

Compliance with Law nº 13,168 of October 6, 2015 by Dentistry courses in the South and Southeast of Brazil: an analysis of institutional websites

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ABSTRACT

Law No. 13,168, of October 6, 2015, determines, among other things, that Brazilian Higher Education Institutions (HEIs) bring on their official websites information regarding the curriculum and teaching staff of the course offered. The aim of this study was to assess the prevalence of compliance with this law in HEIs that offer the Dentistry course, using HEIs from the Southeast and South regions of the country as a sample. For this, the HEIs were cataloged on the Ministry of Education's e-MEC portal, and later had their official websites accessed. It was observed whether the HEI portals complied with the provisions of the article, paragraph, items, and paragraphs of the aforementioned law. Data were described using absolute and relative frequencies and compared using Fisher's exact test at a significance level of 5%. After applying the eligibility criteria, 256 HEIs were included, being 220 private HEIs and 36 public. According to the analysis criteria adopted, only 3 (1.17%) of the HEIs complied with all the requirements of the law. The availability of the list of subjects that make up the curriculum of each course was 78.1%. On the other hand, information related to the teaching staff was made available by a low percentage of HEIs, such as identification of the teaching staff (40.6%), the subjects that each professor actually teaches (13.7%), titles (30.1 %), and working time at the HEI (8.6%). Likewise, a low percentage was observed regarding the updating of the curriculum (11.7%) and the presence of the complete date of the last update (14.8%). In conclusion, most Brazilian Dentistry HEIs do not comply with Law No. 13.168/15, making it necessary for course coordinators and education managers to pay attention to the need to adapt institutional websites.

Descriptors: Curriculum. Dentistry. Decree Law.

1 INTRODUCTION

The term curriculum encompasses the path followed by the student of a higher education institution (HEI) from entering the professional training course to graduation¹. Since the enactment of the National Education Guidelines and Bases Law - Law No. 9,394, of December 20, 1996, in its Art. 53, item II², the construction of undergraduate curricula is the responsibility of the universities themselves, within the exercise of their autonomy. In view of this situation, in which each HEI has freedom in the construction of their curricular matrices, Law nº 13.168, of October 6th, 2015³ changed the wording of § 1 of art. 47 of Law No. 9,394, of 1996. With this regulation, it became mandatory that, among other aspects, the HEIs inform interested parties, before each academic term, about the programs of the courses and other curricular components, their duration, requirements, qualification of teachers, available resources and evaluation criteria.

Despite the mandatory availability of curriculum matrices and information about the teaching staff by the HEIs on their official websites, studies which used the analysis of this information as a research documental source as a methodology reported difficulties in obtaining access to these documents, either on the websites of HEIs, or in direct contact with course coordinators via email⁴⁻¹³. The lack of availability of these documents by the HEIs represents an obstacle for candidates who apply for a place in the institution, and who, eventually, want to analyze the curriculum as a criterion for choosing between the HEIs to which they will apply¹⁴. Likewise, it makes it difficult to carry out these studies, which are essential to understand the current situation of Brazilian dentistry education, in order to guide discussions aimed at the excellence of teaching.

Although curriculum matrices are the object of studies by many researchers in the field of education^{1,4-13}, there is no study that has

evaluated their availability by HEIs regarding compliance with Law No. 13,168, of 2015. Therefore, it is timely to evaluate the current scenario of compliance with the legislation, and to observe if there are regional differences or between the administrative categories of the HEI regarding the non-compliance with the referred law. Based on these aspects, the objective of this study was to evaluate the current scenario of compliance with Law No. 13,168, of 2015 in Dentistry courses at public and private HEIs in the Southeast and South regions of Brazil.

2 METHODS

Study design

This is an observational, quantitative and cross-sectional study. By using a data source with public and unrestricted access, the research did not need to be submitted to the ethics committee, according to the guidelines of the National Research Ethics Commission (CONEP).

Sample selection and eligibility criteria

The HEIs that offer Dentistry courses in the South and Southeast of Brazil were identified and cataloged from the National Registry of Higher Education Courses and Institutions (Cadastro e-MEC)¹⁵ of the Ministry of Education, which is the official database of information relating to HEIs, regulated by Normative Ordinance No. 21, of December 21, 2017¹⁶. The e-MEC portal provides, among other features, detailed information about the HEIs and the courses offered, including regulatory acts, face-to-face address, course modality, name of the coordinator and official website.

The HEIs listed on the e-MEC portal with the course start date registered as “not started” and in the course situation registered as “extinct/in extinction” on December 12, 2020 were excluded from this research.

Sample evaluation criteria

The criteria for interpreting and evaluating the legislation were defined after a pilot test with 4 HEIs from each state.

The provisions of the legislation were

reorganized for analysis as shown in table 1. The number of HEIs that made available the electronic contact of the coordinator of the Dentistry course was also an object of study.

Table 1. Normative identification and wording excerpts from Law nº 13,168 of October 6, 2015 and adopted analysis criteria

Normative identification	Excerpts from the Writing	Observation regarding the analysis criteria
Art. 47 § 1º	The institutions will inform the interested parties, before each academic period, of the programs of the courses and other curricular components, their duration, requirements, qualification of the professors, available resources and evaluation criteria, being obliged to fulfill the respective conditions, and the publication must be made, the first 3 (three) forms being concomitantly:	-
§ 1º, I	on a specific page on the internet on the official website of the higher education institution, obeying the following:	This section would be considered to have been fulfilled if one of the following conditions existed on the institutional website: a) the curriculum or list of course subjects (with or without workload); b) list professors.
§ 1º, I, “a”	every publication referred to in this Law must have the title “Curriculum and teaching staff”	This section would also be considered to have been fulfilled if the terms “Curriculum” and “Teaching Staff” were displayed separately with this spelling on the institutional website. HEIs that used the terms “Curriculum” or “Curriculum Matrix” were included in the “non-compliance” group.
§ 1º, I, “b”	the main page of the higher education institution, as well as the page offering its courses to newcomers, in the form of entrance exams, selection process and others with the same purpose, must contain the link between this institution and the specific page provided for in this item;	This section would be considered to have been fulfilled if one of the following conditions was present on the institutional website: a) if on the same page of the Dentistry course there were redirection items for both purposes – curriculum/teaching staff and selection process; b) if there was information on the two items in the main menu of the site; c) if, in the case of existence of a specific page for the entrance exam, there was any redirection item to the “Curriculum and teaching staff” page.
§ 1º, I, “c”	if the higher education institution does not have an electronic website, it must create a specific page to disseminate the information referred to in this Law	Excerpt not applicable to HEIs that have an official website registered with the e-mec portal.

continues

continuation

§ 1º, I, “d”	the specific page must contain the full date of its last update;	A complete date was considered as dd/mm/yyyy.
§ 1º, II	in all electronic advertising of the institution of higher education, by means of a link to the page referred to in item I;	Item not assessed.
§ 1º, III	in a visible place of the higher education institution and easily accessible to the public	Item not assessed.
§ 1º, IV	it must be updated every six months or annually, according to the duration of the disciplines of each course offered, observing the following: a) if the course has disciplines with different duration, the publication must be semi-annual; b) the publication must be made up to 1 (one) month before the beginning of the classes; c) if there is a change in the course schedule or in the teaching staff until the beginning of classes, students must be informed about the changes	This section would be considered to have been fulfilled if one of the following conditions existed on the institutional website: a) if the curriculum referred to semesters of 2020 or 2021 (in the case of data that was collected in January 2021); b) if the date of the last update (as provided for in § 1, I, “d”) was later than 01/01/2020.
§ 1º, IV, “a”	the list of all courses offered by the higher education institution;	-
§ 1º, IV, “b” – Trecho 1	the list of subjects which compose the curriculum of each course...	-
§ 1º, IV, “b” – Trecho 2	...and the respective workloads;	In hours, semi-annual or annual. “Credits” were not considered if there were no correspondence with the number of hours/class.
§ 1º, IV, “c” – Trecho 1	the identification of the professors who will teach the classes in each course,...	-
§ 1º, IV, “c” – Trecho 2	...the subjects you will be actually taught in that course or courses,...	-
§ 1º, IV, “c” – Trecho 3	...their degree...	<i>Plataforma Lattes</i> electronic addresses were not considered.
§ 1º, IV, “c” – Trecho 4	... the professor's time working for the institutions, in a total, in a continuous or intermittent way.	-

HEI - Higher Education Institutions.

Items II and III of § 1 were not the object of study of this research, since it is not possible to verify their compliance from the analysis of the official institutional electronic websites of the HEIs. These excerpts discourse about the need to make the information provided in § 1 available in all electronic advertising and in a visible and easily accessible place for the HEI's public. The HEIs that fit into § 1, I, “c” had this topic analyzed separately; for the other items, they were classified within the group of “non-

compliance”.

Data collection and analysis

Data regarding HEIs by state of the federation collected from the e-MEC¹⁵ portal were organized on Microsoft Office Excel® 2016 software (Microsoft Corporation, Redmond, WA, USA). An evaluator manually excluded the HEIs that did not meet the inclusion criteria, and performed the subdivision of the HEIs according to the administrative

category in each state. After the selection of the final sample, between December 2020 and January 2021, an evaluator consulted the official websites that were registered on the e-MEC portal of each institution included, via computer, through the Google Chrome browser (Google LLC, Mountain View, CA, USA). Subsequently, the analysis of compliance with the items and subparagraphs of § 1 of art. 47 of the respective law³, according to the criteria described in table 1.

The resulting absolute data were

transferred to the GraphPad Prism 5.0 program (GraphPad Software Inc., La Jolla, CA, USA). Fisher's exact test was used to compare the proportions of compliance between the administrative category of HEIs (public x private) and the Brazilian regions (South x Southeast). The significance level adopted was 5%.

3 RESULTS

The results of this research were based on the curriculum analysis of 256 HEIs, considering the different campuses (table 2).

Table 2. Total of HEIs analyzed by states of the federation, according to administrative category

Region/state	Total of HEIs	Included HEIs	Public HEIs	Private HEIs
Southeast	212	175	24	151
Espírito Santo (ES)	15	11	1	10
Minas Gerais (MG)	80	68	7	61
Rio de Janeiro (RJ)	30	26	4	22
São Paulo (SP)	87	70	12	58
South	90	81	12	69
Paraná (PR)	40	35	7	28
Rio Grande do Sul (RS)	25	24	3	21
Santa Catarina (SC)	25	22	2	20
TOTAL	302	256	36	220

HEI: Higher Education Institutions

The absolute and relative frequencies of compliance with legislation topics according to the states of the federation and regions are shown in table 3 and according to the administrative category of the HEI, whether public or private, in table 4.

It is necessary to observe to the low rates of compliance with points "a" and "d" of item I, § 1, with 7.8% and 14.8% of compliance, as well as § 1, IV, "c" - Section 2 and § 1, IV, "c" - Section 4 with 13.7% and 8.6% respectively. From the regional point of view, there was no great variation, observing statistical differences only for four sections, in which HEIs in the South region are more attentive to compliance with these items, as shown in table 3. In the

comparison, taking into account the administrative category (table 4), public HEIs are more attentive to the fulfillment of five items in relation to private HEIs, namely § 1, IV; § 1, IV, "b", sections 1 and 2; § 1, IV, "c", sections 1 and 2.

Only three HEIs (1.2%) fulfilled all 12 items analyzed. Regarding point "c" of item I of §1 of art. 47, of the HEIs included, two HEIs - one located in the state of Rio de Janeiro and the other in Paraná, both private - did not have an official website and did not have a specific page for disseminating information regarding the curriculum and teaching staff.

As for the presence of the course coordinator's contact on institutional websites,

Table 3. Absolute and relative frequencies of compliance with Law No. 13,168/15 by states and regions, and comparison test according to Brazilian regions

Normative identification	ES n (%)	MG n (%)	SP n (%)	RJ n (%)	PR n (%)	RS n (%)	SC n (%)	Sudeste n (%)	Sul n (%)	p-valuer* (South X Southeast)
Art. 47 § 1°										
§ 1° I	9 (81,8%)	48 (70,5%)	56 (80,0%)	22 (84,6%)	34 (97,1%)	24 (100%)	22 (100%)	135 (77,1%)	80 (98,7%)	<0.0001
§ 1°, I, “a”	-	9 (13,2%)	5 (7,1%)	2 (7,7%)	1 (2,9%)	1 (4,7%)	2 (9,1%)	16 (9,1%)	4 (4,9%)	0,3203
§ 1°, I, “b”	11 (100%)	67 (98,5)	60 (85,7%)	21 (80,7%)	34 (97,1%)	24 (100%)	21 (95,5%)	159 (90,9%)	79 (97,5%)	0,0652
§ 1°, I, “d”	1 (9,1%)	8 (11,7%)	10 (14,3%)	7 (26,9%)	2 (5,7%)	4 (16,7%)	6 (27,3%)	26 (14,9%)	12 (14,8%)	1,0000
§ 1°, IV	1 (9,1%)	7 (10,3%)	9 (12,9%)	2 (7,7%)	3 (8,6%)	2 (8,3%)	6 (27,3%)	19 (10,9%)	11 (13,6%)	0,5358
§ 1°, IV, “a”	11 (100%)	68 (100%)	70 (100%)	25 (96,2%)	34 (97,1%)	24 (100%)	22 (100%)	174 (99,4%)	80 (98,8%)	0,5335
§ 1°, IV, “b” – Section 1	9 (81,8%)	46 (67,6%)	55 (78,6%)	22 (84,6%)	25 (71,4%)	23 (95,8%)	20 (90,9%)	132 (75,4%)	68 (84,0%)	0,1449
§ 1°, IV, “b” – Section 2	4 (36,4%)	33 (48,5%)	33 (47,2%)	19 (73,1%)	17 (48,6%)	22 (91,6%)	18 (81,8%)	89 (50,9%)	57 (70,4%)	0,0042
§ 1°, IV, “c” – Section 1	3 (27,3%)	17 (25,0%)	31 (44,3%)	11 (42,3%)	16 (45,7%)	16 (66,6%)	10 (45,5%)	62 (35,4%)	42 (51,9%)	0,0142
§ 1°, IV, “c” – Section 2	-	7 (10,3%)	10 (14,3%)	5 (19,2%)	4 (11,4%)	4 (16,7%)	5 (22,7%)	22 (12,6%)	13 (16,0%)	0,4415
§ 1°, IV, “c” – Section 3	2 (18,2%)	15 (22,1%)	18 (25,7%)	9 (34,6%)	13 (37,1%)	14 (58,3%)	6 (27,3%)	44 (25,1%)	33 (40,7%)	0,0131
§ 1°, IV, “c” – Section 4	-	5 (7,4%)	7 (10,0%)	3 (11,5%)	3 (8,6%)	2 (8,33%)	2 (9,1%)	15 (8,6%)	7 (8,6%)	1,0000

n: Absolute frequency; %: Relative frequency; ES: Espírito Santo; MG: Minas Gerais; SP: Sao Paulo; RJ: Rio de Janeiro; PR: Paraná; RS: Rio Grande do Sul; SC: Santa Catarina; * - Fisher's exact test (p <0.05)

Table 4. Absolute and relative frequencies of compliance with Law No. 13,168/15 and comparison test according to the administrative category of the HEI

Normative Identification	Public HEI n (%)	Private HEI n (%)	Public + Private HEI n (%)	p-valuer* (HEI Public X Private)
Art. 47 § 1º				
§ 1º I	34 (94,4%)	181 (82,3%)	215 (84,0%)	0,0843
§ 1º, I, “a”	3 (8,3%)	17 (7,7%)	20 (7,8%)	1,0000
§ 1º, I, “b”	34 (94,4%)	204 (92,7%)	238 (93,0%)	1,0000
§ 1º, I, “d”	9 (25,0%)	29 (13,9%)	38 (14,8%)	0,0770
§ 1º, IV	8 (22,2%)	22 (10,0%)	30 (11,7%)	0,0480
§ 1º, IV, “a”	36 (100%)	218 (99,1%)	254 (99,2%)	1,0000
§ 1º, IV, “b” – Section 1	34 (94,4%)	166 (75,5%)	200 (78,1%)	0,0085
§ 1º, IV, “b” – Section 2	30 (83,3%)	116 (52,7%)	146 (57,0%)	0,0005
§ 1º, IV, “c” – Section 1	24 (66,6%)	80 (36,4%)	104 (40,6%)	0,0009
§ 1º, IV, “c” – Section 2	10 (27,7)	25 (11,4%)	35 (13,7%)	0,0155
§ 1º, IV, “c” – Section 3	13 (36,1%)	64 (29,1%)	77 (30,1%)	0,4344
§ 1º, IV, “c” – Section 4	2 (5,6%)	20 (9,1%)	22 (8,6%)	0,7488

n: Absolute frequency; %: Relative frequency; HEI: Higher Education Institutions; *: Fisher's exact test (p < 0.05)

128 (50%) HEIs provided this information. Regionally, 78 (44.6%) HEIs in the Southeast and 50 (61.7%) HEIs in the South (p=0.0153) provided the contact information. Between public and private, the frequencies were respectively 26 (72.2%) and 102 (46.4%), for p=0.0064.

4 DISCUSSION

Law No. 9,394 of December 20, 1996, introduced Curriculum Guidelines for undergraduate courses, replacing the previously existing minimum curricula². This law was a landmark and allowed, among other aspects, the curricular flexibility, providing the HEIs with autonomy for the elaboration of the curricula (article 53, item II). Complementary, in 2002, the National Curriculum Guidelines (DCN) for the Dentistry course¹⁷, reformulated in 2018, and recently approved and published in the Official Gazette of the Union in 2021¹⁸ were published.

The conceptual changes promoted by the DCN favored curricular flexibility and interdisciplinary and multidisciplinary

approaches in Dentistry courses, as well as competency-based training, in which the mobilization of knowledge and skills is developed to solve problems, prepare intervention proposals and evaluate the results obtained in the development of corrective actions or improvement of existing conditions¹⁸.

This change opened the opportunity for institutions to develop their pedagogical projects based on the regional reality, unlike the previous model, which limited innovation and curricular changes due to the excessive detailing of mandatory content¹⁹. In this new context of flexible curricula and great variation between HEIs, in seeking to understand the curriculum structure, curriculum components and teaching strategies, the curriculum has become a field in evidence to be debated and problematized, and various studies have been used as a research source^{1,4-13}.

In view of this situation, in which each HEI is free to build their curriculum matrices, Law No. 13,168 of October 6, 2015 changed the wording of § 1 of art. 47 of Law No. 9,394/96.

With this regulation, it was now mandatory for HEIs to inform interested parties, before each academic period, about the programs of the courses and other curricular components, their duration, requirements, qualification of teachers, available resources and evaluation criteria³.

However, the findings of the present study show that most of the HEIs that offer Dentistry courses (98.8%) are not fully complying with the topics of Law No. 13,168/15. Article 7 (1) (§1) (a) was the one with the lowest compliance rate among all the analyzed items of legislation, which may be associated with the frequent use of the term “Curriculum” by most HEIs. In addition, in general, there was low information availability regarding the school, as evidenced by the low rates of compliance with item IV § 1, “c”. Less than half of the courses (40.6%) identify the professors who teach the classes in each course, and only 13.7% clarify which subjects each professional teaches, as required by law. A smaller percentage, 8.6%, was observed in relation to the professor's tenure. One of the factors that may contribute to the low compliance with these items is the high rate of teacher turnover observed in some HEIs, especially in the private sector²⁰.

Similarly, § 1, I, “d” and item IV of art. 47 that discourse about the existence of the complete date of the last update and the frequency of this update, respectively, obtained 14.8% and 11.7% of compliance, which reflects the carelessness of the HEIs regarding the maintenance of institutional electronic sites with regard to the detailed course information. § 1, IV, “a”, which deals with the mandatory availability of a list of all courses offered by the HEI, was the most accomplished item (99.2%), easily justified by the obvious need for HEIs to identify the courses given for their students to register for entrance exams from among the available course options.

From a regional point of view, the HEIs

that offer Dentistry courses in the South region comply more with the topics of Law No. 13.168/15 than those in the Southeast region ($p < 0.05$) regarding four sections, as specified in table 3. According to the administrative category, public HEIs comply more with the topics of the law than private HEIs, regarding five of the analyzed items ($p < 0.05$), as detailed in table 4. An alternative method for interested parties to acquire information regarding the curriculum and teaching staff and other information about the course, in the case of non-existence on the institutional website of the HEI, could be via direct contact with the coordinators. Therefore, the quantification of HEIs that presented the coordinators' electronic address was also the object of this study, with the observance of the low availability of this information, especially by private HEIs and HEIs in the Southeast.

In Brazil, among public and private HEIs, in December 2020, there were 482 higher education courses in Dentistry in active status registered on the e-MEC¹⁵ portal. This represents a range of possibilities for candidates when choosing the HEI. This professional choice process of an undergraduate course is complex and dynamic and involves numerous aspects, including an eventual analysis of the curriculum by the candidate, which can be a determining factor for choosing the course and the HEI¹⁴. By complying with Law No. 13,168/15, HEIs allow candidates who apply for a place in their undergraduate courses the possibility of analyzing in advance the intended courses in order to select the one that best suits their professional goals. Likewise, it allows students to prepare themselves and get familiar with the curriculum components and the teaching staff in advance. However, as evidenced by a study carried out with dentistry students from a public university in the south of Brazil, most students

(78.6%) did not know the curricular proposal when they entered the course¹⁹.

In this research, we found considerable variation between formatting models and templates of curriculum matrices. Some of them have presented excessive information or organization/disposition of data that made understanding difficult, while others lacked

complementary information beyond the nominal list of subjects, such as workload and list of professors. Based on the analysis of the curricular matrices of all HEIs in the South and Southeast of Brazil, the authors suggest a formatting model that allows for an easy preparation and understanding that fully meets the requirements of the legislation (Chart 1).

Chart 1. Model proposed for the document “Curriculum and teaching staff” to be made available by HEIs in accordance with Law No. 13.168/15

CURRICULUM AND TEACHING STAFF						
In accordance with Law No. 13,168/15						
Term	Subject	Workload	Modality	Professors	Resume	Time period at the HEI
1st	Code and number of the subject	Total number of hours	Theoretical	Name and surname	Master/Doctor/Specialist http://lattes.cnpq.br/xxx	x years
				Name and surname	Master/Doctor/Specialist http://lattes.cnpq.br/xxx	x years
				Name and surname	Master/Doctor/Specialist http://lattes.cnpq.br/xxx	x years
	Code and number of the subject	Total number of hours	Practical	Name and surname	Master/Doctor/Specialist http://lattes.cnpq.br/xxx	x years
	Code and number of the subject	Total number of hours	Theoretical-Practical	Name and surname	Master/Doctor/Specialist http://lattes.cnpq.br/xxx	x years
(...)	(...)	(...)	(...)	(...)	(...)	(...)
Curriculum updated on dd/mm/aaaa.						

HEI: Higher education institute.

To date, this is the first study to highlight this law and carry out an assessment of its compliance in a higher education course in Brazil. With this study, we hope to alert not only the coordinators and managers of the Dentistry course, but also the ones responsible for other undergraduate courses in the country, which must also respond to the same legislation. However, the study has a regional limitation, and the results contained here do not reflect the

reality of other Brazilian regions. It is relevant that new studies be carried out involving HEIs from other regions, as well as the analysis of compliance with legislation in other undergraduate courses. It would also be interesting to carry out future studies involving the application of a semi-structured questionnaire to course coordinators and HEI managers, in order to understand their knowledge of this legislation, as well as self-assessment regarding

compliance with its items. In addition, to elucidate the obstacles, in the opinion of the managers, that lead to the negligence of this law.

We draw attention to the need for inspection by the Ministry of Education of these and other relevant topics of the DCN² as a form of obligation so as to maintain the accreditation of higher education courses with the ministry. It is also worth mentioning the relevant role that can be played by the Brazilian Association of Dental Education (ABENO) in alerting course coordinators and managers about the need to comply with this legislation.

5 CONCLUSION

Law No. 13,168/15 determines that Brazilian HEIs must inform interested parties with a series of data related to the courses, including the programs and other curricular components, such as their duration, requirements and teacher qualifications. The findings of this study showed, however, that most of the HEIs that offer Dentistry courses surveyed (98.8%) do not fully comply with the topics of this legislation, especially the items that concern information regarding the teaching staff and the updating of the information on the institutional websites. Despite being simple and easily available information, this legislation has been neglected by HEIs.

RESUMO

O cumprimento da Lei nº 13.168 de 6 de outubro de 2015 por cursos de Odontologia do Sul e Sudeste do Brasil: uma análise dos sítios eletrônicos institucionais

A Lei nº 13.168, de 6 de outubro de 2015, determina entre outros aspectos, que as Instituições de Ensino Superior (IES) brasileiras tragam em seus sítios eletrônicos oficiais informações relativas à matriz curricular e corpo docente do curso ofertado. O objetivo deste

estudo foi avaliar a prevalência de cumprimento dessa lei em IES que ofertam o curso de Odontologia, tendo como amostra IES das regiões Sudeste e Sul do país. Para isso, as IES foram catalogadas a partir do portal e-MEC do Ministério da Educação, e posteriormente tiveram seus sítios eletrônicos oficiais acessados. Observou-se então o cumprimento das determinações do artigo, parágrafo, incisos, e alíneas da referida lei. Os dados foram descritos por meio de frequências absolutas e relativas e comparados pelo Teste Exato de Fisher ($\alpha=5\%$). Aplicados os critérios de elegibilidade, 256 IES foram incluídas, sendo 220 IES privadas e 36 públicas. De acordo com os critérios de análise adotados, apenas 3 (1,17%) das IES cumpriram todas as exigências da lei. A disponibilização da lista das disciplinas que compõem a matriz curricular de cada curso foi de 78,1%. Por outro lado, informações relativas ao corpo docente foram disponibilizadas por uma baixa porcentagem de IES, tais como identificação do corpo docente (40,6%), as disciplinas que efetivamente cada docente leciona (13,7%), titulação (30,1%) e tempo de trabalho na IES (8,6%). Do mesmo modo, uma baixa porcentagem foi observada quanto à atualização (11,7%) e data completa da última atualização (14,8%). Em conclusão, a maior parte das IES analisadas não está de acordo com Lei nº 13.168/15, sendo necessário que os coordenadores de curso e gestores estejam atentos à necessidade de adequação dos sítios eletrônicos institucionais.

Descritores: Currículo. Odontologia. Decreto-Lei.

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