Blended Learning Taskforce Meeting
April 18, 2014, 11:00 am
Summary

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

1. Student Introductions
   Dr. Marsiske introduced the two new student members of the Taskforce, gave brief descriptions of their backgrounds, and discussed how the students will provide valuable input on student needs and blended learning materials for the college.

2. Classroom Follow up
   Dr. Hack provided an update on the classrooms issues previously discussed by the taskforce.
   - Dr. Hack and Randy Graff tested the classrooms on the ground floor to assess the difficulties with computers not mapping to the share drive. It was determined that some of the software is three versions old, and this might explain the issues with browsers, plug-ins, and mapping. He did suggest that faculty can do a remote log in to address the mapping issue.
   - Dr. Hack announced that the bulbs in the projectors have been replaced.
   - There have been continuing conversations with the Colleges of Nursing and Pharmacy regarding the building’s needs. Nursing will agree with changes to the classrooms depending on the other colleges’ needs.
   - Action Item: Dr. Hack will communicate with Tawnya from the College of Business Administration to set up a visit by the Taskforce to their Active Learning Studio. Pharmacy has already scheduled a visit to the studio.

3. Finalize Syllabus Template
   Dr. Hanson provided details on the changes made to the most recent PHHP Syllabus Template draft.
   - Dr. Hanson mentioned two things that will be accomplished with the Syllabus Template draft:
     - A college-wide template for all courses which will capture both blended and resident teaching approaches
     - A template that will be built into Canvas for instructors using the CMS.
• Dr. Hanson and Dr. Hack described how they edited the document to create a template that is conceptually together and organized thematically.

• Sections and items were moved into places that fit together from an overarching point of view. Headers were added in each of the major sections to assist in identification and organization.

• Amanda suggested that information on how to communicate with the instructor and teaching assistant should be prominent with the course communication procedure section since this is important for students.

• Dr. Shechtman suggested that course materials and technology should be moved to the first page if possible. This is often something the students would like to know first when reviewing the course syllabus.

• Drs. Hanson and Hack noted that the syllabus format will be very similar for the print and online versions of the syllabus template, and instructors should anticipate providing a variety of methods of syllabus access.

• Dr. Marsiske suggested syllabus quizzes as a method to verify student understanding of course expectations and resources, and he provided an example of his online syllabus quiz as a successful measuring tool.

• The taskforce agreed that the syllabus template would benefit if structured as a database with a backend repository to populate required and editable content.

• Action Item: Dr. Hack will attend the upcoming PHHP Curriculum Committee meeting to discuss the template and record the feedback from the committee.

4. Initial Discussion on Assessment

• Dr. Hack introduced the desire for assessments that can capture a snapshot of courses before and after the switch to blended learning, as well as the experience of students.

• Action Item: The group will send any assessment tools that they like to the Taskforce for consideration.

5. Additional Action Item Follow ups

• Dr. Hack has invited the group to an instance of Canvas. He has created a product in Canvas so that members can work with examples of a blended learning course template in Canvas.

• Action Item: The group will consider finding a higher level public health undergraduate student working with Dr. Moorhouse who may be interested in joining the taskforce.

6. Next meeting: May 16, 2014. (May 2nd canceled due to Spring Convocation.)

Attachments: PHHP Syllabus Template
Instructor Name: 
Room Number: 
Phone Number: 
Email Address: must be a UF email address
Office Hours:
Teaching Assistants:
Name, office location, phone, and email: must be a UF email address
Preferred Course Communications: Email

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 topics of the class and the value/role of the class within the overall program of study.

Prerequisites optional in UF Template
List any required prerequisite courses, GPA, certifications, major, or approvals.
Relation to Program Outcomes optional in UF Template
Use this space to describe how this course fits the program of study, connect it to accreditation standards when applicable, or relate it to clinical/professional practice.
Course Objectives and/or Goals
Please state these in behavioral terms. Objectives should focus on observable student outcomes to be achieved. Examples: Upon successful completion of the course, students will be able to:
1.0 – Discriminate between…
2.0 – Formulate…
3.0 – Design…
4.0 – Prescribe…
5.0 – Perform…
6.0 – Solve…

Assignments optional in UF Template
This section should include a full description of each course assignment with expectations and due dates. You should include the total points possible for each assignment, refer to any rubric used in the grading process, and instructions for how students will submit the assignment.

Topical Outline/Course Schedule
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).
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

Course Requirements/Evaluation/Grading

This should detail methods by which students will be graded and how their grade is determined. Typically: List each course requirement and due dates (papers, exams, case studies, etc.) List the points associated with 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 point system used (i.e., how do course points translate into letter grades).

<table>
<thead>
<tr>
<th>Points earned</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</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.

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

*Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.
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

Exam Policy optional in UF Template
State your policy regarding exams, including likely exam formats, how they will be
administered and proctored, the connection between course outcomes and the
intended measure of the exam, as well as any unique exam locations or times.

Policy Related to Make up Exams or Other Work
State your policy regarding make up exams and assignments, including how many
points a late submission will cost the student, exceptions to your policy, and
procedures for notifying you when late submissions occur.

Instructional Methods optional in UF Template
This space is for the Blended Learning statement. For courses that are traditional
or fully online, this would be a brief description of how students will be engaged in
learning so that students develop a clear expectation of what will occur during the
course. It also is the space to include an optional teaching philosophy.

Communication Guidelines optional in UF Template
Include a statement outlining the expectations for all email messages, threaded
discussions, chats, and online collaborations. Define what is not appropriate and
how it might hinder the learning community established by the course. You may
also link to the Netiquette Guidelines:
http://teach.ufl.edu/wp-
content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

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

Course Technology optional in UF Template
If this course is using any required technology such as E-Learning or a software
package, describe how it will be used, how students can access it, and where to
get technical support. Instruct students on which technologies will be needed for
face-to-face sessions, such as computers, clickers, or other mobile devices.
For issues with technical difficulties for E-learning please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- 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
Online Faculty Course Evaluation Process *optional in UF Template*

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at [https://evaluations.ufl.edu](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. Evaluations are used to enhance the course and the instructor. They also have a direct influence on faculty tenure and promotion, so your input is valuable. Summary results of these assessments are available to students at [https://evaluations.ufl.edu/results/](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 or the Graduate Student Website for additional details: [https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/](https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) [http://gradschool.ufl.edu/students/introduction.html](http://gradschool.ufl.edu/students/introduction.html)

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

**Policy Related to Class Attendance**

*Please state your attendance policy here, including how you will record attendance, how absences may be excused, exceptions to the policy if any, etc. For information regarding the UF Attendance Policy see the Registrar website for additional details: [http://www.registrar.ufl.edu/catalogarchive/01-02-catalog/academic_regulations/academic_regulations_013_.htm](http://www.registrar.ufl.edu/catalogarchive/01-02-catalog/academic_regulations/academic_regulations_013_.htm)*

**Expectations Regarding Classroom Behavior**

*State what the expectations are for participation and its role in contributing to the learning community. Also state any policies regarding cell phones, laptop usage, discussion etiquette, recording devices, or any other items that need to be addressed in order to facilitate the creation of a functional learning community.*
Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, you must register with the Dean of Students Office [http://www.dso.ufl.edu](http://www.dso.ufl.edu) within the first week of class. 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.

Counseling and Student Health [optional in UF Template]
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](http://www.counseling.ufl.edu).
More assistance may be found through the You Matter We Care website: [http://www.umatter.ufl.edu/](http://www.umatter.ufl.edu/). Additionally, 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. 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: [https://shcc.ufl.edu/](https://shcc.ufl.edu/)

Crisis intervention is always available 24/7 from:
Alachua County Crisis Center:
(352) 264-6789

[http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx](http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx)
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.