

## The ADEA Envisioning and Transforming Oral Health Education (ADEA ETFOHE) Grant Funding Review Rubrics

### Reimagining the Oral Health Care Curriculum

| Criteria                                  | Does Not Meet                                                                                                                                                                                                                                                   | Partially Meets                                                                                                                                                                                                                                     | Meets                                                                                                                                                                                                                                         | Exceeds                                                                                                                                                                                                                                                                |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Centralized Core Curriculum</b>        | No demonstrated plan for the development and adoption of a centralized core curriculum that is maintained and regularly updated with evolving knowledge and is accessible to educators across all oral health education programs/schools                        | Limited demonstration of a plan for the development and adoption of a centralized core curriculum that is maintained and regularly updated with evolving knowledge and is accessible to educators across all oral health education programs/schools | Demonstrates a clear plan for the development and adoption of a centralized core curriculum that is maintained and regularly updated with evolving knowledge and is accessible to educators across all oral health education programs/schools | Demonstrates a well-defined and comprehensive plan for the development and adoption of a centralized core curriculum that is maintained and regularly updated with evolving knowledge and is accessible to educators across all oral health education programs/schools |
| <b>Training Opportunity for Educators</b> | No clear evidence of a plan to create training opportunities that support educators in the implementation of new teaching, assessment and practice models that incorporate technology (e.g., artificial intelligence, augmented reality, virtual reality, etc.) | Limited evidence of a plan to create training opportunities that support educators in the implementation of new teaching, assessment and practice models that incorporate technology (e.g., AI, AR, VR, etc.)                                       | Demonstrates a clear plan for creating training opportunities that support educators in the implementation of new teaching, assessment and practice models that incorporate technology (e.g., AI, AR, VR, etc.)                               | Demonstrates a well-defined and comprehensive plan for creating training opportunities that support educators in the implementation of new teaching, assessment and practice models that incorporate technology (e.g., AI, AR, VR, etc.)                               |
| <b>Oral Health Education Pathways</b>     | No demonstration of an approach to develop oral health education pathways for all oral health students to initially enroll into the same                                                                                                                        | Demonstrates a limited approach to developing oral health education pathways for all oral health students to initially enroll into the same shared curriculum and                                                                                   | Demonstrates a clear approach to the developing oral health education pathways for all oral health students to initially enroll into the same shared                                                                                          | Demonstrates a comprehensive, well delineated approach to developing oral health education pathways for all oral health students to initially                                                                                                                          |

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|                                                                                                     | shared curriculum and transition to their specific coursework (e.g., dental, dental hygiene, dental therapy, etc.)                                                                                       | transition to their specific coursework (e.g., dental, dental hygiene, dental therapy, etc.)                                                                                                                   | curriculum and transition to their specific coursework (e.g., dental, dental hygiene, dental therapy, etc.)                                                                                                   | enroll into the same shared curriculum and transition to their specific coursework (e.g., dental, dental hygiene, dental therapy, etc.)                                                                                                 |
| <b>Big Data to Inform Evidence-based, Person-centered Care</b>                                      | No demonstration of a process to use big data, evidence, clinical outcomes or other information resources to strengthen person-centered care, critical thinking, decision-making and learner preparation | Limited demonstration of a process to use big data, evidence, clinical outcomes or other information resources to strengthen person-centered care, critical thinking, decision-making, and learner preparation | Demonstration of a clear process to use big data, evidence, clinical outcomes, or other information resources to strengthen person-centered care, critical thinking, decision-making, and learner preparation | Demonstration of a well-delineated and comprehensive process to use big data, evidence, clinical outcomes or other information resources to strengthen person-centered care, critical thinking, decision-making and learner preparation |
| <b>Clinical, Public Health, Practice-based and/or Translational Research Models</b>                 | No demonstration of a process to incorporate clinical, public health, practice-based and/or translational research models in the curriculum                                                              | Limited demonstration of a process to incorporate clinical, public health, practice-based and/or translational research models in the curriculum                                                               | Demonstration of a clear process to incorporate clinical, public health, practice-based and/or translational research models in the curriculum                                                                | Demonstrates incorporation of a substantive process to incorporate clinical, public health, practice-based and/or translational research models in the curriculum                                                                       |
| <b>Experiential Interprofessional Education and Interprofessional Collaborative Practice Models</b> | No clear process for incorporation of experiential interprofessional education and interprofessional collaborative practice models in the practice setting                                               | Limited demonstration of a process for incorporation of experiential interprofessional education and interprofessional collaborative practice models in the practice setting                                   | Demonstration of a clear process for incorporation of experiential interprofessional education and interprofessional collaborative practice in the practice setting                                           | Demonstration of a process for incorporation of significant, reproducible experiential interprofessional education and interprofessional collaborative practice models in the practice setting                                          |

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| <b>Asynchronous or Hybrid Curricular Model</b>                                           | No demonstrated plan that supports an operational and financial plan for incorporation of an asynchronous or hybrid curricular model for oral health care learners to allow for self-paced, learner-centric education                         | Demonstrates a limited plan that supports an operational and financial plan for incorporation of an asynchronous or hybrid curricular model for oral health care learners to allow for self-paced, learner-centric education                          | Demonstrates a clear plan that supports an operational and financial plan for incorporation of an asynchronous or hybrid curricular model for oral health care learners to allow for self-paced, learner-centric education                          | Demonstrates a comprehensive and well-defined plan that supports an operational and financial plan for incorporation of an asynchronous or hybrid curricular model for oral health care learners to allow for self-paced, learner-centric education                     |
| <b>Joint University Appointments and Shared Faculty Models</b>                           | No demonstration of a process to implement joint university appointments and shared university and faculty resources that create a budget-neutral impact on parent institutions/schools                                                       | Limited demonstration of a process to implement joint university appointments and shared university and faculty resources that create a budget-neutral impact on parent institutions/schools                                                          | Demonstration of a clear process to implement joint university appointments and shared university and faculty resources that create a budget-neutral impact on parent institutions/schools                                                          | Demonstration of a well-defined and comprehensive process to implement joint university appointments and shared university and faculty resources that create a budget-neutral impact on parent institutions/schools                                                     |
| <b>Educator Readiness Assessment and Training</b>                                        | No demonstration of a process to assess educator readiness to implement new teaching, assessment and practice models that incorporate technology (e.g., AI, AR, VR, etc.)                                                                     | Limited demonstration of a process to assess educator readiness to implement new teaching, assessment and practice models that incorporate technology (e.g., AI, AR, VR, etc.)                                                                        | Demonstration of a clear process to assess educator readiness to implement new teaching, assessment and practice models that incorporate technology (e.g., AI, AR, VR, etc.)                                                                        | Demonstration of a strong, well-delineated process to assess educator readiness to implement new teaching, assessment and practice models that incorporate technology (e.g., AI, AR, VR, etc.)                                                                          |
| <b>AI/AR/VR Digital Technology and Other Emerging Technologies in Clinical Education</b> | No demonstration of a process for incorporation of AI/AR/VR digital technology and other emerging technologies to offer exposure to infrequent clinical conditions important for all students to experience in a standardized core curriculum | Demonstrates a limited process for incorporation of AI/AR/VR digital technology as well as other emerging technologies to offer exposure to infrequent clinical conditions important for all students to experience in a standardized core curriculum | Demonstrates a clear process for incorporation of AI/AR/VR digital technology as well as other emerging technologies to offer exposure to infrequent clinical conditions important for all students to experience in a standardized core curriculum | Demonstrates a well-defined, substantive process for incorporation of AI/AR/VR digital technology as well as other emerging technologies to offer exposure to infrequent clinical conditions important for all students to experience in a standardized core curriculum |