which the faculty data on the standards are summarized and the relevant standard is expected to be presented in the explanation text in the SER.

Definitions: Explanatory information about the concepts in bold in the standards and explanations are given in alphabetical order at the end of this section.

The preparation principles and recommendations for this section, which is the main section of the SER, are given below in order.

- 1. First of all, indicate whether you meet the standard for all basic and development standards for each main and sub-title, and explain how you base your evaluation on the text, supporting with tables and figures when necessary, and show evidence. In cases where there is no work done in the faculty related to a Basic or Development Standard, information should be given that there is no work in this Chapter. For the 3.Main Title 3.5 Basic Standard, an example self-evaluation text is provided below.**

(EXAMPLE) 3.5. The Faculty of Dentistry must plan and implement measurement and evaluation

methods to support learning and give feedback to the student

In our measurement and evaluation system, which was started in our faculty in 2004 and has been revised and expanded in 2010 and 2014, student feedback is still received with 1) student surveys at the end of practical and theoretical lectures and pre-clinical and clinical practice, 2) student representative's report at the end of the year. Feedback is received from instructors through year-end surveys. The success of the students is regularly monitored by the joint work of the term coordinators and student affairs, and the course/board, clinical practice, and year-end success follow-up tables are shared with the education commission and the program evaluation board. Student and instructor feedback and success follow-up tables are brought together, interpreted by our measurement and evaluation board, turned into a report, and presented first at the faculty education commission and then at the end-of-year program evaluation workshop. The details of the system and the necessary documents and evidence examples are given under BS 3.5. As such, we think that the basic standards under this title are met in the education program of our faculty.

2. In the explanations, evaluations such as "the attached document shows that this standard is met", "there is an application for this standard", "the system in question exists in our organization", and "our education program meets the standard (annex 3.5)" are not acceptable. It is expected to follow a method that gives answers to questions such as "what? why? where? how? with whom? how much?" in which the structural situation and the details of the operation of the relevant process are explained.
3. Examples of tables that you can use in the explanations are in the 7th section of the SER preparation guide. Use these tables and other figures, charts, and tables that summarize the data you will develop and provide a superior perspective on the text. An example table for the sub-title of opportunities for national and international exchange in the last five years is given below.

(EXAMPLE) Table x Opportunities for national and international exchange in the last five years

Years	NUMBER OF STUDENTS		NUMBER OF LECTURERS	
	Incoming	Outgoing	Incoming	Outgoing
2014-2015	10	5	1	0
2015-2016	12	2	3	1
2016-2017	5	8	1	1
2017-2018	7	3	1	0
2018-2019	9	12	1	0
Total	43	30	7	2

4. Arrange all kinds of written, visual, etc. materials that have the quality of evidence, such as minutes, reports, with dates and signatures that you want to present as a basis for your explanation, as annexes. In the representation of the annexes that provide evidence for the explanation of the standard, take the number of the relevant standard as a basis and give a document name that reflects its content to show what this annex is for. For example, the representation of the 3rd annex of the BS.1.1 standard should be in the form of "Annex BS 1.1/3. Lists describing the goals and objectives of the faculty" and should be stated in parentheses in the text. If Annex BS 1.1/3, which is presented as evidence, is to be used for any standard under the main title of the structure and content of the Education Program, it should be shown with the same number and name in the text and should not be added to the annexes. In the electronic form of the report, the annexes must be digitally linked to being accessed by clicking on them (hyperlink). In the case of using the same annexes in different sections, take the representation in the first use as a basis.

- 5. Pay attention to the consistency of your explanations and the information in the different parts of the report, for the integrity of meaning, and to use smooth and understandable language.

5.1. GOALS AND OBJECTIVES

The standards related to the goals and objectives required to graduate with the expected proficiency and expected achievements in the education program are defined as follows.

1.1. Organizational Goals

Basic Standards	<p>Organizational goals of the faculty <u>must</u> have;</p> <p>BS. 1.1. Defined the mission, vision, general goals, and objectives covering the fields of education, research, and oral and dental health care.</p> <p>BS. 1.2. Determined the objectives and learning outcomes of the undergraduate education program and shared them with their stakeholders</p>
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Explanations

The Faculty of Dentistry should define its educational goals and objectives in a way to train dentists who can comprehend, prevent and find solutions to the problems, taking into account the developing modern dentistry education approaches, disease diagnosis and treatment methods, changes in health care delivery, and the primary health problems of the community.

In the definition, National Qualifications Framework for Higher Education in Turkiye (NQF-HETR) and Dentistry National Core Education Program (DNCEP) should be taken into consideration.

<p>Additional documents and examples of evidence</p> <ul style="list-style-type: none"> • Document(s) defining the mission, vision, and goals of the faculty • Link to the website where the organizational goals are announced • Objectives and learning outcomes of the pre-graduate education program • Minutes of meetings held to define the objectives and learning outcomes of the pre-graduate education program • The link to the introductory book/brochure/website of the faculty where the goals and learning outcomes of the pre-graduate education program are announced
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5.2. STRUCTURE AND CONTENT OF THE EDUCATION PROGRAM

The structure and content of the education program should be in a structure and content that will enable the faculty to achieve its goals and objectives. Under this title, standards are defined for ensuring harmony between the purpose, content, and structure of education.

Basic Standards	<p>The Faculty of Dentistry must;</p> <p>BS. 2.1. show the compatibility of the pre-graduation education program with DNCEP and NQF-HETR.</p> <p>BS. 2.2. define the program goals, objectives, and outputs (qualifications, competencies, and achievements) and organize the curriculum content according to the years in a way to provide the determined goals, targets, and outputs.</p> <p>BS. 2.3. has a management policy that ensures the implementation of the education-training plan as envisaged, and is reviewed at regular intervals to ensure its continuous development.</p> <p>BS. 2.4. include student-centered education practices at every stage of the program.</p> <p>BS. 2.5. provide learning environments that will provide skills such as critical thinking, problem-solving, and evidence-based practice in the education program.</p> <p>BS. 2.6. provide learning environments on management, leadership, teamwork, communication, and risk management in the education program.</p> <p>BS. 2.7. provide educational environments related to deontology, behavior, and ethics in the education program.</p> <p>BS. 2.8. ensure that there is a certain amount of independent study hours outside the lecture hours at every stage of the program.</p> <p>BS. 2.9. ensure that students perform a sufficient number of clinical practices during the clinical period to gain the expected competencies.</p>
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Explanations

The education program should be compatible with NQF-HETR and the current DNCEP.

Goals and targets should be shown in lists by years/program stages.

The correlation between goals and objectives and graduation goals/qualifications/competencies/achievements (program outcomes) should be shown using tables according to each year/program phase.

The education-training plan should be regularly updated and developed.

Rapid developments in the field of Dentistry require students to develop self-learning skills.

The structure of the education program and the education methods should be in the education model in which the student-centered approach is adopted. The Faculty of Dentistry should define the education model and use appropriate teaching methods to support learning within the model they choose. The Faculty of Dentistry should plan and implement educational activities that will enable their students to take responsibility for learning and develop self-learning skills within their education programs.

Activities that will develop students' critical thinking and problem-solving skills should be

designed.

Within the education program, students should be provided with the opportunity to put what they have learned into practice and to conduct research by creating special study modules and elective research programs. Theoretical and practical activities that will improve students' ability to use medical evidence and experience in the process of making decisions and solving problems related to health problems and diseases they will encounter should be included in the education programs.

The education program should enable students to learn about interdisciplinary and interprofessional collaboration to function effectively as a member or leader of the healthcare team. The Faculty of Dentistry should prepare an education environment that will train dentists who can fulfill their roles and responsibilities as a team member and can work together with other healthcare professionals who have gained knowledge, skills, and attitudes in scientific stance and management.

Activities such as educational activities, problem-based learning sessions, special study modules, task-based learning practices, and team-based learning should be planned and implemented in the community where students can gain experience in teamwork. Practical learning activities on the importance of teamwork and the role of the dentist in health service delivery should be included.

Developments in health service delivery, the community's expectations from dentists, and dentist-patient relationship role definitions have led to the definition of new competencies in dentistry education. This list of competencies has prioritized the acquisition of professional attitudes and behaviors as well as knowledge and skills related to basic and clinical sciences in dentistry education. For this, educational activities including behavioral sciences, social sciences, human sciences in dentistry, forensic medicine and dentistry, health law, and ethics should be included in the education programs.

Independent study hours should be included for students to reach their program goals, prepare for exams and assessments, and devote more time to their social and academic interests. The Faculty of Dentistry should have facilities suitable for clinical education, educational goals, and objectives, including a sufficient number of patients. Particularly in cases where the number and diversity of patients are not sufficient, it should be open to an arrangement where cooperation can be made with other organizations. The clinical practices of the students should be compatible with the professional practices in DNCEP.

Additional documents and examples of evidence

- List of educational program objectives of the faculty, comparison documents with NQF-HETR and DNCEP
- Lists that define the goals and objectives of the faculty according to years and program phases
- Meeting dates, meeting minutes, participant lists, and curriculum updates of the commissions in the educational administration
- Distribution of theoretical and applied courses by years/stages, explanations regarding the distribution of education methods
- Examples of training activities for relevant standards
- Practice examples that provide an interprofessional perspective
- Tables describing the content of the training program and related software, if any
- Clinical books showing the number and variety of clinical applications of each department
- List of graduation qualifications/competencies/achievements of the faculty and comparison documents with DNCEP

Development Standards

The Faculty of Dentistry must;

- DS. 2.1. involve stakeholders in creating and/or updating the education program**
- DS. 2.2. include non-faculty education activities in the education program at the national and/or international level.**
- DS. 2.3. receive feedback from all stakeholders about the educational activities carried out in the faculty and in the areas where oral and dental health services are provided. It should monitor, evaluate and demonstrate the usefulness of feedback and its impact on results. It should have a dynamic education program structure that allows for improvement based on the feedback received.**

Explanations

The Faculty of Dentistry should receive the contributions of all stakeholders in the creation and/or updating of education programs. Minutes and study reports of the activities carried out for this purpose should reveal the contributions and views of the parties.

Opportunities to participate in non-faculty activities at national and international levels should be provided within the education program.

To develop the education program and/or demonstrate its effectiveness, the training activities carried out in the faculty and in the areas where oral and dental health services are provided should be evaluated with the feedback received from all stakeholders. (Student success, performance, and the reflection of what has been learned in medical practice.)

Findings should be reported regularly and the results should be shared with faculty management, academic staff, and students.

There should be documentation showing that the results were reflected in the education program.

Additional documents and examples of evidence

- Surveys showing the participation of stakeholders in the creation and/or updating of the

- training program, meeting dates, meeting minutes, participant lists
- Curriculum update dates showing that results are reflected in the curriculum.
- Documents related to activities outside the faculty
- Periodic feedback evaluation reports
- Analysis of feedback evaluations by years and phases, examples of reports prepared
- Student achievement analysis reports and minutes showing that these reports were discussed in education boards and commissions, examples of decisions taken
- Examples of the use of program evaluation results to improve the program, minutes, and decisions regarding the process

5.3. EVALUATION OF STUDENTS

The structure, content, timing, and results of measurement and evaluation practices should be aimed at ensuring that students reach the expected achievements and learning outcomes.

Basic Standards	<p>The Faculty of Dentistry must have;</p> <p>BS. 3.1. clearly defined the methods and criteria used in measurement and evaluation according to theoretical, practical, pre-clinical, and clinical practice courses.</p> <p>BS. 3.2. determined the measurement methods and tools and the evaluation methods and criteria according to the years/stages, published, and announced to the students and instructors.</p> <p>BS. 3.3. diversified measurement and evaluation methods and tools at every stage of the program.</p> <p>BS. 3.4. show the compatibility of the measurement and evaluation practices with the goals and learning objectives, and evaluate their validity and reliability.</p> <p>BS. 3.5. plan and implement measurement and evaluation methods to support learning and give feedback to the student.</p>
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Explanations

The Faculty of Dentistry should carry out their studies on whether the measurement and evaluation tool can measure the feature to be evaluated (structure validity), and have an appropriate number of questions/tasks that will adequately represent the area to be evaluated (scope validity).

Different methods and tools should be used to measure and evaluate student success in the Faculty of Dentistry. It is necessary to have an official document such as a directive or regulation that defines the principles of the measurement and evaluation system of the faculties, the methods and tools used, and their relationship with the processes such as theoretical courses in the education program, laboratory, preclinical, clinical practice courses,

their effects on student success, the rights and responsibilities of students such as objections to make-up exam questions and the results, and the responsibilities of the faculty, that explains and guarantees the functioning of the system and it is necessary to inform the instructors and students and to publish them through the program book, website, and manuals.

From the first years of the Faculty of Dentistry to the last semester, different goals should be evaluated with different methods.

Measurement and evaluation practices affect learning and education with their content, method, timing, and how the results are used. It has a motivating effect on increasing the performance of students. Feedback provides the recognition of strengths and areas that need improvement, and provides opportunities for improvement. The student's ability to focus on a learning goal, monitor his/her learning-professional development process, notice the difficulties in the learning process, and develop the skills to organize it according to the necessary conditions need to be evaluated as well. Continuous testing of these areas will support students' independent learning skills.

The Faculty of Dentistry should establish a feedback system that will enable students to improve their learning-study skills by monitoring their performance through measurement and evaluation results. In this context, activities such as providing feedback environments and organizing sessions where exam questions and answers are discussed should be planned. While more attention should be paid to psychometric qualifications in exams such as midterms, finals, and boards, which have a high level of decision-making; educational effects should be prioritized in formative measurement and evaluation practices within the education process.

As a result, measurement and evaluation drive education. What is tested, according to what and how it is tested will determine what students have learned.

Additional documents and examples of evidence

- Specification tables
- Evaluation matrices
- Documents related to the exam and item analysis
- Documents showing the use of exam and item analysis results in improving the program (sharing with faculty members, discussion in committees, etc.)
- Education and Training and Examination directive/regulation
- Website announcements
- The placement of measurement and evaluation practices in the education program (Exam calendar, evaluation of questions with students after the exam, etc.)
- Examples of exams for different learning areas
- Documents on analyzing the validity and reliability of exam questions
- Documents on sharing exam questions with students

Development Standards	<p><i>DS. 3.1. The Faculty of Dentistry must follow new developments in measurement and evaluation and use up-to-date methods</i></p> <p><i>DS. 3.2. Instructors should be provided with measurement and evaluation training.</i></p>
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Explanations

The Faculty of Dentistry should develop current evaluation methods and evaluation systems in line with the developments in dentistry education. Independent of the education program, they should perform formative exam applications. Academic staff who take part in the evaluation process of student success/performance in the Faculty of Dentistry should know the use of different and up-to-date evaluation tools, their advantages and limitations, the purposes of evaluation with precise and relative criteria, and the validity, reliability, and usefulness of evaluation. Instructors should receive training in measurement and evaluation methods at regular intervals.

Additional documents and examples of evidence	
<ul style="list-style-type: none"> • Documents on new application examples and planned studies, documents on educational activities that instructors have involved in measurement and evaluation • Meeting minutes on measurement and evaluation 	

5.4. STUDENTS

Under this title, standards regarding arrangements such as opportunities for students' academic development and provision of counseling services are defined. Opportunities should be provided to meet the individual and social needs of students.

Basic Standards	<p>The Faculty of Dentistry must;</p> <p>BS. 4.1. create environments that will provide continuous and regular face-to-face communication with students in social, administrative, and academic fields, using electronic and printed materials.</p>
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Explanations

Dentistry faculty students should be able to present their opinions, contributions, and suggestions on issues that are missing and need improvement at every stage. Face-to-face or electronic communication methods should be available to provide academic and social communication within the faculty.

Additional documents and examples of evidence

- Documents related to periodic meetings, e-mail groups, special days, student congresses, and festivals to establish regular communication between the faculty management and students
- The student affairs office should have student communication and announcement methods and documents, an official document such as a directive or regulation that defines the responsibilities of the faculty and explains the operation of the system, inform the instructors and students, and the program book
- Website information

Development Standards

DS. 4.1. Students should be encouraged to participate in social responsibility projects and participation should be taken into account in determining the level of academic achievement.

DS. 4.2. *The communication of students and instructors should be strengthened with their participation in social, cultural, artistic, and sports activities.*

Explanations

Students should be encouraged to take part in projects that are defined as social responsibility, and prepared in line with the needs of the community.

Participation in projects should be evaluated within the scope of academic achievement.

Social, cultural, artistic, and sportive opportunities should be provided within the Faculty of Dentistry or under the roof of the university, students should be encouraged to benefit, and the form and rate of benefit should be monitored.

Additional documents and examples of evidence

- Documents defining social responsibility projects carried out inside and outside the faculty and their scope, showing their relationship with the program, and defining evaluation criteria
- Student societies within the scope of social, cultural, artistic, and sports activities, list of clubs, relevant instructions, student participation lists, event announcements, and examples
- Facilities and support provided

5.5. QUALITY IMPROVEMENT PROCESSES

The program should have defined quality assurance and quality improvement processes, including the cycle of education, training, research, planning, implementation, measurement, evaluation, and taking measures of oral and dental health services.

Basic Standards

The Faculty of Dentistry must;

BS. 5.1. regularly collect and evaluate data on education, research, and oral and dental health services, establish a quality assurance system for its development and use it for organizational quality culture.

BS. 5.2. has an evaluation system that regularly reviews the education program

BS. 5.3. use program evaluation results effectively in the development and updating of the education program.

BS. 5.4. monitor, evaluate and improve the usefulness of measurement and evaluation practices and their effect on results.
BS. 5.5. define and implement processes that regularly monitor, evaluate and improve the educational performance of its academic staff.

Explanations

The data of the studies for quality development-improvement must be reported regularly. In this framework, the purpose of the program evaluation and how the results will be used (to show and improve the effectiveness of the program, etc.) must be determined and followed.

As a general rule, no evaluation should be made if the results are not to be used.

The findings of the program evaluation activities for program development and improvement must be reported regularly and the results must be shared with the faculty management, academic staff, and students.

Feedback provides the recognition of strengths and areas that need improvement, gives an opportunity for improvement, and has a motivating effect on increasing students' performance. The Faculty of Dentistry should establish a feedback system that will enable students to improve their learning-study skills by monitoring their performance through measurement and evaluation results. In this context, activities such as preparing feedback environments and organizing sessions where exam questions and answers are discussed should be planned.

The Faculty of Dentistry should define and record the evaluation processes, application methods, and results obtained in relation to the educational performance of its academic staff.

Additional documents and examples of evidence

- Regulation, directive, and application documents related to quality assurance policies and processes
- Documents showing the culture of quality
- Periodic program evaluation reports
- Examples of using program evaluation results to improve the program
- Minutes and decisions regarding the process
- Data on education, research, and oral and dental health services
- Documents showing that student success and performance have been evaluated
- Student and academic staff feedback forms and completed samples
- Defined processes by which the educational performances of academic staff are evaluated

Development Standards

DS. 5.1. External evaluation methods and processes should be used.

Explanations

The Faculty of Dentistry should receive evaluation services from national or international institutions and organizations for organizational external evaluation and should make decisions about continuing, developing, and changing the education program.

Additional documents and examples of evidence

- Documents and external evaluation reports on the use of external evaluation methods and processes

5.6. ACADEMIC AND ADMINISTRATIVE STAFF

The standards for the establishment of qualified academic staff and supporting their development are defined in the faculty.

Basic Standards	<p>The Faculty of Dentistry must;</p> <p>BS. 6.1. have the competence to meet education, research, and oral and dental health services in terms of the number and distribution of academic staff</p> <p>BS. 6.2. have a realistic and long-term staff planning to meet the development and change in its strategic planning</p> <p>BS. 6.3. have established and published a policy that determines the research and service loads of instructors by taking into account their educational processes.</p> <p>BS. 6.4. have determined and published criteria for the selection, appointment, and academic promotions of instructors that ensure equal opportunity, which considers academic merit and competence.</p> <p>BS. 6.5. define the roles, authorities, and responsibilities of academic and administrative staff and announce them in writing.</p> <p>BS. 6.6. encourage the participation of its academic staff in educational development programs and provide financial and administrative support.</p> <p>BS. 6.7. encourage the academic staff to participate in activities for Continuous Professional Development (CPD) and provide administrative and financial support within the organizational framework.</p>
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Explanations

The academic staff of the Faculty of Dentistry should be in a structure suitable for realizing the planned educational program. There should be basic principles and policies to be followed while assigning academic staff. The staff policy should include criteria that consider the education structure of the faculty, its load, the lecturer-student ratio, the managerial and administrative staff requirements, and the research and healthcare service load. Academic staff should be determined within the framework of these criteria and taking into account the number of current instructors, age and seniority, and meeting the needs.

While planning for staff development, the Faculty of Dentistry should create strategies that will improve the quality of education, research, and health service delivery, turn them into measurable targets, and continuously monitor by determining performance indicators.

A policy should be established and published that determines the research and service loads of instructors by taking into account their educational processes.

The roles, authorities, and responsibilities of the academic and administrative staff should be defined and presented in writing.

Considering the differences in the status of each instructor as a lecturer, research assistant, and specialist, except for those specified in the Higher Education Law No. 2547, the roles and

responsibilities specific to the organization, educational load, coordination of education, research, healthcare service delivery, and activities should be determined separately and shared with the relevant people.

Selection, appointment, and academic promotion criteria should be updated periodically within the framework of the changes made in the Higher Education Law, the decisions taken by the Interuniversity Council, and the regulations of the Ministry of Health. Selection, appointment, and promotions should be carried out within the framework of organizational goals and objectives and the criteria that consider appropriate academic merit and competence and provide equal opportunity.

Educational programs should be organized in areas such as educational skills, measurement and evaluation, communication skills, and program development for the instructors to improve their educational qualifications.

The Faculty of Dentistry should encourage, support, and monitor the participation of instructors in CPD activities.

Additional documents and examples of evidence

- Tables describing the academic staff structure of the faculty
- Job descriptions and related guidelines
- Study examples such as education, research, and service-related workload analysis, education effectiveness evaluation per person
- Minutes and reports containing the evaluation results
- University's selection, appointment, and promotion criteria
- Minutes and reports on appointment processes
- Existence of appointment-promotion commission, documents such as meeting minutes
- Term/performance reports of the objectives specified in the strategic plan of the university and faculty and remedial actions in case of non-compliance
- Documents describing the roles, authorities, and responsibilities of the academic and administrative staff
- Documents describing the academic and administrative roles, authorities, and responsibilities of the instructors
- Definition, the content of educational development programs and calendar for the last three years
- Participant and educator lists
- Documentation on evaluation of education and educator
- CPD events organized by the faculty and the list of participants
- Examples of documents, decisions, and support, supporting participation in CPD events
- Administrative and economic support guidelines for CPD events

Development Standards

- DS. 6.1. Participation in certain education programs should be used as a criterion to take part in educational management.***
- DS. 6.2. The effectiveness of educator training programs should be evaluated.***
- DS. 6.3. There should be an institutional policy that continuously supports the competence of academic and administrative staff in emergency management, patient-dentist rights, and safety.***

Explanations

For an effective education, it is necessary to have knowledge about curriculum development, evaluation, and education methods as well as field knowledge. The Faculty of Dentistry instructors should have this equipment. Faculties can carry out the education necessary for the instructors to have this equipment, with support from the units of their own or other faculties in the university.

The efficiency and effectiveness of educator training programs and CPD programs run by the faculty should be evaluated and improved.

Emergency management, patient-dentist rights, and safety should also be included in educator training programs run by the faculty.

Additional documents and examples of evidence

- Participation certificates of educational programs
- Impact and effectiveness evaluation studies (forms and reports) on educator training programs and CPD activities
- Calendar of education programs
- Participation documents

5.7. EDUCATIONAL RESOURCES AND OPPORTUNITIES

This title defines the standards regarding the educational infrastructure and opportunities required for the implementation of the education program in a way that achieves its aims and objectives.

7.1. Educational infrastructure and opportunities

Basic Standards	<p>In compliance with the structure of the education program, its features, and the number of students, the Faculty of Dentistry must;</p> <p>BS. 7.1.1. have provided a lecture hall, classroom, seminar room, and student laboratories to carry out educational activities.</p> <p>BS. 7.1.2. have provided study areas (library, etc.) and social areas for students</p> <p>BS. 7.1.3. have provided clinical education environments with a sufficient number and diversity of patients to ensure students' clinical competencies.</p> <p>BS. 7.1.4. have partnered with other faculties on national/international student exchange.</p> <p>BS. 7.1.5. have provided information to their students about national/international student exchange.</p> <p>BS. 7.1.6. have provided the necessary arrangements to ensure the access and educational needs of students with disabilities.</p>
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The education environment should be planned in a way that is sufficient for the educational activities to be carried out. These environments should be planned and developed in a way that can be adapted to the requirements that will emerge over time. Learning environments should include lecture halls, classrooms, seminar rooms, student laboratories, libraries, and environments related to recreation and social activities. There should be a library where students can access information, a canteen/cafeteria where they can benefit during free times, and social areas for student councils and clubs.

The clinical education environment in the Faculty of Dentistry should have sufficient infrastructure and a sufficient number of patients to provide the achievements for the program goals and objectives. In cases where there is no adequate clinical training environment, documents (affiliation, etc.) must be available showing that the appropriate conditions for unit-side training are provided.

Students should be provided with the opportunity to study at another national/international Faculty of Dentistry with the student exchange program and students should be encouraged in this regard.

The educational environment and opportunities should be arranged in line with the needs of students with disabilities.

Additional documents and examples of evidence

- Layout plans and capacities of lecture halls, classrooms, student laboratories
- Classroom and laboratory equipment and material inventories
- Work areas such as libraries and social areas such as canteens/cafeteria
- Layout plans, physical conditions, and number of units of clinical education environments
- Documents showing that there is a sufficient number and diversity of patients in clinical training
- Documents showing the agreements with other faculties within the scope of the national/international student exchange program
- Documents showing that students are informed about national/international student exchange (poster, e-mail, message, etc.)
- Documents showing the regulations regarding the disabled students

Development Standards

The Faculty of Dentistry should;
DS. 7.1.1. provide the opportunity for the student to come into contact with the patient from the earliest possible period of the education program.
DS. 7.1.2. provide training opportunities with a simulated/standardized patient.
DS. 7.1.3. provide the necessary infrastructure and facilities for students to conduct scientific research.

Explanations

From the early stages of the education program, the student should be given the opportunity to contact the patient.

Students should be provided with education and evaluation opportunities with specially designed simulated/standardized patients to gain communication and clinical skills. The faculty should be encouraged to participate in these activities to conduct scientific research and to share the research results at meetings and congresses.

Additional documents and examples of evidence	
<ul style="list-style-type: none"> • Documentation showing that students started the clinical education environment in the early period • Educational environment and infrastructures with simulated/standardized patients • Documentation of the educational application with the simulated/standardized patient • The physical infrastructure and opportunities of the areas where students will conduct scientific research • Documents and examples related to research planning, implementation, and presenting results (research programs, student congresses, etc.) 	

7.1. Financial Opportunities

The Faculty of Dentistry should provide administrative and economic support opportunities for the meetings and congresses to be organized by their students.

Basic Standards	<p>The Faculty of Dentistry must;</p> <p>BS. 7.2.1. have financial planning and resources for the maintenance and development of educational infrastructure and opportunities.</p>
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Explanations

It should use its shares in the university budget efficiently to support dentistry education, prepare new physical environments and educational conditions, provide educational tools, consumables, laboratory materials, and information resources, and make this use visible by planning at the beginning of the fiscal year.

Additional documents and examples of evidence	
<ul style="list-style-type: none"> • The budget of the Faculty of Dentistry • Other resources used for financial resource planning • Documentation on financial resource planning and use 	

Development Standards	<p><i>DS. 7.2.1. The Faculty of Dentistry should have provided financial support to students for national/international student exchange.</i></p>
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Explanations

It should provide financial support for students to study at another national/international Faculty of Dentistry through a student exchange program.

Additional documents and examples of evidence

- Document showing financial support for national/international student exchange programs

5.8. MANAGEMENT and EXECUTION

In this title, the standards regarding the policies and practices related to administration, and educational administration are defined.

Basic Standards	<p>The Faculty of Dentistry must;</p> <p>BS. 8.1. have defined management structure, organization chart, and relations with the university.</p> <p>BS. 8.2. have provided participation of academic staff and students in decision-making processes in education management.</p> <p>BS. 8.3. have created and announced education management organization charts.</p> <p>BS. 8.4. be led by a Dean with a degree in dentistry, training, and management experience.</p> <p>BS. 8.5. have the autonomy to organize the education programs in line with the organizational goals and targets it has determined, and create and implement the relevant legislation.</p> <p>BS. 8.6. have documented the decisions and processes related to education and established a regular recording and archive system.</p> <p>BS. 8.7. have defined the mutual roles, responsibilities, and relations of the administrators and instructors with other units where clinical education is carried out.</p>
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Explanations

In this context, the layout of the structures responsible for the planning and execution of education, job descriptions, working principles, and coordination and decision processes should be defined.

The authorities, roles, and responsibilities of the deans and vice deans, if any, of those who are under management responsibility such as the coordinator of education, the chairperson of the board/commission within the administrative structure of the Faculty of Dentistry should be determined.

The relations between the Faculty of Dentistry and the university administration should also be defined and the working principles should be specified.

The Faculty of Dentistry should specify the committees responsible for the planning and execution of education, their members, and their job descriptions. Working principles and conditions of the boards (decision-making, implementation, reporting mechanisms), and methods of ensuring coordination between boards should be defined.

The Faculty of Dentistry should receive the contributions of all academic staff and students in educational administration. The minutes and work reports of the studies carried out for this purpose should reveal the contributions and opinions of the parties.

The organization for the management of education in the Faculty of Dentistry should be completed, there should be one or more units established for this purpose and adequately equipped administrative, technical staff, and secretaries. The roles and responsibilities of the personnel working in this unit(s) must be defined. The student affairs office should be structured in accordance with the education program structure of the faculty and the number of students.

There must be a sub-unit to work in the evaluation activities carried out in the Faculty of Dentistry and personnel who will work in this unit (data entry, statistical analysis), who have received the training required by their job, and whose roles and responsibilities have been defined.

The Faculty of Dentistry is an organization where education is given, health services are provided and research is carried out. Deans working as administrators and leading the academic staff in this organization should have competence and experience in all three areas. In addition to their experience of duty and responsibility related to education, it is important that they have participated in educational development programs aimed at improving education and leadership skills.

The Faculty of Dentistry is responsible for fulfilling the conditions defined within the framework of national laws and accepted international regulations and to raise graduates who meet these conditions. While fulfilling this responsibility, it should make autonomous decisions on the development of the units in the education program (lecture, lecture committee, module, block, clinical practice), the selection of training and evaluation methods, the creation and updating of content, the development of lecturers, and the evaluation of the education program in line with the goals and objectives it has determined.

The Faculty of Dentistry should systematically record the decisions and processes taken regarding the planning, execution, and evaluation of educational programs. Documents in print or electronic media should be accessible by the authorities at all times, thus ensuring organizational memory.

The administrators and instructors of the Faculty of Dentistry should emphasize that the main function of their organizations is education and should be able to reflect it in practice. In this

context, it should be ensured that the service is a tool in education by making mutual job descriptions in harmony with the environments where clinical applications are made.

Additional documents and examples of evidence

- Education management organization chart
- Education boards/commissions, job descriptions, guidelines, and coordination mechanisms
- Relationship of academic staff and student representatives with the administration, practices regarding their participation in the administration/meeting minutes, participant lists/ correspondence/workshop documents
- Structures, employees, and job descriptions that provide administrative, technical and secretarial support to the educational organization
- Dean's background information, experience in education and management, documents related to the attended educational development activities
- The directive, regulation, or relevant legislation regarding the planning, implementation, and evaluation processes of the education program.
- Documents showing consistency of undergraduate curriculum outcomes with vision and mission.
- Education-related archive and documentation system documents.
- Documents showing that the clinical service is carried out with a focus on education
- Clinical education environments, clinical education rooms, education outpatient clinics

Development Standards

- DS. 8.1. The majority of the administrative staff should be graduated from the Faculty of Dentistry and have education and management experience.***
- DS. 8.2. The Faculty of Dentistry should be in constructive interaction with national and international institutions, organizations, professional organizations, and/or non-governmental organizations regarding its functions in the field of education and health care.***
- DS. 8.3. It should be ensured that participation in educator development programs is a criterion for roles related to educational administration.***

Explanations

As the Dean, the other administrative staff of the Faculty of Dentistry must be at a certain level of competence and experience. Persons in management positions should preferably have received training in the fields of education, management, and leadership.

Contributions and opinions of the Ministry of Health, Provincial Health Directorate, professional organizations (Turkish Dental Association (TDA), specialty associations, etc.), the community, and other relevant non-governmental organizations should be sought regarding their functions in the field of education and health services.

Their functions in the field of education and health care should be compared with international organizations. Participation in educational development programs should be considered for education-related administrative tasks.

Additional documents and examples of evidence

- Resume information, experience in education and administration of the Deputy Dean and faculty members who have roles in education administration.
- Documents and minutes showing that the contributions and opinions of national organizations, professional organizations, and/or non-governmental organizations regarding their functions in the field of education and health care have been received.
- Documents showing comparisons with the functions of international organizations in the field of education and health care
- Short resumes of Deputy Deans and faculty members who have educational administration roles regarding educational development activities

Chapter 6. List of Annexes

Annexes- They are documents that have the quality of proof, such as minutes and reports, which contain dates and signatures that support the evaluation text that the national pre-graduation dentistry education standards have been met. Annexes should be named as described in this guide, hyperlinked to be accessed by clicking on the electronic copy of the SER, and a list should be created and placed in this section of the report.

Chapter 7. Example Tables

It is expected that the faculty data regarding the standards will be presented in the form of a table/list similar to the examples given below, and within the SER text of the relevant standard.

Table 7.1: Undergraduate Education Program

Semester 1									
Lecture Code	Lecture Name	Year (Fall/Spring/Annual)	T	U	Total Hours	Credit	ECTS	Language	Area (Basic Medical Sciences/Basic Dentistry Sciences Clinical Dentistry Sciences/Competence Supplementary Lectures)

Semester 2									
Lecture Code	Lecture Name	Year (Fall/Spring/Annual)	T	U	Total Hours	Credit	ECTS	Language	Area (Basic Medical Sciences/Basic Dentistry Sciences Clinical Dentistry Sciences/Competence Supplementary Lectures)
Semester 3									
Lecture Code	Lecture Name	Year (Fall/Spring/Annual)	T	U	Total Hours	Credit	ECTS	Language	Area (Basic Medical Sciences/Basic Dentistry Sciences Clinical Dentistry Sciences/Competence Supplementary Lectures)
Semester 4									
Lecture Code	Lecture Name	Year (Fall/Spring/Annual)	T	U	Total Hours	Credit	ECTS	Language	Area (Basic Medical Sciences/Basic Dentistry Sciences Clinical Dentistry Sciences/Competence Supplementary Lectures)

Semester 5									
Lecture Code	Lecture Name	Year (Fall/Spring/Annual)	T	U	Total Hours	Credit	ECTS	Language	Area (Basic Medical Sciences/Basic Dentistry Sciences Clinical Dentistry Sciences/Competence Supplementary Lectures)

Notes:

- (1) Even if the education language is not Turkish, write the lecture name in Turkish.
- (2) Write down the education language.
- (3) In this table, only use credit or ECTS credit, whichever is used in student achievement calculations.
- (4) For the above areas, the AADEP Criteria will be checked by the AADEP evaluator by examining the course syllabuses in the SER and the educational opportunities and student studies during the organization visit.
- (5) If a course is related to more than one area, the total credits of the course can be distributed among these areas using integers.
- (6) Other: Subjects that do not fall into the above 4 areas. Examples: Computer, elective courses to develop individual skills, etc.
- (7) When calculating the totals, all of the compulsory courses and only the number of elective courses included in the education plan should be used.

Table 7.2 Educational methods used in the education program (%)

<i>SEMESTER</i>	<i>EDUCATIONAL METHODS</i>						
	<i>Presentation</i>	<i>Practice</i>	<i>PBL</i>	<i>Unit-side Training</i>	<i>...</i>	<i>...</i>	<i>...</i>
<i>1</i>							
<i>2</i>							
<i>3</i>							
<i>4</i>							
<i>5</i>							

Table 7.3 Education commissions

<i>Education / Board Commission Name</i>	<i>Year of Foundation</i>	<i>Directive (yes/no)</i>	<i>Number of Members</i>	<i>Student Representation</i>	<i>Meeting Frequency</i>	<i>Decision Minutes (yes/no)</i>

Table 7.4 Evaluation methods used by years

<i>SEMESTER</i>	<i>EVALUATION METHODS</i>						
	<i>Multiple Choice Exams</i>	<i>Oral</i>	<i>Assignment</i>	<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>
<i>1</i>							
<i>2</i>							
<i>3</i>							
<i>4</i>							
<i>5</i>							

Table 7.5 Example of specification table for a block/board/clinical practice, etc. program

<i>Block / Board / Clinical practice objectives</i>	<i>EVALUATION METHODS</i>						
	<i>Multiple Choice Exams</i>	<i>Oral</i>	<i>Assignment</i>	<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>
<i>1</i>							
<i>2</i>							
<i>3</i>							
<i>4</i>							
<i>5</i>							

Table 7.6 Method and frequency of receiving feedback in the program evaluation process

	METHOD	FREQUENCY
From Students	1..... 2..... 3.....	
From Educators	1..... 2.....	

Table 7.7 Number of students in the last 5 academic years

YEARS	FEMALE		MALE		FOREIGN		DISABLED	
	NO	%	NO	%	NO	%	NO	%

Table 7.8 Academic success of students by semester in the last 3 years

YEARS	SEMESTER 1			SEMESTER 2			SEMESTER 3			SEMESTER 4			SEMESTER 5		
	Average passing grade	Exemption percentage	Grade passing percentage	Average passing grade	Exemption percentage	Grade passing percentage	Average passing grade	Exemption percentage	Grade passing percentage	Average passing grade	Exemption percentage	Grade passing percentage	Average passing grade	Exemption percentage	Grade passing percentage

Table 7.9 Number of students and academic advisors

Number of Students	Number of Academic Advisors	Persons Providing Academic Services in the Organization	Other Activities (if any)

Table 7.10 National and international exchange opportunities in the last 5 years

Years	Number of organizations with mutual agreements	Names of organizations
Total		

Table 7.11 National and international exchange opportunities in the last 5 years

YEARS	NUMBER OF STUDENTS		NUMBER OF EDUCATORS	
	Incoming	Outgoing	Incoming	Outgoing

Table 7.12 Academic Staff Distribution (number and percentage)

DEPARTMENTS	PROFESSOR		ASSOC. PROF.		ASST. PROF.		PRELECTOR		TOTAL	
	NO	%	NO	%	NO	%	NO	%	NO	%
TOTAL										

Table 7.13 Analysis of Teaching Staff

Name of Lecturer	Title	Gender (2)	Age	FT PT CHP	Latest Degree	Last year of graduation and graduation year	Years of Experience			Activity Level (High, Medium, Low, None) (4)		
							Public/Private Sector Experience	Teaching Experience	Experience in this Organization	Consul. / mgt. given in prof. org.	Consul. / mgt / executive in research	Consul. / mgt / given to other inst. and org.

Notes:

(1) Fill in the table for each lecturer in the program. If necessary, you can use additional pages.

(2) F: Female, M: Male

(3) FT: Full-time, PT: Part-time, CHP: Class Hours Paid

(4) The level of activity should reflect the average of the last 3 years

Table 7.14 Load Summary of Instructors

Name of the Instructor	FT, PT, CHP (1)	All Courses Taught in the Last Two Semesters (Course Code/Credit/Semester/Year) (2)	Distribution of Total Activity (3)				
			Education	Research	Practice		Other (4)
					Pre-clinical	Clinical	

Notes:

(1) Fill in the table for each lecturer in the program. If necessary, you can use additional pages.

(2) FT: Full-time, PT: Part-time, CHP: Class Hours Paid

(3) The level of activity should reflect the average of the last 3 years.

(4) Show long-term leave in the "Other" column.

Table 7.15 List of Educational Resources and Opportunities

EDUCATIONAL RESOURCES AND OPPORTUNITIES	NUMBER AND FEATURES
Educational environments (lecture halls, classrooms, etc.)	
Library	
Computer facilities (laboratory, number, etc.)	
Laboratory facilities (purpose of use and number)	
Pre-clinic(s)	
Phantom	
Models (features and numbers)	
Cadaver	
Number of student units by departments	
Number of lecturer units by departments	
Number of periapical x-rays	
Number of panoramic x-rays	
Sterilization opportunities	

Number of auxiliary staff and cleaning staff	
Equipment and consumables provided to the student for clinical applications, etc.	

Table 7.16 Teaching and learning equipment

LIST OF EQUIPMENT AND CONSUMABLES PROVIDED TO STUDENTS		LIST OF EQUIPMENT AND CONSUMABLES PROVIDED TO INSTRUCTORS	
		Endodontic models	6
		Phantom jaws	2
		Demo handpiece	2
		Aerator	2
		Rubber dam set	2
		Canal file	2
		Root canal sealant, paper point, gutta-percha, spreader	2

Table 7.17 Library facilities

Printed sources				Electronic Sources and Databases		
Name of the book/journal	Author	Year of publication	Amount	Name of the database/ Electronic resource	Membership date	Membership period

Table 7.18 Instructor responsible for clinical practice – the ratio of students receiving clinical practice education

Number of lecturers (Head of clinical applications)	Number of students receiving clinical practice training	Percentage %

DEFINITIONS

Academic merit: To be fit and eligible for all phases of academic life and duties related to education, administration, and academic evaluation.

Independent study hours: These are the study hours defined within the education program that students can use for their academic and social interests.

External components: They are parties such as the Ministry of Health, professional organizations (TDA, specialty associations, etc.), community, and other relevant non-governmental organizations.

Educational development programs: These are the education programs developed for the needs of the instructors in the context of their organizational and academic roles and developed with the aim of gaining the educational skills related to the aims and objectives of the curriculum, training strategies, the improvement, execution and evaluation processes of the measurement and evaluation processes.

Teamwork: Each member of the health and social professional teams such as dentists, nurses, health technicians/technicians, medical doctors, and secretaries not only carries out work specific to their field but also cooperates in a complementary manner.

Roles and responsibilities of the dentist in the community: It is the responsibility of the dentist to perform the knowledge, skills, and attitudes gained through education in line with professional values, and with the competence to meet the expectations of the community.

Internal components: They are parties such as university administration, faculty management, education-related boards and commissions, lecturers, and students.

Evidence-based practices: These are theoretical and practical activities that will improve students' ability to use medical evidence and experiences in the process of making decisions and solving problems related to health problems and diseases they will encounter.

Clinical education environment: Clinical environments that include dentistry clinics with a sufficient number and variety of patients, education and health services such as operating rooms, sedation rooms, laboratories, and educational spaces such as classrooms, seminar rooms, and libraries.

Organizational purposes: These are the achievements that the faculty of dentistry tries to achieve regarding education, research, and health care. The Faculty of Dentistry defines its organizational goals and objectives regarding education, research, and service elements, considering the approaches to dentistry education, disease diagnosis, treatment methods, and developments in health service delivery.

Student-centered education practices: These are educational activities such as small group work, problem-based learning sessions, and special study modules, where students can take responsibility for learning and develop their self-learning skills.

Measurement and evaluation methods: They are measurement and evaluation methods and practices for different learning areas such as knowledge, skills, and attitudes.

Learning environment: *The learning environment covers all variables that affect learning. It is the quality of the learning environment that is perceived by the educator and the students and affects their behavior, and the common behaviors on which it is based.* In addition to the education program offered, the learning environment, which is noticed in exams, classrooms, or activities at the unit-side, is shaped by the education structure, administration, student success evaluation system, services offered to students, educational-social activities in which students participate freely, and the relationship of the faculty with its environment. *The learning environment, which differs according to organizational characteristics, is an important component of the educational environment.*

Validity of measurement and evaluation practices: Validity refers to whether a measurement and evaluation tool or method measures the variable to be measured. Validity is a question of degree. It cannot be reduced to a set of statistical values and numbers, it can be more or less valid. The validity of an application also depends on the purpose of its use, the group to which it is applied, the method of application, and scoring.

Social responsibility projects: These are the activities that are prepared, carried out, and maintained on a voluntary basis, without considering individual economic profit, to provide social development and improvement in line with the needs of the community.

Social liabilities: It is the obligation of the Faculty of Dentistry to train dentists who comprehend the priority health problems of the community, prevent them, produce solutions, improve health, and intervene in the determinants of health. This concept includes social responsibility, social sensitivity, and social reliability (accountability) components.

Elective programs: These are education programs that are included in the credit load of the program, in which students choose to participate, allowing students to conduct deeper studies on subjects suitable for their tendencies and interests, such as lectures, clinical practice, non-dental applications, special study modules.

Simulated patient: A normal person who has been trained to draw the correct history and examination findings for a particular disease.

Standardized patient: Simulated patients as well as real patients trained to describe their disease in a standardized and unchanging way.

Continuous professional development: It is the education and development period that starts after completing pre-graduate dentistry education and specialty training and continues throughout the working life of each dentist. It covers updating the current professional knowledge in the field of education and dentistry in line with the developments.

Community-based education: It is the approach in which learning activities are carried out in the community, not only students but also educators, community members, and

representatives of different sectors actively participate in the educational experience, and the community is benefited in the widest way.

Community-oriented education: It is the regulation of the education program by considering the primary, common and important health problems and needs of the community.

National Core Education Program: It is the framework program prepared at the national level, which the Faculty of Dentistry will take as a basis while developing their education programs.

International dentistry education goals and objectives: They are internationally accepted, evidence-based, and published goals and objectives by relevant organizations working in the field of dentistry.

Lifelong learning: It is a continuous development process that provides an understanding of professional and social knowledge, skills, and values that an individual will undertake throughout his/her life, in situations and environments that he/she will be in, that he/she can apply safely, creatively and with pleasure.

Horizontal and vertical integration: It is the handling of different disciplines and concepts together in the same application slice (horizontal) or between the previous and next application slices (vertical) during the organization and implementation of the training program.

Proficiency/Competence/Achievements (Program Outcomes): These are medical skills that are expected to be possessed by a graduate of the Faculty of Dentistry and acquired through basic and clinical knowledge and skills, behavioral and social sciences, human sciences in dentistry, forensic medicine and dentistry, health law, and social and ethical values education.