The Committee on Educational Policy was called to order by Chair Alkon on February 13, 2012 at 4:09 p.m. in room U-506. A quorum was present.

Approval of the Minutes of the January 17, 2012 Meeting
The minutes of the January 17, 2012 minutes were approved unanimously. (Attachment 1)

Chair’s Report
Update on the Academic Senate Education Workgroup
At the last workgroup meeting, Academic Senate Vice Chair Farid Chehab explained that the primary goal of the workgroup is to determine the best way to collaborate on the implementation of online education for the COCI, CEP and grad division (to add Budget committee later). Chair Alkon reiterated the need for faculty development for the transition to online education. The School of Medicine has a robust faculty development program which is open to the other schools. Members of the CEP had these additional comments:

- Less tech-savvy faculty members need to be mentored so that they can be fully engaged in online teaching. V. Singh noted that there are several free, web-based programs that can be offered resources.
- Similarly, new faculty members should be given the tools to run an online course.
- The platform UCSF is using, Moodle, is obsolete. While there are third-party applications that allow manipulation of Moodle, faculty members need to be informed of these resources, and/or the University needs to find a system that can handle the impending needs of online education. (S. Saeed)

Analyst Patel suggested that given the Committee’s commitment to online development, the group should draft a best practices document. At the very least, the Committee can create an initial resource list incorporating the web-based tools discussed today: Udutu (http://udutu.com/), and Code Academy (http://www.codeacademy.com/#!/exercises/0). Comments in response to this charge included:

- The need for an analysis of what the campus is currently using, what is possible, and how UCSF defines online learning.
  - S. Saeed shared the definition of online learning from the US Department of Education’s Evaluation of Evidence-Based Practices in Online Learning (Attachment 2):
    - “For this review, online learning is defined as learning that takes place partially or entirely over the Internet. This definition excludes purely print-based
correspondence education, broadcast television or radio, videoconferencing, videocassettes, and stand-alone educational software programs that do not have a significant Internet-based instructional component."

- The Committee should investigate whether the Academy of Medical Educators has already established best practices for online education.
- Invite Kevin Souza, Assistant Dean in the School of Medicine, to discuss faculty development.
- Invite Mark Dellinges, who will be heading up teaching excellence in technology in the School of Dentistry.

**Communication to Courses of Instruction Regarding Units and Participation**
The Committee unanimously approved the Communication recommending that course forms require a notation of the method of evaluation for any course where students earn units. (Attachment 3)

**Renumbering of Courses to Differentiate Online Courses**
Chair Alkon led a discussion regarding whether the current course listings should be altered such that online courses would be notated differently. Comments included:
- Since there should be no difference in quality between online and in-person courses, the course number on the transcript should not differentiate these courses.
- How is ‘online’ defined compared to hybrid or other courses?
- Include ‘mode of delivery’ on the course form and include the choices as: lecture, seminar, online, hybrid.

In terms of other campuses, the practices have varied:
- UC Irvine has not changed the course number and instead added a ‘Mode of Delivery’ category.
- UC Berkeley denotes an online course with a ‘W’ in front of the course number.
- UC Riverside has no designation, nor will the registrar allow one.
- UC Davis denotes an online course in the course catalogue, as they do lab or lecture.
- University Extension courses are denoted with an ‘X’.

The Committee agreed that the for-profit UC Extension must be kept separate. Online education at the University needs to be held to the same standards as in-person classes. Members also agreed that “Mode of Delivery” would be the most ideal method to differentiate online courses.

**Committee on Courses of Instruction Memorandum of Understanding**
The Committee on Courses of Instruction (COCOI) is drafting a Memorandum of Understanding (MOU) with all four schools requesting that COCOI not be responsible for reviewing courses specific to professional schools. COCOI may not always have the expertise to properly interpret course names and objectives therefore, the Schools are better equipped to address these issues. The MOU will be piloted this year and reviewed annually.

**Course and Meeting Timing Issues – Tina Brock**
T. Brock reported that there is confusion about the time classes and meetings start. Since the implementation of content capture, that the recording of classes start on the hour yet most courses start 10 minutes after the hour. Since most classes begin approximately ten minutes after the hour and many meetings start on the hour, there is chaos the ten minutes between the end of a class and meetings. Classroom scheduling only allows classes to be scheduled on the hour. Comments from members included:
- Advocating for synchronization of clocks in all the classrooms.
- If scheduling practices cannot change, faculty needs to be reminded to conclude class at the appointed time. This can be supplemented by a sign on the podium reminding faculty and students that the classroom needs to be vacated promptly at the end of class.
- CEP recommends that all classes and meetings start at 10 minutes after the hour if they are held in large classrooms to avoid problems with transition between classes or meetings.
**Old Business**
None.

**New Business**
None.

**Adjournment**
There being no further business, Chair Alkon adjourned the meeting at 5:11 p.m.

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