

Childs,Gail Schneider

From: Catalanotto, Frank Alfred
Sent: Friday, July 26, 2013 11:15 AM
To: Sposetti, Venita J; Childs, Gail Schneider; Robinson, Boyd E
Cc: DN-CDBS-GNV-FAC-DL; Robinson, Boyd E
Subject: DEN 5221

Nini et al,

Barbara Hastie is stepping down as Course Director for DEN 5221 and will be replaced by Dr. Virginia Dodd. Dr. Hastie will give Virginia all the support she needs during this transition. Virginia is fairly familiar with the course as she has done the Cultural Competency piece for two years.

Please make any administrative changes necessary in Eco and elsewhere and please let me know if you have any questions.

I want to take this opportunity to thank Barbara for her past leadership of this important course, in particular, for her steadfast and persistent dedication to details.

Thanks

Frank

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Mediasite Guidelines

Regarding regularly scheduled whole class formal lecture presentations in the D.M.D. program, the following guidelines will be followed:

1. Classroom lectures will be recorded via MediaSite or Camtasia Relay. Benefits from this practice include: a) students with excused absences may view missed presentations; b) students may view presentations for study purposes for course examinations and for National and State Board exams; c) a previous year's presentation can be made available when a faculty member is unable to present.
2. Recordings will be located on a secure UFCD video server and accessed via authentication with an active Gatorlink username and password on the UFCD Electronic Curriculum Organizer (ECO) in the associated course document folder or through the UFCD intranet MediaSite catalogue. The recordings are intended for exclusive use by students currently enrolled in the college, faculty, and staff charged with delivering and administering the course.
3. Recordings will be of faculty image, voice, and all images (e.g., documents, PowerPoint slides, videos and AxiUm) displayed by the projector from the selected source (e.g., dedicated PC, laptop, document camera, DVDs, and markings made on the Smart Podium). As an option, faculty can select projector images with audio only, if desired. This selection must be done in advance (3 business days) of the recording. Recorded lectures will be posted and accessed through the designated ECO course after 48 hours of the presentation. Faculty may preview the recording and indicate desired edits prior to its posting by contacting Instructional_Support@dental.ufl.edu.
4. Recorded lectures will remain [accessible to a given cohort](#) on a secure server until students enrolled in the course at the time of the recording graduate from the D.M.D. program (i.e., no longer than four years). This

timeframe will allow students to view presentations in studying for National and State Board

exams. [After the cohort graduates, the recordings will be archived in a secure portion of the Mediasite catalog that will only be accessible by Mediasite Administrators. This is to facilitate future blended course designs wherein the course director may wish to utilize previously recorded lectures of themselves, or others with permission. Archived recordings will only be accessible at the request of the instructor who gave the lecture.](#)

5. While every effort will be made to have quality classroom capture, technical or other issues may prevent the recording from occurring. Students will continue to be held responsible for

course material through class attendance, ECO documents, textbooks, etc. [Due to lectures being archived as per guideline 4, course directors are able to replace any lectures that were not recorded with the same lecture, given a previous year. Posting a previous semester's recording is at the behest of the course director.](#)

6. Recordings are for educational use only and are to be considered confidential. No recorded lecture material, university maintained or otherwise, may be shared (e.g., copied, displayed, broadcast or published) with any individual or organization within or outside the UFCD without prior written permission from the lecturer and without giving proper attribution. UFCD will take reasonable measures to prevent the inappropriate use of such recordings by individuals with access to the web site on which the recorded lectures are posted, but cannot guarantee against possible misuse. This prohibition includes placing the recording on any web page or the Internet for use by, or access to, any person, including the student. In addition to any legal ramifications, misuse of recordings will be considered as unprofessional behavior and appropriate disciplinary action will be taken according to UF policy and procedures.

7. Materials contained within lectures may be subject to copyright protection. Please review the College of Dentistry copyright information.

8. Faculty who do not wish to be audio or video recorded must notify the course director and Associate Dean for Education with rationale for not recording at least 48 hours prior to a scheduled lecture. (Reasons for non-recording include, but are not limited to, patient encounters and some guest lecturers.) If instructional content provided by guest lecturers is

needed asynchronously for student use (e.g. rotations) it is the Course Director's responsibility to obtain prior permission from the guest lecturer.

9.9. Patient privacy standards are the same inside or outside (via video) the classroom. More information is available at the Privacy Office website.

10.9. As of March 2013 audio podcasts of Mediasite recordings will be available for download. All Mediasite policies apply to these podcasts

DMD/MPH with Concentration in Public Health Practice

MPH Courses that may be shared with DMD

	Semester	Courses	Credits
Required MPH Core	Summer or Fall	HSA 6114 Introduction to the US Health Care System	3
	Summer, Fall or Spring	PHC 6001 Principles of Epidemiology (online)	3
	Fall or Spring	PHC 6050 Statistical Methods for Health Sciences I	3
	Fall or Spring	PHC 6313 Environmental Health Concepts in Public Health	3
	Fall	PHC 6410 Psychosocial & Behavioral Issues in PH	3
Select from these and other options	Summer or Fall	PHC 6251 Assessment and Surveillance in Public Health	3
	Spring	PHC 6441 Health Disparities in the United States	3
	Fall or Spring	PHC 6146 Public Health Program Planning and Evaluation	3
		VME 6602 General Toxicology (online)	3
	Spring	HSA 6115 Introduction to Management of Health Service Organizations	3
Required	Any	Public Health Internship	5
	Any	PHC 6601 Seminar in Contemporary Public Health Issues	1
Total		MPH (36)	36

DMD/MPH with Concentration in Public Health Practice

DMD Courses that may be shared with MPH

	Courses	Credits
Required	DEN 5010 Interdisciplinary Service Learning	1
	DEN 6011 Interdisciplinary Service Learning	1
	DEN 6001 Introduction to Evidence-based Dental Practice	1
	DEN 6705 Public Health Rotation	1
	DEN 6502 Prevention and Public Health Dentistry	1
	DEN 7012 OR 8019 Interdisciplinary Service Learning	1
	DEN 8708L Community Dentistry	2
	DEN 8709L Community Dentistry	2
	DEN 8710L Community Dentistry	2
Total	DMD (12)	12

**Agreement between the College of Public Health and Health Professions
and the College of Dentistry**

DOCTOR OF DENTAL MEDICINE / MASTER OF PUBLIC HEALTH

The faculties of the College of Dentistry and the College of Public Health and Health Professions have approved a joint degree program culminating in a Doctor of Dental Medicine (DMD) degree, awarded by the College of Dentistry, and a Master of Public Health (MPH) degree, awarded by the College of Public Health and Health Professions. Under the joint degree program, a student can obtain both degrees in approximately one year less than it would take to obtain both degrees if pursued consecutively. Essential criteria relating to the joint degree program are as follows:

1. Admission requirements: Candidates for the program must meet the entrance requirements for and be accepted by both colleges.
2. Eligibility: The joint degree program is not open to students who have already earned one of the two degrees selected for the joint degree program.
3. Requirements: The MPH, a 48-credit program, will allow 12 credits of appropriate dental courses to be credited toward both MPH and DMD degrees. Reciprocally, dental students may receive toward the satisfaction of the DMD degree 12 semester credits for courses taken in the graduate curriculum for the MPH degree. Joint program students may take any concentration in the MPH program, but most will usually follow requirements for the Public Health Practice concentration.
4. Integration of Programs: The program is designed so that students may complete the joint degree within 5 academic years. Most students will begin their public health coursework in the summer of their fourth year (semester 8). However, other models may be implemented with concurrence of both program directors and academic committee chairs.
5. Eligible Grades: Master of Public Health courses, which are to be credited toward the DMD degree, must carry a grade of B or higher but will not be counted in the College of Dentistry grade point average. College of Dentistry courses that are to be credited toward the MPH degree must carry a grade of C or higher but will not be counted in the grade point average for the MPH degree program.
6. Degree Award: A student enrolled in the joint degree program will not receive either degree until s/he has satisfied all of the requirements for both degrees, or until s/he has satisfied the requirements of one of the degrees as if s/he had not been a joint degree candidate.

7. Withdrawal from the MPH Program: Students who enroll in the joint degree program but do not complete the program may receive credit toward the DMD degree under the graduate level course option for a maximum of two courses, not to exceed 6 semester credits, taken from the graduate curriculum of the MPH program of the College of Public Health and Health Professions. Although the grade is not computed in the student's grade point average, a grade of B or higher must be earned to receive credit hours for the course(s).

8. Withdrawal from the DMD Program: Students who enroll in the joint degree program but do not complete the program may receive credit toward the MPH, not to exceed 6 semester credits, taken from the curriculum of the College of Dentistry. Although the grade is not computed in the student's grade point average, a grade of C or higher must be earned to receive credit hours for the course(s). These 6 hours will only satisfy the elective hours in the MPH program unless otherwise approved by the MPH program director.

9. Teaching Assistantships: Students in the joint program will be eligible for the graduate teaching assistantships and research assistantships in the MPH on the same basis as other graduate students, subject to the guidelines and restrictions set by the MPH Program.

10. Student Advising: Neither program requires a supervisory committee. However, to facilitate student progress in the joint program, an advisory committee, composed of one MPH faculty member and one faculty member from the College of Dentistry will be established for each student.

11. Financial Aid: Tuition for the MPH courses in the joint degree program will be supported by a grant from the Health Resources and Services Administration (HRSA) for at least one student per academic year, through July 2015. Assuming this program is successfully implemented, the College of Dentistry will seek future funding to maintain tuition support for the MPH. Students will be responsible for tuition and fees for the DMD portion of the program.

12. Effective Date. The program will begin in Fall semester, 2013.

 Venita Sposetti, DMD
 Associate Dean of Education
 College of Dentistry

 Date

 Mary Peoples-Sheps, DrPH
 Senior Associate Dean for Public Health
 College of Public Health and Health
 Professions

 Date

University of Florida College of Dentistry
Course Debriefing Summary
DEN 6415C, Preclinical Fixed Prosthodontics 2

July 25, 2013

Present: J. Garcia, J. Nguyen, A. Hoang, M. Yanes, R. Spooner, N. Guba, L. Echeto, T. El-Kerdani, N. Sposetti, G. Childs

Debriefing Purpose: New Course Director, Dr. T. El-Kerdani

Review of course evaluation: respondents: 66, Mean range 3.6-4.1, overall score = 3.6

Syllabus:

- Course expectations were not clear to students.

Course content:

- The course was a good transition from the pros 1 course. Lectures had a lot of helpful pictures.
- At the end of a psychomotor: Dr. El-K would go over pictures of what was good/bad and how to trouble shoot it, which was helpful.

Course materials:

- Students purchased the textbook (some at the end of the course) and felt it was quite helpful.

Teaching Methods:

- Instructors made it a very positive experience for students.

Laboratory:

- Repetition of preps was a helpful confidence builder.
- Some students felt having more than one lab session to complete a project was helpful. It took off the pressure of completing by the end of a session, and a student noted he felt more comfortable asking for help from the instructor. Other students felt there was a surplus of time. Perhaps a time management assessment could be done to decrease wasted time, such as 1 or 2 sessions instead of 3 for a single prep. Another idea would be giving students extra credit for additional work that could be applied to their psychomotor grade. The students cited Dr. Sensi giving extra credit which was added to the student's psychomotor grade. It encouraged students utilize their practice time more effectively.
- Some students felt a separate biomaterials exam would have been helpful. The clinical applications of cements in lab would have been useful to help students' recollection of information for future use. A student suggested a chart could be provided for reference with biomaterials would assist as a memory guide for students, or Dr. Echeto suggested giving the students an assignment filling in a chart with biomaterials.
- The hands-on with polishing the provisional was helpful, but having one more session would have assisted in learning the concept.

Evaluation:

- Students felt the quizzes reinforced learning.

- Dr. El-Kerdani had students create questions for the exam which aided the students in learning the materials.

Summary of Recommendations:

- Consider making undercuts a failing error on the latter projects since many students had to remediate the clinical entrance exam due to failing fixed prosthodontics. Dr. El-Kerdani suggested re-sequencing it in the course so it comes later and therefore is easier to remember for the exam.
- Add a lecture “Why Provisions Fail” in clinical applications.
- Sequencing the bridge prep towards the end of the course.
- Add a project that includes preparing and provisionalizing anterior and posterior teeth.
- Add the next phase of treatment planning focusing on phase 3, health rehabilitation, a prosthodontic focus.

Other Curricular Recommendations (Dr. El-Kerdani):

- Change the distribution of grade weights – reduce the weight of projects and increase the weight of the exams. The projects will be 5% (originally 10%) and the exam will be 15% (originally 10%).
- Submitting questions before the exam would be 5% of the grade (originally not graded).
- Bisect lecture time to a classroom session, which would show the students a road map of what students would do in the lab, and a shorter lecture of 30 minutes. A longer reference lecture would be posted for students in ECO.
- Re-sequence exam 1 to the 3 week of February (originally 1st week of February), so it can include cement material.
- Redo the “Color and Shape Selection” lecture, and make it more clinically oriented.
- Add a casting for the 4 best preps, if the budget permits.

University of Florida College of Dentistry
Course Debriefing Summary
DEN 6432C, Basic Endodontic Therapy

July 2, 2013

Present: S. Spear, J. Garcia, M. Yuan, S. Frampton, J. Parmar, Dr. Pileggi, Dr. Sposetti, Dr. Uma Nair

Debriefing Purpose: New Course Director

Course evaluation: 17 respondents – overall score = 4.0 (range 2.8-4.5)

Syllabus:

Lectures constructed well, clear and clearly linked to clinic. Good number of residents and faculty.

Course Content:

Students were complementary of teaching residents, good faculty to student teaching ratios.

Course Sequencing:

Leveled flow and pacing of course properly placed in curriculum.

Labs:

Course evaluations reflected a need for more lab organization and less waiting time for x-rays (averaged 45 minutes) which was stressful for students and not an efficient use of lab practice time.

Teaching materials:

Students appreciated learning new methods in endodontics.

Summary of Recommendations:

- Discussed solutions to the waiting for x-rays issues. Best practical solution seemed to be to divide the lab in half with half the class the first 1 ½ hours. This would only need to be done for the lab steps that involve taking x-rays, so not needed for the access preparation labs.
- Also suggested to give students practice time to new synthetic tooth at the end of the course before the posttest using this tooth.

**2013 University of Florida College of Dentistry
Competency Certification Review Process**

To prepare for the next CODA self-study, The Office of Education and the UFCD Curriculum Committee are reviewing where the 20 overall college competencies are certified in the courses in our curriculum. This will be done in three phases:

Phase I- Department Chairs/Course Directors confirm that the “**Certify Competency**” report information is correct or revise if not correct with the Office of Education. Dr. Sposetti and Gail Childs will also visit each Department/Division in reviewing the UFCD Competencies Document and standards for competency assessment. <February 2013-April 2013>

Phase II-Departments will complete templates for documenting student assessment and certification of competency <March 2013-June 2013>The Office of Education will compile this report for Curriculum Committee Review. <July 2013>

Phase III-The Curriculum Committee will review the “Certify Competency” Student assessment information for clarity and uniformity across departments. Department Chairs and/or Course Directors may be asked to present this information at a Curriculum Committee Meeting. <July 2013-December 2013>

Phase I progress (as of April 1, 2013)

The Office of Education has met with the following Departments/Divisions

Date	Department	Actions
2-5-13	Oral Biology	OB inquired if there would be time for student research opportunities.
2-20-13	Orthodontics	Track and develop a report on students that do not pass competency on the first attempt.
2-28-13	Endodontics	Integrating student reports in Axium.
2-28-13	Oral Diagnostic Sciences	Track and develop a report on students that do not pass competency on the first attempt.
3-12-13	Prosthodontics	Will conduct another department meeting to look at assessments.
3-2-13	Oral & Maxillofacial Surgery	Track and develop a report on students that do not pass competency on the first attempt.
7-25-13	Community Dentistry & Behavioral Sciences	A new “adolescence” case has been developed. There was some discussion about methods for assessing student-patient communication in the clinics. Suggestions included video recordings that could be assessed and a rubric that could be developed for clinical faculty assessment.
6-20-13	Operative Dentistry	A new grading scale for clinical operative courses is being piloted this semester (Summer 2013) and department faculty are actively involved in the revisions to Clinical Exam I.

6-19-13	TEAM Leaders	Dr. Willis has suggestions and will work with the TEAM leaders on integrating EBD into clinical patient care.
5-29-13	Periodontology	Dr. Harrison submitted an assessment of the Periodontology's certification of competencies. Critical thinking should be removed from DEN8839L and DEN 7835L and 7836L certify "Assessment of Treatment Outcomes" less directly.
6-17-13	Pediatric Dentistry	Pediatric Dentistry is confident that they teach and certify the 20 UFCD competencies. It was noted that due to block rotations and limited student experiences that some students must challenge a competency without prior experience on another patient.

MEETING TIME Ranking RANK – #1 = BEST, #6 = Worst meeting day/time

		SUM	EL	DC	IB	PH	RJ	MY	RR	GC	VS	NI	NC	TEK	HF	EB
___ 7:30 AM-9:30 AM (2 hour meeting)	6	61	6	1	5	6	6	3	6	5	6	4	5	6	2	
___ 8:00 AM-9:30 AM (1 ½ hour meeting – current length)	3	44	5	1	1	4	1	5	4	4	5	5	3	5	1	
___ 8:30 AM-9:30 AM (1 hour meeting)	4	48	4	1	4	2	2	6	5	3	4	6	4	4	3	
___ 5:00 PM-6:30 PM (1 ½ hour meeting – current length)	2	28	2	1	3	3	3	2	2	1	1	1	1	3	5	
___ 5:15 PM-6:30 PM (1 1/4 hour meeting – 15 minutes shorter)	1	24	1	1	2	1	4	1	1	2	2	2	2	1	4	
___ 5:30 PM-7:00 PM (1 ½ hour meeting – current length)	5	53	3	1	6	5	5	4	3	6	3	3	6	2	6	

MEETING DAY RANKING RANK – #1 = BEST, #10 = Worst meeting day/time

___ Monday Mornings	7	72	8	1	1	4	9	8	2	9	7	10	2	10	1	
___ Monday Afternoons after 5 PM	4	65	3	1	10	3	8	4	10	3	8	4	1	4	6	
___ Tuesday Mornings –	2	53	5	1	2	6	1	6	3	4	3	5	9	6	2	
___ Tuesday Afternoons – after 5 PM	4	65	2	1	8	5	6	3	1	8	9	3	10	2	7	
___ Wednesday Mornings	8	76	4	1	3	8	10	5	9	5	4	9	6	8	4	
___ Wednesday Afternoons –after 5 PM	3	63	1	1	4	7	7	1	10	7	10	1	3	3	8	
___ Thursday Mornings –	6	67	6	1	6	2	5	7	8	6	5	6	7	5	3	
___ Thursday Afternoons – after 5 PM	1	51	10	1	7	1	4	2	7	1	1	2	5	1	9	
___ Friday Mornings –	7	71	7	1	5	9	3	9	6	2	6	7	4	7	5	
___ Friday Afternoons – after 5 PM	9	93	9	1	9	10	2	10	5	10	2	8	8	9	10	

Best Practice Guide

for

Uploading Lecture Presentations to ECO

In accordance with student input and requests, Instructional Support has created this document to serve as a guide for uploading lecture presentations to ECO. For a more in-depth training on these guidelines and the process for uploading presentations, please see the accompanying instructional video.

Best Practice Guidelines

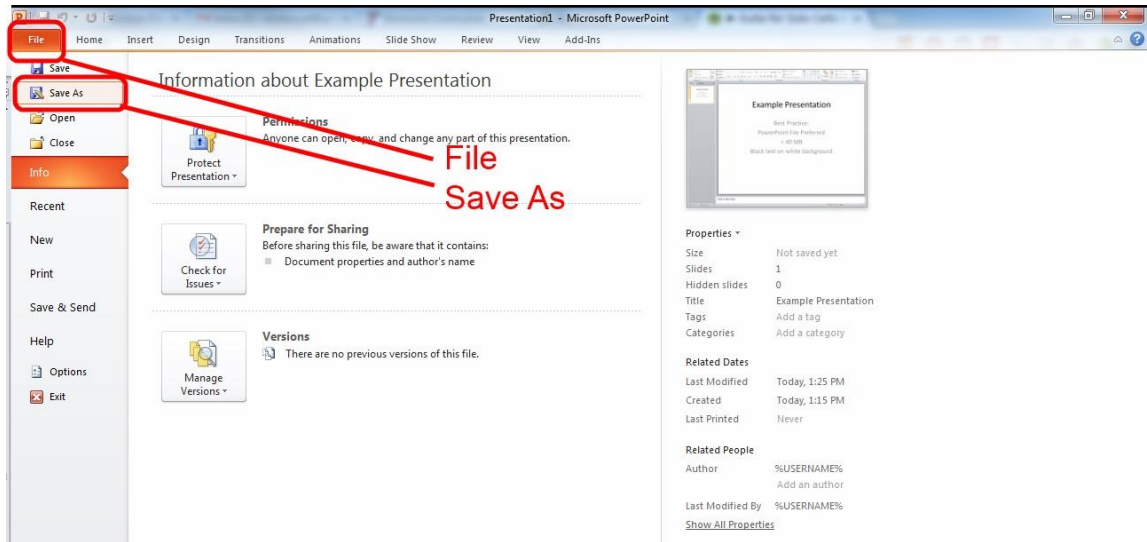
Generally, **PowerPoint presentations are preferred** over Adobe PDFs. PowerPoint presentations allow students the greatest degree of control over these documents. Because students want to use these documents in different ways – printing multiple slides per page, printing slides for note-taking, formatting presentations for viewing on mobile devices, etc – releasing the PowerPoint presentation is the simplest way to allow students this flexibility.

It is important to note that there is a 40 MB size limit for file uploads on ECO. Many presentations will not exceed this limit, but those that feature high resolution images might. If your presentation is too large to be uploaded to ECO, or you prefer not to post in the PowerPoint format, please read the following portion of this document. To determine the size of the presentation, you can right click (or option-click) on the file, and select either *Properties* (PC) or *Get Info* (Mac).

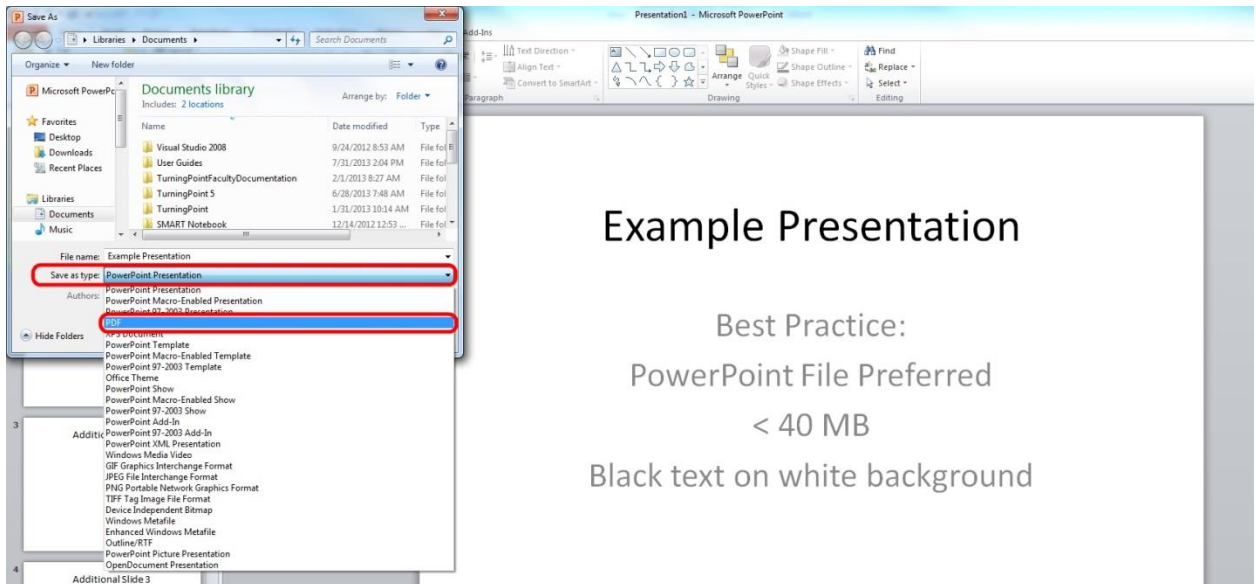
Converting PowerPoint Files to PDF Documents

If you are unable to release your presentation as a PowerPoint file, it must be converted to .PDF. To convert your file to PDF, follow these steps:

- 1) Select *File*, in the top left of the document
- 2) Select *Save As*



- 3) A dialog box will appear. Select the dropdown menu next to *Save as type:* and select *PDF*.



- 4) Check the name and destination for saving, and then click *Save*.

Black text on a white background works best for printing. Many times, presentations feature light text on a dark background, which requires a tremendous amount of ink to print. If you upload your PowerPoint document to ECO, this will not be a concern, since students can change the color scheme manually. **If you convert your document to a pdf, however, please ensure that you change the color scheme before converting.**

Instructional Support

TurningPoint
Responseware
is coming Fall 2013!



Starting with the Class of 2017, the College of Dentistry is giving students the option to either purchase a clicker for TurningPoint, or purchase a Responseware license. Responseware is an app that runs on smart phones and internet equipped devices.

Student *will* be using this and there is an extra bit of training that you will need to undergo before you present a lecture with TurningPoint for the Class of 2017.

Please contact Instructional Support and we will meet with you one-on-one to show you how it works.

Instructional Support Contact information:

Brandon Telg

Paul Benton

Phone: 352-273-6589

E-mail: Instructional_Support@dental.ufl.edu

or

btelg@dental.ufl.edu

Childs,Gail Schneider

From: Telg,Brandon W
Sent: Thursday, July 25, 2013 2:07 PM
To: DN-Faculty
Cc: Benton,Paul T; Childs,Gail Schneider
Subject: Required Training for Cell Phone enabled Turningpoint
Attachments: Announcement.pdf; TurningPoint Tutorial.pdf

Body:

Starting with the Class of 2017, the College of Dentistry is giving students the option to **either** purchase a **clicker** for TurningPoint, or purchase a **Responseware license**. Responseware is an app that runs on **smart phones** and internet equipped devices.

Students *will* be using this and there is an extra bit of training that you will need to undergo before you present a lecture with TurningPoint for the Class of 2017.

Please **contact me** and **I will meet with you one-on-one** to show you how it works and set you up with an account.

If you want to get an idea for how Responseware works, please see the attached PDF or watch [this Mediasite training](#).

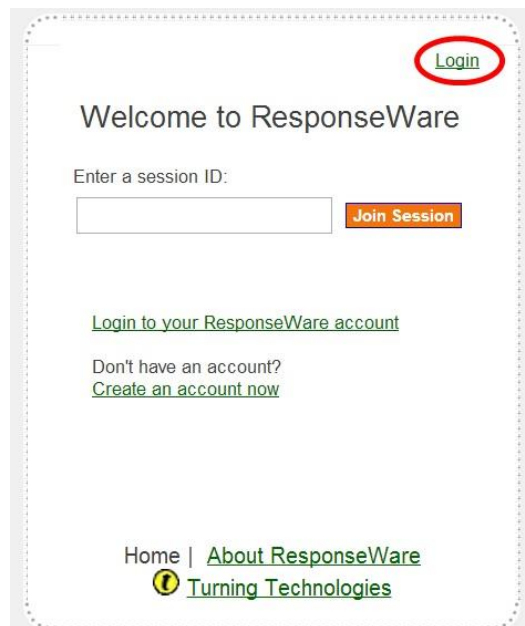
You can also find this information at [the Instructional Support site](#).

Brandon Telg
Instructional Support
University of Florida
College of Dentistry
(352)273-6589
btelg@dental.ufl.edu

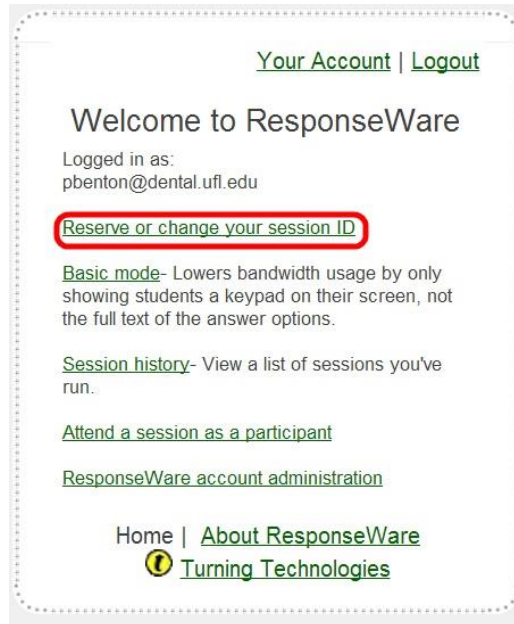
ResponseWare Documentation for Faculty

ResponseWare is a product created by TurningPoint that allows students to use their smartphones or computers to participate in TurningPoint polling sessions. This year, the College of Dentistry is allowing incoming students to purchase ResponseWare Licenses to use throughout their years at College of Dentistry instead of purchasing a TurningPoint clicker, if they choose. To accommodate the ResponseWare License users, faculty should follow the steps outlined in this guide.

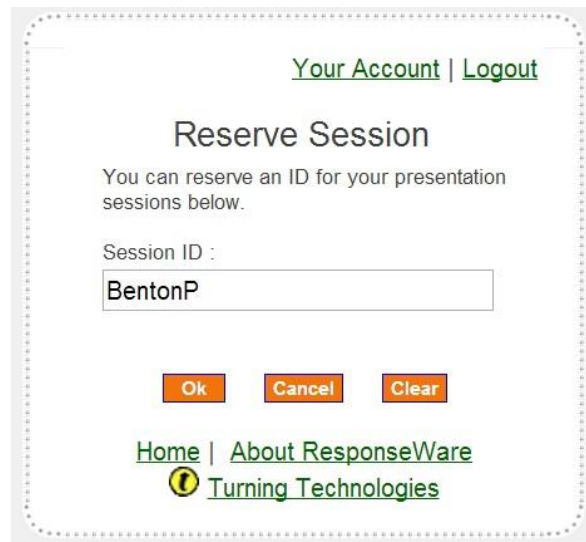
1. Contact Instructional Support to create a ResponseWare account. You may call us at 3-6589, or email us at instructional_support@dental.ufl.edu
2. After you have set up a ResponseWare account with Instructional Support, open your web browser and navigate to www.RWPoll.com. Click *Login* on the top right corner of the box, as seen below. Then login with your e-mail and password that were set up by Instructional Support.



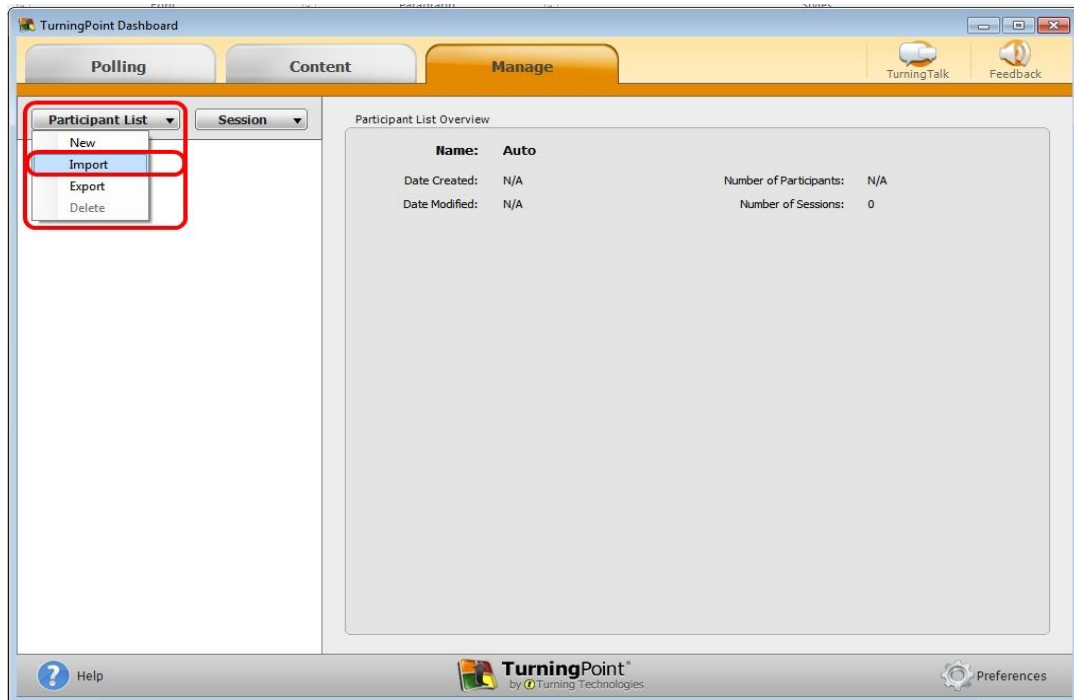
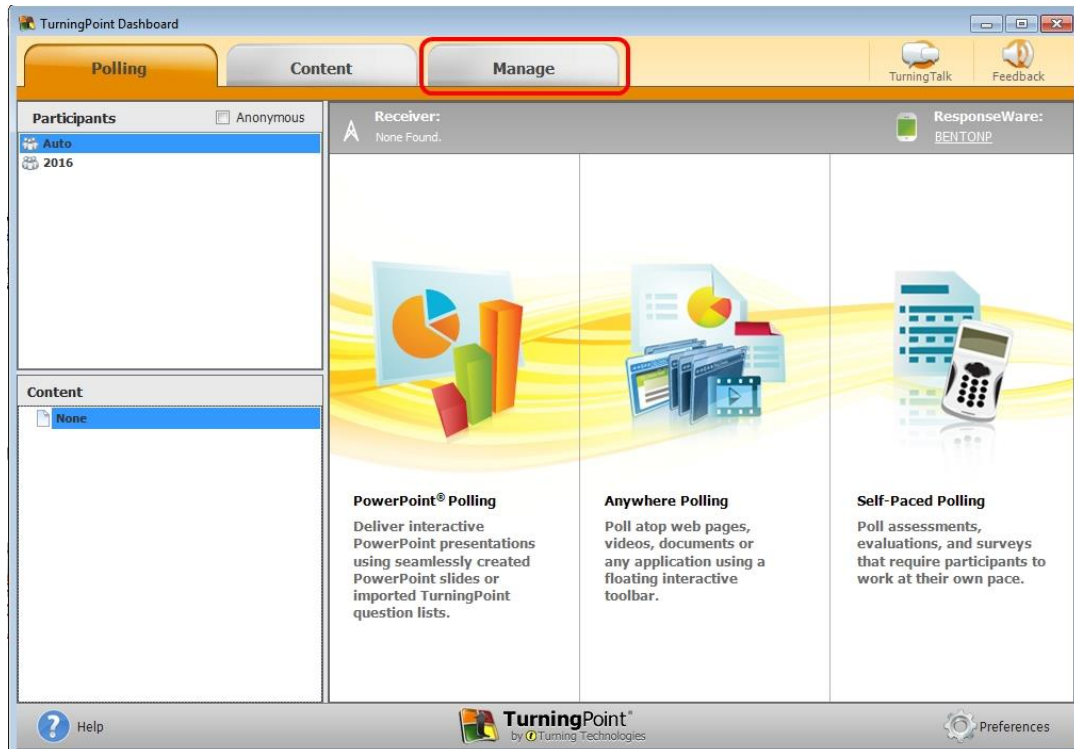
3. Once you have logged in, a new screen will appear with several options. From this screen, you can set up or change your **Session ID**, which is what students will use to connect their ResponseWare devices or TurningPoint Clickers to your session. Click on *Reserve or Change Your Session ID*.



4. Next, enter a Session ID in the blank field and select *OK*. Instructional Support suggests that you use your last name and first initial for the session ID. For example, my Session ID would be BentonP. Another screen will display confirming your Session ID. Select *Continue*.

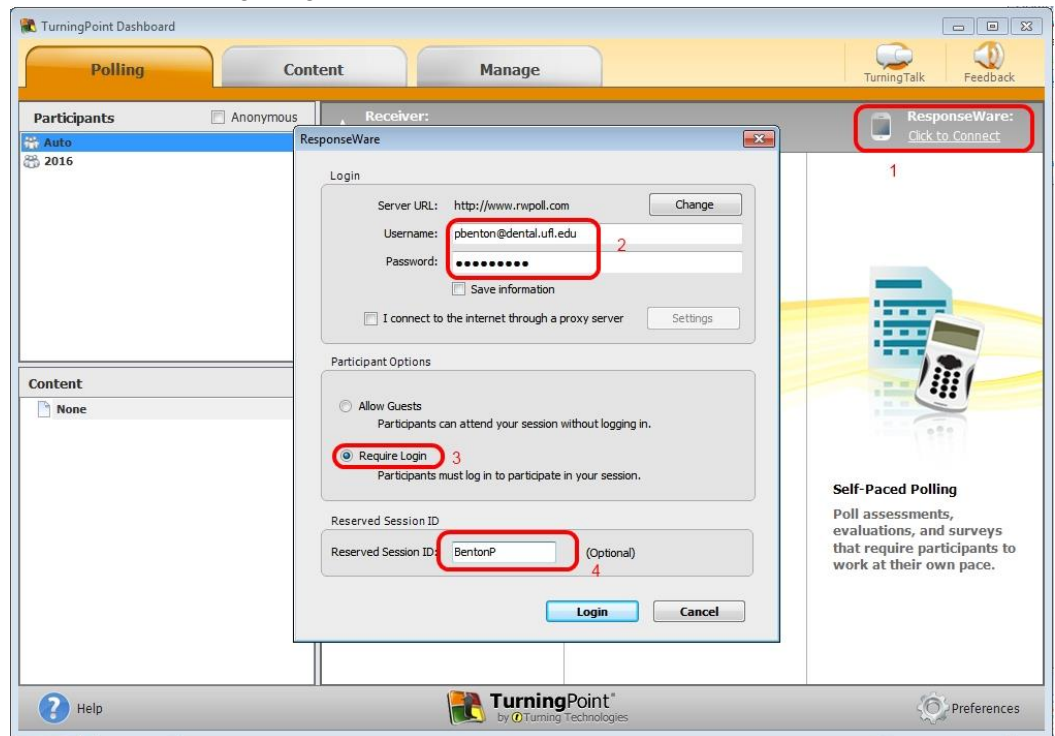


5. Now you must launch the TurningPoint software on your PC. The TurningPoint user interface has two columns on the left portion of the screen, three large buttons on the right side of the screen, and three tabs at the top of the screen labeled *Polling*, *Content*, and *Manage*. Begin by selecting *Manage*. Next, click on *Participant List* and then *Import* as shown below:



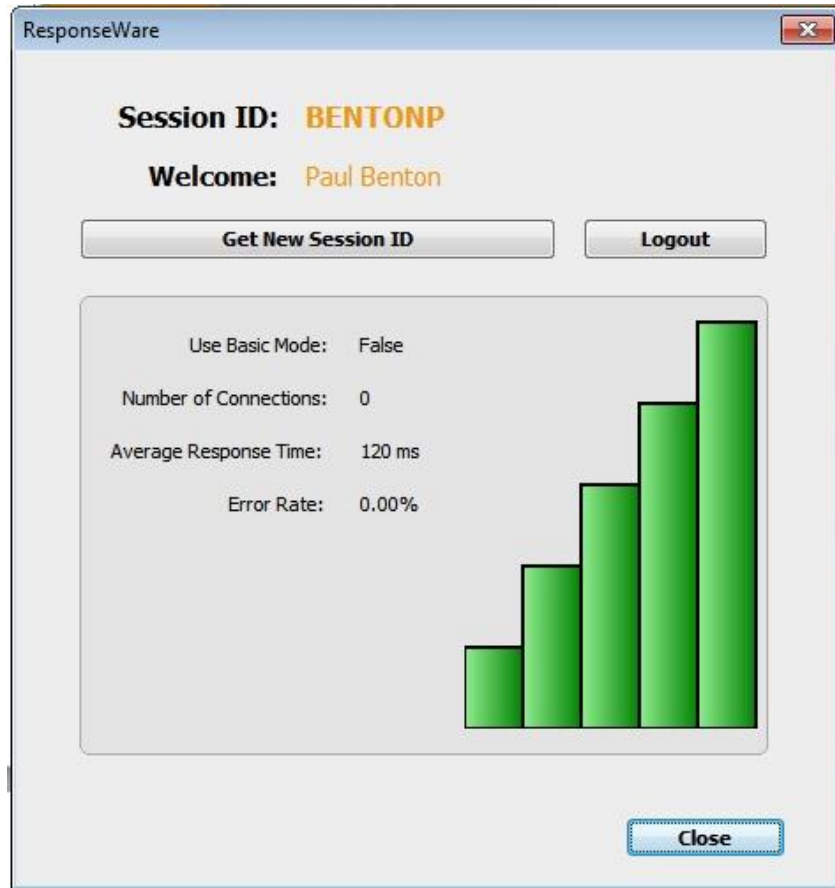
6. A dialog box will appear. Select *Choose File*. Then, browse to G:/All UFCD/Turning Point and select the desired class's .tpl file (e.g. 2016.tpl). Press *Ok*.
7. Return to the *Polling* tab in TurningPoint. Select *Click to Connect* beside the *ResponseWare* Icon (1). Fill in your username and password (2), and select *Require Login* (3). Then, enter

your Session ID in the *Reserved Session ID* (4) field and press *Login*. All of these steps are outlined in the following image:



(**Note:** The first time you use ResponseWare, you will be required to accept TurningPoint's Privacy Statement and Terms of Use Agreement. Simply select the box next to *I have read...* and press *Accept*.)

8. Finally, you will see the following screen appear, indicating that your Session was created and launched successfully. You can select *Close* on this window and the software will be ready to collect responses.



If you have any issues in this process, please contact Instructional Support and we will be glad to assist. We hope that the transition to ResponseWare will be smooth and that this will be well received by students and faculty alike.

Here is our contact information once again:

UF COD Instructional Support

(352) 273-6589

instructional_support@dental.ufl.edu

D8-51

<http://dental.ufl.edu/about/administration/it-help-desk/instructional-support/>