Blended Learning Taskforce Meeting  
March 7, 2014, 11:00 am  
Summary

Present: Dr. M. Bishop, Dr. A. Cantrell (by phone), Dr. G. Hack, Dr. S. Hanson, Dr. M. Marsiske, Dr. J. Pomeranz (by phone), Dr. K. Von Castel Roberts, Ms. Susan White (by phone)  
Absent: Ms. S. Griner (student), Dr. A. Kane, Dr. C. Harle, Dr. M. Perri, Dr. C. Prins, Dr. O. Shechtman

1. **Student Representation Follow up**
   - Dr. Pomeranz confirmed that Stacey Griner would like to stay on as a student member of the taskforce. It was agreed that more than one student may participate on the taskforce.
   - **Action Item:** Dr. Marsiske will reach out to students to find an additional student taskforce member.

2. **Survey Responses Follow up**
   - The group decided that the results of the student survey will not be split up by instructor and disseminated to the taskforce as originally suggested. Due to the nature of the evaluation data, the student responses will be sent directly to the relevant instructors for evaluation.

3. **Classroom Follow up**
   - The taskforce discussed classroom setup in the HPNP building, including the installation of Camtasia Relay, Media Site recorders, and portable microphones in all rooms. The group also discussed the logistics and challenges of moveable furniture in an upgraded classroom.
     - Since the blended learning courses are housed in a shared building, the taskforce discussed the need to collaborate with the other building partners to submit a formal request for upgrades and funds.
     - The group identified blended learning-specific classroom needs, such as moveable furniture, portable microphones for students, multiple monitors, pods, and recording technology and equipment.
     - **Action Item:** Dr. Hack will follow up with Randy Graff’s group to create a formal proposal for support and a timeframe for classroom configuration.
     - **Action Item:** Dr. Hanson will meet with the HPNP Building Committee to discuss the needs of the building as well as upgrading classrooms to assist with blended learning.
4. **Undergraduate Computer Policy Draft**
   UF is revising its computer requirement policy for incoming undergraduates, and Dr. Hanson requested feedback on the recommended revisions for the committee drafting the policy. This draft contained four components of recommended changes to the requirements, and colleges may have stricter or additional requirements for their incoming students.
   - The taskforce unanimously agreed with the first revision requiring capability of wireless utilization of UF Apps.
   - Most taskforce members supported the minimum requirement of a 9” diagonal screen or larger. It was suggested that smaller screens would make group-based work more difficult despite their easier portability. Also, students sometimes request a slower lecture pace to keep up with interactive work on smaller screens which require more scrolling.
   - The taskforce unanimously agreed with the physical keyboard requirement of the policy, although it was noted that certain Bluetooth tablet keyboards may pose problems of interference with multiple tablets if identical keyboards are used in the same classroom.
   - The taskforce unanimously agreed with the requirement of a minimum 8-hour battery life. It was noted that there are not many plugs for charging in the classrooms. This may result in the need to upgrade the HPNP building with charging stations to assist students with recharging their laptops and tablets between classes.

5. **Canvas Update**
   - Dr. Hack is the PHHP representative on the committee finalizing a report on Canvas for the Provost’s Office. This report will be sent to the Provost’s Office within the next few weeks.
   - Dr. Hack noted that an official decision from the University is needed on the course management system before the college can move forward with the switch to Canvas. The University plans on having an 18-month period during which Sakai will continue to be supported after the university-wide switch to Canvas.

6. **Initial Syllabus Template Presentation and Discussion**
   - The taskforce briefly discussed modifications and additions to the PHHP syllabus template that are relevant to blended learning, such as course technology policy and interactive participation.
   - It was agreed that the syllabus can serve as a great tool to develop relationships with students and communicate expectations and goals specific to blended learning. Teaching philosophy and instructional methods may be included in an introduction to the course accompanying the syllabus.
   - A spreadsheet of blended learning objectives and best practices was proposed to assist with accreditation and help link objectives with competencies and student learning outcomes.
• The group also proposed a review of the process which checks for syllabus compliance with the PHHP template, since many syllabi are not reviewed again once they are approved by the PHHP Curriculum Committee.

• Action Item: The taskforce will continue to develop ideas for blended learning additions to the PHHP syllabus template during the next meeting.

• Action Item: Dr. Hack will work on modifying the PHHP syllabus to keep it in sync with the UF syllabus template while adding sections relevant to blended learning.


Attachments: Undergraduate Computer Policy Draft
PHHP Syllabus Template
UF Syllabus Template
Computer Requirement

Campus Requirements/Recommendations

Access to and ongoing use of a computer will be required for all students to complete their degree programs. The university expects each student entering the university and continuing students to acquire computer hardware and software appropriate to the degree program. Competency in the basic use of a computer is a requirement for graduation. Students will be part of digital learning environments, in which they will engage with digital media, submit digital assignments, and communicate with other students and faculty wirelessly, both inside and outside the classroom. In addition, course registration is by computer, academic advising may be completed by computer, and official university correspondence is sent via e-mail.

Students admitted as freshman undergraduates in summer B, 2015 or later should have continuing access to a mobile computer that can be brought to class, if requested by the instructor, that meets the following minimum requirements: 1) capable of wireless utilization of UF Apps (https://apps.ufl.edu); 2) 9" diagonal screen or larger; 3) physical keyboard, 4) minimum 8 hour battery life (may include added time from an external battery). The University does not otherwise require or recommend any specific hardware or operating system. The cost of meeting this requirement will be included in financial aid considerations.

College Requirements

The individual colleges listed below have specific hardware and software requirements that supersede those listed above. Check the following individual college and degree program requirements carefully. You are responsible for meeting the requirements of your chosen college.

Windows laptop, notebook, or portable required:
- Accounting
- Architecture
- Building Construction
- Business Administration
- Engineering
- Pharmacy

Macintosh:
- Fine Arts - vary by department; some require specific Macintosh hardware and software
PHHP Syllabus Template

Course Number and Course Name

Date (Semester, Year)

Course Meeting Time and Place
(e.g., Wednesdays 4:05-7:05 pm, HPNP G101)*

Course Website Location

*This info is needed for approval, even if it is tentative and subject to change; what the graduate school wants to be able to figure out from the syllabus is how many hours a week the class meets, for how many times a week, and for how many weeks.

Instructor Information

At a minimum, list:
Instructor Name
Address
Phone Number
Email Address
Office Hours

Course Overview or Purpose

Insert a short statement describing the course. This should be similar to what is listed in the undergraduate or graduate course catalog. This should include something about “the purpose of this course….”

Course Objectives and/or Goals

Please state these in behavioral terms (e.g. “Upon successful completion of the course, students should be able to….”). Objectives should focus on student outcomes to be achieved.

Course Materials
List full citations for required textbooks and information about course packs, case studies, and other materials. Do not simply say “coursepack at Target Copy” – list all the readings that are in that coursepack.

Course Requirements/Evaluation/Grading

This should detail methods by which students will be graded and how their grade determined.

Typically:

List each course requirement and due dates (papers, exams, case studies, etc.)

List the weight of each requirement (must sum to 100%).

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due date</th>
<th>% of final grad (must sum to 100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case study #1</td>
<td>January 15</td>
<td>10%</td>
</tr>
<tr>
<td>Test #1</td>
<td>January 30</td>
<td>20%</td>
</tr>
<tr>
<td>Case study #2</td>
<td>February 15</td>
<td>10%</td>
</tr>
<tr>
<td>Test #2</td>
<td>February 28</td>
<td>20%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>March 15</td>
<td>20%</td>
</tr>
<tr>
<td>First Exam</td>
<td>April 7</td>
<td>20%</td>
</tr>
</tbody>
</table>

Describe the grading scale used (i.e., how do course points translate into letter grades).

<table>
<thead>
<tr>
<th>Percentage or points earned in class</th>
<th>93%-100%</th>
<th>90%-92%</th>
<th>87%-89%</th>
<th>83%-86%</th>
<th>80%-82%</th>
<th>77%-79%</th>
<th>73%-76%</th>
<th>70%-72%</th>
<th>67%-69%</th>
<th>63%-66%</th>
<th>60%-62%</th>
<th>Below 60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grade equivalent</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
<td>E</td>
</tr>
</tbody>
</table>

Include the table linking letter grades to grade points, along with the link that accompanies it, as below.
For greater detail on the meaning of letter grades and university policies related to them, see the Registrar’s Grade Policy regulations at: http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Please note that number to grade conversion is required to appear, but the exact conversions presented are not required to be followed by instructors. In other words, an individual instructor can award a letter grade based on different numbers than appear in the template. The letter to GPA conversion is, however, fixed.

Please be aware that a C- is not a passing grade in terms of grade points. It corresponds to a 1.67. Therefore, instructors who assign a C- based on a letter grade of 70-72 should understand that this will not correspond to a passing grade point.

Topical Outline
This list must correspond with the number of weeks that the course is being offered. You must list week or dates and topics (not just a list of topics).

Example:
Week 1 Introduction and Manager’s Role
Week 2 Management and Motivation
Week 3 Management and Work Design
Week 4 Professionals Part I
Week 5 Professionals Part II
Week 6 Power and Politics
Week 7 Conflict Management & Negotiation
Week 8 Spring Break
Week 9 Managerial Role Plays
Week 10 Groups & Teams
Week 11 Diversity and Demography
Week 12 Coordination & Communication
Week 13 Organizational Change
Week 14 Management, Leadership and Ethics
Week 15 Final Exam

Online Faculty Course Evaluation Process
Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/

Academic Integrity
Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code, the Graduate Student Handbook and these web sites for more details:

https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/
http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php
http://www.dso.ufl.edu/studenthandbook/studentrights.php
http://gradschool.ufl.edu/students/introduction.html

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

Policy Related to Class Attendance
Policy Related to Make up Exams or Other Work

*Example:*

Attendance and Make-up Work – I expect you to attend and be prepared to participate in all class sessions. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis.

Statement Related to Accommodations for Students with Disabilities

*Example:*

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (http://www.dso.ufl.edu). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

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Counseling and Student Health

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling & Wellness Center, 352-392-1575. Visit their web site for more information: http://www.counseling.ufl.edu.

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women’s health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: www.shcc.ufl.edu

Crisis intervention is always available 24/7 from:

Alachua County Crisis Center:
(352) 264-6789
BUT – Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Suggested Additional Information (not required)

Class Demeanor Expected by the Professor (late to class, cell phones)

Final Note to Instructors:
Course syllabi are expected to be posted on a student accessible website and must be submitted to the departmental office to document compliance with this policy. As of August 8, 2011, syllabi must be posted at least 3 days prior to the first day of classes and must be retained on this site for at least 3 complete semesters (counting summer as a single semester). Questions regarding this policy may be directed to Dr. Angel Kwolek-Folland, Associate Provost for Academic Affairs, at 392-4792.
UF Syllabus Template

**Instructions for Use:** Save this document to your hard drive. Put course-specific information in place of the material within the brackets. You can, of course add other information as desired. **Any item marked with a double asterisk (**) is not required, but is recommended.**

For further information or assistance, visit [http://teach.ufl.edu](http://teach.ufl.edu).

**NOTES TO FACULTY:**

1. **It is not** the purpose of this syllabus format template to impose a particular page layout (e.g., margins, type fonts) or organization plan (e.g., order of various parts of the syllabus). The format and organization in the foregoing example may be used if the instructor so desires; or the instructor may devise format and organization according to personal preference.

2. **It is the purpose of this syllabus format template to indicate, regardless of format or organization plan, that each syllabus should include (a) unambiguous objectives, and that (b) these objectives should be clearly related to college, school, department and/or program goals and objectives. (Terminology may vary by unit)**

3. **It is not** expected that every course will incorporate objectives, content and activities related to each goal and objective at the institution, college, school, department and/or program levels.

4. A syllabus should be viewed, in some limited respects, as a contract with the student. It tells the student, “If you successfully complete this course, through genuine and persistent engagement with course materials, activities and discussions, you will know and be able to do certain things, as described unambiguously in the course objectives.” The syllabus should further say to the student, “Complete this course, and here are the areas in which you will have advanced toward finishing your educational program and achieving the competencies required for graduation.” **As such, the syllabus becomes the base document for certifying student learning and designing appropriate assessments of course quality.** Regular review of course syllabi by the faculty teaching the course, as well as department chairs, program chairs, and deans, is an indispensable means for determining what students are supposed to be learning, and whether graduates will leave the college with the knowledge and skill that will “enhance leadership and competence among business people”, as our mission states.

5. **Assistance with course production and/or creation of ADA compliant course materials is available through the [http://teach.ufl.edu](http://teach.ufl.edu) website. The link to the ADA Course Assistance Request form can be found on the right hand side of all pages on the site.**
**How to write course goals and objectives:**
Goals express what we want our students to *be* or *have*. For example, “our students will be effective communicators.” Objectives describe what we want our students to *do* or *make*. For example, “our students will use effective writing skills to prepare a company memo.” These statements must be specific and measurable and are student-oriented, in contrast to statements describing what the instructor plans to do (i.e., the instructor may plan to cover, present, examine, survey, etc).

Course objectives are written to specifically measure what students will be able to do as a result of this course in isolation. Program objectives state what a student will be able to do as a result of a complete program.

Examples of objective verbs include: calculate, compose, perform, write, compile, explain, describe, articulate, organize, compare, contrast, analyze, solve, assemble, interpret, translate, design, develop, etc.

Suspect verbs: appreciate, grasp, understand, demonstrate (unless how it is to be demonstrated is indicated, or how understanding is to be shown), and others, depending on context. (For example, what behavior signals that the student has “grasped”?)

Your unit may also have specific requirements for accreditation.
[Title of Course]
[Course Number]
[Credit Hours]

** [Interesting quote, motivating information]

[Semester/Year]
** [Class location]
** [Class meeting time(s)]

Instructor:  [Name]
[Office location, email address, phone number]

Office Hours:  [Office hours and/or hours students can contact the instructor. Include physical and virtual contact methods and hours.]

Course TA or Coordinator [if applicable]:  [Name, email address, phone number, office location and office hour, if applicable ]

**Course Website:  [URL here - recommended to use: http://lss.at.ufl.edu ]

** Course Communications:  [How do you want students to ask you questions? Should they post general questions to a discussion board? Should private questions be sent to you through the course management system, or to your personal ufl.edu e-mail address?]

Required Text:  [list all required texts, readings, software, etc. You may wish to indicate where these items can be purchased (vendor website in the case of an e-text)]

**Additional Resources:  [list any additional resources that may not be required]

**Course Description:  [from the course catalog]

**Prerequisite Knowledge and Skills:  [What are the prerequisites for the course and how will you build on them? You may wish to refer students to resources for correcting weaknesses that might interfere with their learning in the course]

Purpose of Course:  [Written in paragraph format, this statement is more conceptual than goals and objectives for the course or program.]

Course Goals and/or Objectives:  By the end of this course, students will:
[List here - see the section above about goals and objectives]
**How This Course Relates to the Student Learning Outcomes in the [insert program name]:** [Student Learning Outcomes available from Academic Assessment Plans curriculum mapping, please contact your college's SACS coordinator for the listing.]

**Teaching Philosophy:** [In your statement of teaching philosophy, you could include descriptions of how you think learning occurs, how you (as teacher) will impact the students’ learning, and how students should participate in the learning process]

**Instructional Methods:** [It is helpful to students to understand how you have structured the course and how classes will be conducted. If the course has multiple formats (like lecture, lab and discussion, group learning projects and/or presentations) these should be explained clearly.]

**Course Policies:**

[This should include policies on attendance, late assignments, make-up work, exams]

**Attendance Policy:** [Your attendance policy should be stated clearly in this section. You may also want to include information about withdrawal from a course.]

**Quiz/Exam Policy:** [Insert any policies related to quizzes/exams. You may also want to include a policy on handling inquiries about examination questions after initial grading.]

**Make-up Policy:** [Cite any policies related to making-up assignments, quizzes, exams, etc.]

**Assignment Policy:** [If assignments are used, indicate expectations and deadlines.]

**Course Technology:** [If technology is required for the course, indicate how it will be used, how students can access it, and what support and resources are available for students.]

**UF Policies:**

University Policy on Accommodating Students with Disabilities: Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

University Policy on Academic Misconduct: Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php.
**Netiquette: Communication Courtesy:** All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. [Describe what is expected and what will occur as a result of improper behavior – http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf](http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf)

**Getting Help:**

For issues with technical difficulties for E-learning in Sakai, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- [https://lss.at.ufl.edu/help.shtml](https://lss.at.ufl.edu/help.shtml)

** Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at [http://www.distance.ufl.edu/getting-help](http://www.distance.ufl.edu/getting-help) for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please visit [http://www.distance.ufl.edu/student-complaints](http://www.distance.ufl.edu/student-complaints) to submit a complaint.

**Grading Policies:**

[Each syllabus will include details about how the student will be evaluated - what factors will be included or not included, how they will be weighted and how they will be translated into grades. Include any rubrics that will be used to evaluate performance.]

Keep in mind, the weighting of amount of points for the different assignments and tasks you give students it will have a major impact on their effort distribution. For example, if you have many homework assignments and/or quizzes, but not any one of them will count significantly toward the final grade, students may invest less time and commitment to doing them. If a certain percentage of the students’ grades are based on class participation, what criteria will be used to make that assessment: quantity or quality? If quality, what determines quality?

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points or percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Grading Scale: [List the specific grading scale for this course. For more information, see: http://www.isis.ufl.edu/minusgrades.html]

Course Schedule

**Final Exam: [Date and time]

** The specific day-to-day or week-to-week schedule is not required, but is encouraged

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>3</td>
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</tbody>
</table>

Disclaimer: [Include a statement that this syllabus is subject to change as the need arises.] This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.