Blended Learning Taskforce Meeting
April 4, 2014, 11:00 am

Summary

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

1. PHHP Syllabus Template Presentation and Discussion Follow up
   Dr. Hack revised the template according to Dr. Hanson’s edits, and the taskforce provided further suggestions of additions and reorganization.
   - After further discussion, the group decided that three versions of the template (online, blended, and traditional) is not the best direction to go in.
   - Dr. Marsiske suggested an optional space for instructors to include their department’s graduate handbook grading requirements that may supersede the general university grading requirements.
   - It was also suggested that the template allow for instructors to be specific and upfront about software requirements beyond those listed in the campus-wide UF computer requirement policy.
   - Two types of template formats were discussed:
     a) One option is a Word template that could be populated with fields and drop down options from boiler plates. This could include notes to instructors to clarify sections and requirements.
     b) Another option is a web-based system set up by Shankar where sections can be downloaded from a database. This will make it easier for faculty to personalize the template as well as use the template for accreditation and other needs.
   - Action Item: Dr. Prins will send the counseling and wellness language to Dr. Hack for inclusion.
   - Action Item: The PHHP syllabus template will be brought to the PHHP Curriculum Committee for review, and Dr. Prins will invite Dr. Hack to the committee meeting when they discuss the template.

2. Canvas Update
   - Dr. Hack informed the group that the CMS Advisory Committee chair will be meeting with the Provost next week and there should be an announcement on the chosen CMS very soon.
• Dr. Hack noted that Doug Johnson is working to prepare for the scenario of a large amount of faculty requesting accounts in Canvas once the announcement is made.
• Dr. Hack also noted that Sakai is not directly transferrable to Canvas, so he is available to assist with training. Sakai will also be kept for a year after the switch to Canvas.
• Action Item: Dr. Hack will invite the group to an instance of Canvas. He will create a product in Canvas so that members can work with it to determine the initial needs and vision of a blended learning course template in Canvas.

3. Classroom Follow up
Dr. Hack provided an update on the classrooms issues previously discussed by the taskforce.
• Dr. Hack mentioned that difficulties with a computer not mapping to the share drive depends on which classroom is being used. The ground classrooms are not mapping to the share drive, and only some rooms on the 1st floor are mapping. He did suggest that faculty can do a remote log in.
• Dr. Hack announced that the projector in G-301 has been upgraded.
• Dr. Hack also announced that he is working with Randy Graff to review the security of possible new devices that can push content of up to 32 devices on classroom projectors. This will assist faculty with not being tied to a podium in blended learning classrooms.
• Action Item: Dr. Hack will follow up on updating the downstairs computers, but there is no timeframe for those updates as of now.

4. Student Representation Follow up
• The group reviewed the CVs of two students interested in joining the taskforce as graduate student representatives. Both were approved by the taskforce.
• Action Item: The students will be notified through email of their acceptance to the taskforce, and the email will provide the upcoming meeting dates and a link to the history of the taskforce.
• The taskforce noted that both student representatives are from the health professions and there is no public health student representation.
• 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.

5. Next meeting: April 18, 2014.

Attachments: PHHP Syllabus Template
College of Public Health & Health Professions Syllabus
Course Number: Title (credit hours)
Semester: Year
Delivery Format: On-Campus
Course Website or E-Learning if applicable

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
  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.
<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B-</th>
<th>C+</th>
<th>C-</th>
<th>D+</th>
<th>D-</th>
<th>E</th>
<th>WF</th>
<th>I</th>
<th>NG</th>
<th>S-U</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Points</td>
<td>4.0</td>
<td>3.67</td>
<td>3.33</td>
<td>3.0</td>
<td>2.67</td>
<td>2.33</td>
<td>2.0</td>
<td>1.67</td>
<td>1.33</td>
<td>1.0</td>
<td>0.67</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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](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.

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**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](http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf)

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**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](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.
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: [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**

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.