



Curriculum Committee 2015-2016 Meeting Dates:

**2015:**

July 9 (June 29 - July 3 summer break and Independence Day - *observed*)

August 6

September 3 (Sept. 7 - Labor Day)

October 1 (Oct. 26-30 – fall break)

November 12 (Nov. 5-10 – ADA Annual Meeting / Nov. 6 - Homecoming )

December 3 (Dec. 18 – classes end / Dec. 21 – Jan. 1 semester break)

**2016:**

January 7 (Jan. 4 – classes begin / Jan. 18 – MLK day)

February 4

March 10 (Feb. 29 – Mar. 4 – spring break)

April 7 (Apr. 22 – spring semester ends)

May 5 (Apr. 25-26 – semester break)

June 2



Appendix A

College of Dentistry Curriculum Committee Syllabus Evaluation Form

Course number \_DEN 7450C\_ Course title: Orthodontics for the Gen. Practitioner

Faculty reviewer: Culp, Stewart \_\_\_\_\_ Date\_6/2015\_\_\_\_\_

Criteria	Evident	Not Evident
<p><b>Educational Goals and Objectives</b></p> <p>Is the educational goal consistent with the overall educational philosophy and stated in relation to the college's competency document?</p> <p>Are the educational goals and objectives clearly stated?</p> <p>Are the course objectives and content thorough and appropriate for predoctoral students?</p> <p>Does the course provide learning experiences for students to achieve the course goals, objectives and development of competency?</p> <p>Comments:</p>	<p><b>XX</b></p> <p><b>XX</b></p> <p><b>XX</b></p> <p><b>XX</b></p>	
<p><b>Teaching Methods</b></p> <p>Do the teaching methods support active learning, evidence-based practice, multidisciplinary integration, and the development of critical thinking skills or reflective judgment?</p> <p>How many hours has the course decreased scheduled lecture hours in the past three years?</p> <p>Comments:</p> <p><i>Lecture hours increased from 14 to 15 in 2013. Other than lecture material and a textbook I see no indication of additional requirements for students to understand the evidence behind specific treatments.</i></p> <p><i>Critical thinking would be in lab sessions</i></p> <p><i>Can't determine if reduction in hours has occurred.</i></p>	<p><b>XX</b></p> <p><b>XX</b></p> <p><b>-1</b></p>	<p><b>XX</b></p> <p><b>X</b></p>
<p><b>Course Content:</b></p> <p>Does the course incorporate emerging information?</p> <p>Does the course content have excessive overlap with other courses in the curriculum such that time could be used in other ways?</p> <p>Comments:</p> <p><i>A significant amount of time is devoted to craniofacial development and may be redundant with DEN5210.</i></p> <p><i>Difficult to determine about emerging information, but would think this is being included.</i></p>	<p><b>X</b></p> <p><b>X</b></p>	<p><b>X</b></p> <p><b>X</b></p>

<p><b>Methods of Evaluation</b></p> <p>Are students evaluated based on the objectives, and are these evaluations a fair measure of student achievement in the course?</p> <p>What are the methods of evaluation? (e.g. written exams (mcq, short answer, essay), practical exams (psychomotor), oral, standardized patients, OSCE, reflection papers and others)?</p> <p><i>Lab grade weights 10 % Quizzes 10% Midterm Exam 40% Final Exam 40% Extra Credit assignment-1 Cephalometric analysis exercise (take-home)</i></p> <p><i>2 Exams, 80% of course grade, 2 labs 10 % total, and Quizzes 10%</i></p> <p>Do students conduct self-evaluation?</p> <p>Is the grading criteria clear?</p> <p>Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall?</p> <p>Comments:</p>	<p><b>XX</b></p> <p><b>XX</b></p> <p><b>XX</b></p> <p><b>XX</b></p>	<p><b>XX</b></p>
<p><b>Readings and Assignments:</b></p> <p>Are course readings and assignments thorough and appropriate?</p> <p>Comments:</p> <p><i>Required text is, "Proffit WR, Fields HW and Sarver DM, Contemporary Orthodontics", 5th Edition, Elsevier Mosby Inc., 2012.</i></p> <p><i>Assignments not listed on schedule page</i></p>	<p><b>X</b></p>	<p><b>X</b></p>
<p><b>Criteria</b></p>	<p><b>Yes</b></p>	<p><b>No</b></p>
<p><b>Timing/Sequencing:</b> Is the course scheduled at the appropriate time in the curriculum?</p> <p>Comments:</p> <p><i>This is one course that could probably be given later in the curriculum.</i></p>	<p><b>X</b></p>	<p><b>X</b></p>
<p><b>Credit Hours</b></p> <p>Does credit assignment for the course reflect the instructional hours for the course?</p> <p>Does the credit assignment for the course reflect appropriate weight within the curriculum?</p> <p>Comments:</p> <p><i>Credit assignment not defined in syllabus</i></p>	<p><b>X</b></p> <p><b>XX</b></p>	<p><b>X</b></p>

**Summary: Strengths of the course**

*A good introductory course.*

*Faculty*

**Summary: Weaknesses of the course**

*It is unclear whether evidence-based and self-evaluation components are within the course.*

**Recommendations (continue on separate sheet, if necessary)**

*May consider adding, or making more clear, evidence-based and self-evaluation components to the course.*

Appendix A

College of Dentistry Curriculum Committee Syllabus Evaluation Form

Course number \_DEN 7452C\_ Course title: Fundamentals of Pediatric Dentistry \_

Faculty reviewer: El-Kerdani \_\_\_\_\_ Date\_6/2015\_\_\_\_\_

Criteria	Evident	Not Evident
<p><b>Educational Goals and Objectives</b>            Is the educational goal consistent with the overall educational philosophy and stated in relation to the college's competency document?            Are the educational goals and objectives clearly stated?            Are the course objectives and content thorough and appropriate for predoctoral students?            Does the course provide learning experiences for students to achieve the course goals, objectives and development of competency?            Comments:</p>	<p>X  X  X  X</p>	
<p><b>Teaching Methods</b>            Do the teaching methods support active learning, evidence-based practice, multidisciplinary integration, and the development of critical thinking skills or reflective judgment?            How many hours has the course decreased scheduled lecture hours in the past three years?            Comments:</p>	<p>X  X X X</p>	
<p><b>Course Content:</b>            Does the course incorporate emerging information?            Does the course content have excessive overlap with other courses in the curriculum such that time could be used in other ways?            Comments:</p>	<p>X</p>	<p>X</p>



Appendix A

College of Dentistry Curriculum Committee Syllabus Evaluation Form

Course number \_DEN 7961L\_ Course title: Clinical Examination I

Faculty reviewer: Stewart, Culp Date \_6/2015\_

Criteria	Evident	Not Evident
<p><b>Educational Goals and Objectives</b></p> <p>Is the educational goal consistent with the overall educational philosophy and stated in relation to the college's competency document?</p> <p>Are the educational goals and objectives clearly stated?</p> <p>Are the course objectives and content thorough and appropriate for predoctoral students?</p> <p>Does the course provide learning experiences for students to achieve the course goals, objectives and development of competency?</p> <p>Comments: <i>The course is an exam and does not contain instructional material. Learning experiences are provided in foundation courses prior to this course.</i> <i>It is stated that, "Questions will come from content in courses completed in semesters 1-5," whereas under "Objectives" there is no indication that the basic sciences will be considered nor evidenced-based dentistry. In light of the encouragement of CODA to implement the basic sciences throughout the curriculum, is it not time for us to incorporate these ideals in examination of students for entering the clinic?</i></p>	<p><b>XX</b></p> <p><b>XX</b></p> <p><b>X</b></p> <p><b>X</b></p>	<p><b>X</b></p>
<p><b>Teaching Methods</b></p> <p>Do the teaching methods support active learning, evidence-based practice, multidisciplinary integration, and the development of critical thinking skills or reflective judgment?</p> <p>How many hours has the course decreased scheduled lecture hours in the past three years?</p> <p>Comments: <i>Self-assessment opportunities provided. Unable to determine if this is evidence based, but would assume so.</i> <i>Active learning is evident in providing 3 remediations for students that fail a portion of the test, the assumption being they will now learn what they had not previously grasped.</i></p>	<p><b>XX</b></p> <p><b>X</b></p> <p><b>XX</b></p> <p><b>XX</b></p> <p><b>0</b></p>	<p><b>X</b></p>
<p><b>Course Content:</b></p> <p>Does the course incorporate emerging information?</p> <p>Does the course content have excessive overlap with other courses in the curriculum such that time could be used in other ways?</p> <p>Comments: <i>Emerging information could be incorporated into the written and oral examinations. No overlap with other courses.</i> <i>There is no apparent overlap with at least 50% of curriculum (the basic sciences) up to semester 6.</i></p>	<p><b>X</b></p>	<p><b>X</b></p> <p><b>XX</b></p>

<p><b>Methods of Evaluation</b></p> <p>Are students evaluated based on the objectives, and are these evaluations a fair measure of student achievement in the course?</p> <p>What are the methods of evaluation? (e.g. written exams (mcq, short answer, essay), practical exams (psychomotor), oral, standardized patients, OSCE, reflection papers and others)?</p> <p><i>written, oral, and psychomotor</i>  <i>Written, oral and psychomotor.</i></p> <p>Do students conduct self-evaluation?</p> <p>Is the grading criteria clear?</p> <p>Does the syllabus describe how remediation would be accomplished if the student does not pass a test or the course overall?</p> <p>Comments:  <i>Establishing the difference between a 2 and 3 could have minor subjectivity.</i>  <i>The criteria indicate those presented 'in sim lab'. I did not see those reproduced in the syllabus.</i>  <i>It is unclear whether students submit a self-evaluation of their work, especially for psychomotor work.</i></p>	<p><b>XX</b></p> <p><b>X</b></p> <p><b>XX</b></p> <p><b>X</b></p>	<p><b>X</b></p>
<p><b>Readings and Assignments:</b></p> <p>Are course readings and assignments thorough and appropriate?</p> <p>Comments:  N/A  <i>Students are to review materials from previous courses.</i></p>	<p><b>X</b></p>	
<p><b>Criteria</b></p>	<p><b>Yes</b></p>	<p><b>No</b></p>
<p><b>Timing/Sequencing:</b> Is the course scheduled at the appropriate time in the curriculum?</p> <p>Comments:</p>	<p><b>XX</b></p>	
<p><b>Credit Hours</b></p> <p>Does credit assignment for the course reflect the instructional hours for the course?</p> <p>Does the credit assignment for the course reflect appropriate weight within the curriculum?</p> <p>Comments:</p>	<p><b>XX</b></p> <p><b>XX</b></p>	

**Summary: Strengths of the course**

*Independent*

*The course is meant to be an assessment only of a student's very basic clinical skills for entering the TEAM clinic.*

**Summary: Weaknesses of the course**

*Assessment criteria for psychomotor exam should be posted with the syllabus. (copy the sim lab criteria)*

*Weaknesses include the apparent absence of a self-evaluation component and little consideration of integration of basic sciences in clinical care and treatment planning.*

**Recommendations (continue on separate sheet, if necessary)**

*Consider adding a self-evaluation component to the exam. Three remediations is excessive. The third remediation is during the Fall semester. This puts SPEC in the position of either dismissing a student that fails the third remediation (i.e., their fourth attempt) or allowing a student to continue with an unlimited number of remediations to eventually gain full access to all clinical procedures. By cutting back to two remediations which occur in during the summer semester, SPEC has the option to re-track a student that fails the third time (i.e., the second remediation) so they can re-take the bulk of pre-clinical courses which occur mostly in semesters 4 and 5. Is it wise in preparing students for the future of dentistry to continue with a clinical curriculum that greatly ignores the basic sciences?*

## Spring 2010 - 2015 Course Evaluation Summary

Course #	Course Name	Course Mean / (Respondents) 2010	Course Mean / (Respondents) 2011	Course Mean / (Respondents) 2012	Course Mean / (Respondents) 2013	Course Mean / (Respondents) 2014	Course Mean / (Respondents) 2015
5010	Interdisciplinary Service Learning I / Micaela Gibbs	not evaluated	not evaluated	3.1 (27)	3.2 (38)	3.38 (63)	3.2 (46)
5120C	Physiology / Paul Oh	4.6 (74)	4.0 (76)	4.2 (50)	4.2 (44)	4.27 (64)	4.2 (47)
5127	Infectious Diseases / Clay Walker (2010-12), Ann Progluske-Fox (2013-current)	4.7 (71)	4.5 (62)	4.3 (42)	4.3 (43)	4.11 (63)	3.8 (47)
5126C	Histology / Shanna Williams (2010-12), Moira Jackson (2013)	4.6 (44)	3.9 (54)	4.1 (75)	3.0 (43)	4.14 (65)	4.2 (47)
5221C	Oral Health Management and Psychosocial Issues over the Lifespan / Joseph Riley (2010) / Barbra Hastie(2011-2013) / Virginia Dodd (2014-current)	5.0 (45)	4.7 (52)	4.4 (28)	4.3 (42)	3.55 (64)	1.8 (46)
5320C	Foundations of Patient Care / Sharon Cooper	4.9 (43)	4.6 (50)	4.4 (24)	4.5 (37)	3.83 (63)	4.0 (46)
5405C	Preclinical Operative Dentistry 1 / Marcelle Nascimento	4.2 (75)	3.1 (74)	4.2 (57)	3.2 (63)	3.59 (63)	3.8 (46)
6015	Professionalism In Patient Care and Practice Management I / T. Wendel Willis	not evaluated	not evaluated	4.1 (33)	4.0 (11)	4.5 (6)	4.1 (14)
6416C	Basic Sciences Review / Moira Jackson	2.5 (13)	4.1 (64)	4.0 (31)	3.4 (17)	3.1 (18)	3.1 (17)
6260	Oral Medicine and Pharmacotherapeutics / Joesph Katz	4.7 (22)	4.6 (69)	4.2 (70)	4.3 (22)	4.1 (31)	3.7 (17)

## Spring 2010 - 2015 Course Evaluation Summary

Course #	Course Name	Course Mean / (Respondents) 2010	Course Mean / (Respondents) 2011	Course Mean / (Respondents) 2012	Course Mean / (Respondents) 2013	Course Mean / (Respondents) 2014	Course Mean / (Respondents) 2015
6262	Principles of Pharmacology / Mary Law	4.4 (77)	4.4 (73)	4.1 (70)	4.6 (34)	4.2 (19)	4.2 (17)
6440	Introduction to Oral Surgery (Part I) / Matthew Dennis	4.8 (19)	4.5 (67)	4.4 (36)	4.6 (18)	4.9 (8)	4.4 (17)
6250C	Pain Control / Ulrich Foerster	4.6 (22)	4.4 (65)	4.3 (36)	4.6 (15)	4.7 (10)	4.5 (17)
6302C	Introduction to Clinical Diagnosis and Treatment Planning / Susan Nimmo (2010-2011), Christopher Spencer (2012-current)	3.0 (70)	4.2 (71)	3.9 (29)	3.8 (20)	3.9 (8)	4.3 (17)
6460C	Prosthodontics Treatment of the Edentulous Patient / Arthur Nimmo (2010), Maria Aguilar (2011-current)	4.3 (75)	4.3 (71)	4.0 (42)	4.2 (42)	4.2 (72)	3.9 (17)
6432C	Basic Endodontic Therapy / Claudio Varella (2010-11), Roberta Pileggi (2012), Uma Nair (2013-current)	4.9 (15)	4.7 (64)	4.4 (37)	3.5 (17)	3.6 (5)	4.1 (17)
6415C	Preclinical Fixed Prosthodontics II / Fong Wong (2010-12), Tarek El- Kerdani (2013-current)	2.8 (21)	4.3 (76)	3.7 (71)	3.6 (66)	4.2 (51)	2.7 (17)
7319	DEN7319 Dental Care for the Geriatric Patient / Ulrich Foerster	4.0 (27)	4.0 (27)	4.6 (32)	4.1 (10)	4.3 (6)	4.5 (8)
7433	Interdisciplinary Aspects of Endodontics / Roberta Pileggi	4.3 (30)	Fall Evaluation 4.0 (34)	4.9 (28)	4.3 (7)	4.5 (6)	4.6 (8)
7442	Overview of Oral and Maxillofacial Surgery / Franci Stavropoulos (2010-Feb. 2013), Frank Dolwick (remainder of 2013) / Esther Oh (2014-current)	4.3 (20)	3.4 (25)	4.4 (29)	4.4 (8)	4.0 (4)	4.4 (9)

## Spring 2010 - 2015 Course Evaluation Summary

Course #	Course Name	Course Mean / (Respondents) 2010	Course Mean / (Respondents) 2011	Course Mean / (Respondents) 2012	Course Mean / (Respondents) 2013	Course Mean / (Respondents) 2014	Course Mean / (Respondents) 2015
7717C	Clinical Use of Dental Materials / Chiayi Shen	4.0 (2)	3.2 (23)	4.3 (28)	3.7 (6)	3.7 (3)	4.3 (8)
8019	Interdisciplinary Service Learning IV / Micaela Gibbs	3.7 (77)	3.5 (81)	3.5 (84)	4.1 (78)	3.9 (79)	3.7 (73)
8321	Dental Practice Management / Nick Minden / Annelise Driscoll (2015-current)	Fall Evaluation 4.3 (15)	Fall Evaluation 4.4 (28)	Fall Evaluation 4.6 (14)	4.4 (78)	4.2 (79)	3.6 (73)
8462	Advanced Topics in Prosthodontics / Luis Rueda	3.5 (74)	3.8 (81)	3.7 (84)	4.0 (78)	3.7 (79)	3.9 (73)
8443L (2010-11) (7443L - 2012)	Hospital Dentistry / Emma Lewis (2010-12), Franci Stavropoulos (2013 till Feb.) Daniel Torres (Feb. 2013) / Frank Dolwick (2014 - current)	4.2 (72)	4.3 (6)	4.3 (35)	4.4 (9)	5.0 (2)	Summer Evaluation
8767L	Clinical Oncology & Oral Pathology / Pam Sandow	3.8 (75)	3.7 (81)	3.9 (83)	4.3 (77)	3.8 (79)	3.8 (73)
8719C	Selection of Clinical Dental Materials / Karl Soderholm / Chiayi Shen (2014 - current)	Fall Evaluation 3.9 (13)	3.5 (81)	3.6 (84)	4.2 (78)	3.9 (79)	Fall Evaluation 3.2 (21)
8290	Clinical Orthodontics / Leandra Dopazo (2010), Shreena Patel (2011-12), Richard Donatelli (2012-13), Timothy Wheeler (2014 - Current)	4.1 (14)	4.1 (7)	4.0 (19)	4.5 (2)	0 (0)	4.0 (7)
8290	Oral Health and Advocacy / Samuel Low			4.6 (5)			
8290	Spanish in Dentistry / Elizabeth Lense				4.6 (13)		
8290	Digital Dentures / Monica Fernandez						3.5 (24)
8290	Operative Skill Development / Deborah Dilbone						3.7 (23)
8290	Resin Bonded Fixed Partial Dentures / Arthur Clark						3.7 (24)

## Spring 2010 - 2015 Course Evaluation Summary

Course #	Course Name	Course Mean / (Respondents) 2010	Course Mean / (Respondents) 2011	Course Mean / (Respondents) 2012	Course Mean / (Respondents) 2013	Course Mean / (Respondents) 2014	Course Mean / (Respondents) 2015
8290	Hospital Dentistry in Pediatric Dentistry / Abi Adewumi						3.7 (24)
8290	Oral Medicine/ Pathology Clinical Observation / Carol Stewart						4.1 (28)

## IT support for Curriculum Committee/Office of Education/Instructional Support

### Classrooms (podiums, projectors, computers)

Curricular material is delivered in classrooms and online. The last time our classrooms were fully upgraded was between 2009 and 2011. Currently the College of Dentistry's classrooms are using capable equipment, however, none of them provide HD in or out. The Office of Education (May 2015) worked with Academic Technologies in D3-3 to program the microphone to default to on rather than mute. This should save considerable staff administration in unmuting the mics. The Office of Education maintains a refresh schedule for computer and projectors. Currently two classroom are computers are over 4 years old. On a semester to annual basis IT staff purge the log-in registry on all of the classroom computers so the computers run more efficiently.

### Mediasite

Mediasite is used for lecture capture in the classrooms. UFCD has recording appliances in D3-3, D8-46 and C1-9. Additionally there is a mobile unit for use to record in other classrooms. Two appliances reach end of life in **June 2015**. We have quotes to replace the recorder in C1-9 (\$7,945) and mobile unit (\$10,945.) There are growing concerns from student and faculty about the quality of the live and recorded presentation due to the aging equipment. The hardware and software are expensive to purchase every four years and maintain active warranty (\$1000@=\$4,000 annually.) Traditionally grants have supported most of our Mediasite infrastructure. ***There are other options that should be explored, e.g. Kaltura used by the College of Pharmacy which are cloud-based and require less hardware and maintenance fees.***

### Crestron/Polycom

**Video conferencing** is used for Advanced Education classes. Currently Crestron and Polycom are used to conduct Video conferencing. These are proprietary companies that utilize proprietary cables and create challenges to integrated systems. Currently Naples will be having to replace all of their VC equipment and there is only one dealer in the area for them to work with. This equipment and software is costly (appliance and warranty costs) and cumbersome and lacks ADA compliance. (Examples: proprietary camera and cables networking Polycom, Mediasite) ***While this equipment will not have to be purchased by the college are there more simplistic integrated systems that could be explored?*** Another option would be evaluating the teaching methods of our DL. Is there enough DL interaction between sites to justify the cost/benefit of the equipment? Recorded lectures in Gainesville could be recorded and viewed/discussed with a faculty member at the distant site at another time or the recorded could be streamed and questions called in via phone line at the end of the presentation.

### Electronic Curriculum Organizer (ECO)

ECO is the college's curriculum database and maintains the electronic syllabi, documents, course schedule and gradebook for each course, the master course schedule and the database for curriculum hours and course formative and summative competency tracking. Steve Waugh from HSC IT is designated to this application and assists the Office of Education with any functionality or reporting issues. As a result of our CODA self-study it is clear that next level of functionality in a curriculum

database must include tracking to the actual competency assessment in the course that certifies competency. A similar application is being sought by other HSC colleges. The Office of Education and the Instructional Support workgroup are evaluating a propriety produce, EValue. If this does not appear to be an affordable and efficient solution, a formal request will be submitted to IT for additional ECO development.

### **Axium**

There is a need to integrate Axium cases into preclinical courses. IT consultants are needed to support this integration

### **Student Laptops**

A required laptop program began with the Class of 2017. IT staff have supported this program by updating laptop platforms on the UFCD webpage and assisting students in registering their laptops and reviewing mobile device security during orientation each August. We continue to need this support. Currently laptops have to support softest, the application for examsoft. If other proprietary programs are needed on student laptops the IT Advisory Committee should develop a process and timeline to review these requests with the Associate Dean for Clinical Administration.

### **Examsoft**

Examsoft is the new proprietary testing application being used to conduct student assessments on their own laptops. This program was piloted tested with the Class of 2017 and fully implemented with the Class of 2018. It has provided staff persons to present at New Student Orientation and staffing of a walk up help desk in the Communicore. IT staff have also helped us confirm there is enough bandwidth for students to upload exams in MDL3 and 6. We wish for this to continue.

In May 2015, with the help of IT staff Allyson Widmer and Randy Graff, a two year examsoft contract was signed by all of the HSC colleges. This will allow all colleges greater functionality options, centralized administrative log in and reduced yearly costs to students (\$60 to \$45 for year one and \$40 for year two.)

### **Testing Rooms**

Rooms where proctored exams will be administered (Testing center, MDL 3 & 6, communicore rooms) must have bandwidth to submit completed exams.

### **Sharepoint**

IT has provided a Sharepoint website for meeting agendas, minutes and handout posting. Additionally, IT has set up an online syllabus evaluation form for the committee to participate in the Curriculum Management Plan. The committee request this support continue yet recognize there continue to be difficulties by committee members in accessing Sharepoint based on different platform and browser preferences.

### **Instructional Support Workgroup**

Growing requests for Offices to conduct webinars and the university has no identified system to recommend. Instructional support has worked with the College of Pharmacy to use the university license for Big Blue Button.

### **Canvas**

Canvas, the University's E-Learning platform, is being utilized for a number of courses for student assignment submission, administrating online quizzes and/or graded discussion threads are being utilized. Currently the Office of Education is supporting canvas however, increasing requests for canvas courses will require additional administrative support.

### **Turning Technologies/Turning Point**

The university supported audience response system, turning point is performing poorly and there is lack of customer support. Students are paying for clickers or annual licenses and faculty are using less due to reliability issues. Tophat has been suggested as another solution, yet one pharmacy faculty and COM have determined this application does not meet there needs. Randy Graff has recently engaged a group across the campus to explore Learning Analytics which appears to have more functionality for student learning. ***Please prioritize the testing of Learning Analytics (Pearson) application so considerations can be made for the entering fall class.***

### **Digital Technologies:**

Digital technologies (e.g. E4D, Itero, Cerec) are currently being used in the clinical education program and desire to be migrated into preclinical activities. IT consultants are needed to assist in this integration and maintenance of these technologies as appropriate to warranties that may apply.

## **Summary of Recommendations for IT Advisory Committee**

- Maintain current IT support on the applications detailed above.
- Assist in the search/development of a curriculum database that maps to and tracks student competency assessments.
- Support an IT staff person with the **priority of** securing group licenses across the HSC campus and actively seeks emerging technology refreshes that are more efficient, less costly, have better integration with current systems and require less administrative staff time in administering them.
- Centralized scheduling for rooms across the HSC compatible with outlook
- Work with UF to identify a webinar software used to conduct educational programs and meeting internally and externally.
- Assist in planning and implementation of axiUm and digital technologies.