Committee on Educational Policy
Elisabeth Wilson, M.D., M.P.H., Chair

MINUTES
Wednesday, May 20, 2013

PRESENT: Elisabeth Wilson (Chair), Don Curtis (Vice Chair), Tamara Alliston, Abbey Alkon, Susan Hyde, David Irby, John Maa Lynda Mackin, and Nancy Nkansah by phone, Gail Persily (permanent guest)

GUESTS: Joe Castro, Vice Chancellor, Student Academic Affairs
Kari Stewart, Director of Special Projects, Office of Student Academic Affairs

Chair Wilson called the meeting to order on at 3:38 p.m. in room U-506. A quorum was present.

Approval of the Minutes
The Minutes for February 20, 2013 were approved.

Chair’s Report – Beth Wilson

Class Start/Stop Time
Following a request from Joe Castro, Vice Chancellor of Student Academic Affairs, for feedback regarding the draft policy on class start/stop time, a draft letter of concurrence that courses would start 10 minutes past the hour, was submitted.

Online Education – Abbey Alkon
Abbey Alkon, the online education representative and member of the CEP, presented the University’s vision of being the world’s preeminent health sciences innovator. The presentation can be found at the following site: http://ucsfchancellor.ucsf.edu/ucsfsvision-goals-and-strategies.

In addition, Abbey presented the CEP-reviewed documents CEP Recommendations Regarding Faculty Development about Online Leaning, Course Development, and Courses at UCSF (version 1 with tables by Babson Survey Group and version 2 without tables). Also presented were the Matrix of Online Activity developed by the Office of Student Academic Affairs, and a Course Evaluation Survey from the School of Nursing.

• CEP Recommendations Regarding Faculty Development about Online Leaning, Course Development, and Courses at UCSF (v1 and V2):

  1. CEP discussed the following issues regarding education technology and online.
     a. Develop a robust education technology curriculum
     b. Fund Administrative Analyst Support for a Faculty Development Series on online education
     c. Fund development of online modules for faculty.
     d. Create educational technology references on the Library’s website. In response to this discussion, the library has provided numerous resources for faculty about online education and education using technology.
1. Online course terms, (Babson Survey Group). This data was presented by Abbey Alkon in 2012 and recently shared with the Committee on Courses of Instruction (COCOI).

2. Matrix of online activity at UCSF: In December, 2012, Kari Steward, Director of Special Project in the Office of Student Academic Affairs, requested a list from each of the UCSF schools of all online activity. The report indicates that UCSF currently offers 17 courses with online activities ranging from 50-100%.

3. Course evaluation survey: The School of Nursing includes two survey questions on their evaluation surveys for each course that is online or hybrid, as follows: (1) Use of strategies for web-based participation was engaging and purposeful, and (2) Web-based materials and resources were of high quality and complemented course content.

The CEP discussion was broad and some general topics were:
- Online course review process including the definition of an online course, designation of online by the Registrar for the course catalog, etc.
- Ethics – student’s code of conduct in an online environment
- Accountability - ways to reduce the ability to cheat and ensure student’s own work with an online identification system
- Shared tools

Other policy issues about Coursera courses were raised by Joe Castro and discussed by CEP. Coursera courses are presently reviewed by the Coursera Advisory Committee, not the Committee on Courses of Instruction (COCOI), as they are not currently offered for credit in a UCSF degree program. Coursera may be partnering with the American Council of Education (ACE) and requesting that Coursera courses developed by UCSF and other institutions be offered for credit through ACE. CEP discussed the implications of changes in Coursera courses and credit. If/when Coursera course is to be made available for credit for UCSF students in the future, the courses must reviewed by COCOI.

The Coursera Advisory Group at UCSF presently reviews Coursera courses but there may be some issues about these courses that should be reviewed by a broader group or committee. Some issues that arose in the discussion were:
- Should UCSF’s COCOI be reviewing Coursera courses if they are not credit based courses?
- Coursera courses will be branded with UCSF. Who is reviewing them?
- Who is looking at duplicate (UCSF) Coursera courses?
- A faculty working group should be convened to review content and quality.
- Should there be a committee to review competing proposals?

ACTION: Abbey Alkon will draft two statements based on the CEP discussion:
1. All online courses which include courses with over 80% of their content available online should be designated as ‘online’. This designation would be established by COCI and/or the registrar.
2. Coursera non-UCSF credit courses do not have to be approved by UCSF’s Academic Senate. At the time of CEP’s discussion the following Standing Order was not available to us. Courses that are part of a UCSF degree-granting program must be approved by UCSF’s Academic Senate.

The Regents of the University of California Standing Order 105.2.b states, “The Academic Senate shall authorize and supervise **all courses and curricula** offered under the sole or joint jurisdiction of the departments, colleges, schools, graduate divisions, or other University academic agencies approved by the Board, except that the Senate shall have no authority over courses in the Hastings College of the Law, San Francisco Art Institute, in professional schools offering work at the graduate level only, or over non-degree courses in the University Extension. No change in the curriculum of a college or professional school shall be made by the Academic Senate until such change shall have been submitted to the formal consideration of the faculty concerned.”
Footnote (per A. Alkon). This Standing Order 105.2.b. needs to be interpreted by Academic Senate in relation to the issue about review of Coursera’s non-credit nor degree-granting courses.

**University Committee on Educational Policy (UCEP) – Tamara Alliston**
The March UCEP meeting discussed the following issues:
- Funding ($10 million) provided by Governor Jerry Brown for UC online education that will now allow the University to focus on getting systems in place to facilitate online education. (SB547)
- Acknowledged the Academic Senate for its strength in moving online education forward
- University of California Online Education (UCOE) sees itself as a bank of best practices for online courses with four instructional designers as resources.
- Approval of systemwide online courses to improve accessibility and increase enrollment while maintaining excellence in education.
- The Policy on Consolidates Financial Aid Reform for undergraduates is scheduled to be written on March 21, 2013.

**Library Update – Gail Persily**
IPE Instructional Grants – review process is in progress
- Received 20 Letters of Intent. Asked 10 of those to submit full applications. Hope to fund up to four grants ($64,000 is available)
- Coordinating with Academy of Medical Education Innovations Grants to make sure we are synchronized and providing people with opportunities for funding in both places, as appropriate.

Moodle 2 Implementation continuing on schedule
- Started offering bi-weekly training workshops about a month ago
- Sessions are well attended: 17 signed up for March 21 workshop
- Small number of pilot courses planned for Spring quarter and then will begin to roll out courses in earnest this summer
- Exciting new functionality being tested and implemented in pilot courses already
- See [http://blogs.library.ucsf.edu/convergence/](http://blogs.library.ucsf.edu/convergence/) for updates on Moodle 2 and other Learning Tech info

Ed Tech Faculty Development
- Working on educational technology resources website called the Teacher’s Toolkit, expected to launch in April 2013
- Topics covered include: Presentation Tools, Classroom Technologies, Tips for Common Programs, Video

**Analyst Update – Kathleen Dargan**
The Committee on Courses of Instruction convened a subcommittee to review the process for online and interprofessional courses as it pertains to changes to the process of course review. The subcommittee has agreed that online courses will be added to the activities section of the course form. Courses will be considered online if the web content is 80% or greater. Hybrid courses will remain a course as it is throughout the UC system.

**Student Conduct Policy Review Process**
Chair Wilson requested the review of a draft of the grievance policy from Catherine Lucey who feels there may be some recommendations by the April meeting.

**Center for Interprofessional Education (IPE) – Susan Hyde**
The following issues were discussed:
• Establishing definitions of Interprofessional Education (IPE) vs. Multi-Professional Education (MPE)
• Consistency in IPE branding
• Five key competencies were agreed upon during December’s Center for IPE Retreat. Should there be a uniform IPE competency for graduation?
• How much does Curriculum Development Working Group want to direct or suggest the content/consistency of the IPE content for all Schools years 1, 2, 3?
• Campus needs to make resources available to support faculty time for sustained small group leaders.
• The Center for Interprofessional Education’s Executive Committee met this month to draft a charge to the curriculum development committee. Outcome(s) will be reported next month.

**ACTION:** Letter to request approval from the Registrar’s office to change the “I” to now designate IPE courses rather than the current interdepartmental designation.

**New Business**
None

**Old Business**
None

There being no further business, Chair Wilson adjourned the meeting at 4:50 p.m. The next meeting will be held on April 17, 2013 at 3:30 in room U-506.

Senate Staff:
Kathleen Dargan
Senate Analyst
Kate.dargan@ucsf.edu
415-476-1308

ACTION: Abbey Alkon will prepare a policy that all online courses which include courses with over 80% of their content available online should be designated as ‘online’.

ACTION: Abbey Alkon will prepare a policy on Coursera’s non-UCSF credit courses that are not approved by UCSF’s Academic Senate.

ACTION: Letter requesting approval for change from Registrar’s office to change “I” to designate IPE courses rather than the current interdepartmental designation.
CEP Recommendations regarding faculty development about online learning, course development, and courses at UCSF (v. 2)

I. Support the UCSF Committee on Educational Technology Educational Technology Strategic Planning Work Group 2012-2015 Vision priority #1: Faculty development for technology to enhance teaching (as it related to online courses)

   A. Develop a robust educational technology curriculum for all UCSF educators.
   B. Fund Administrative Analyst Support for the Faculty Development Series
   C. Fund development of online modules to target educators who are not able to attend workshops or who need quick refreshers in the use of a technology or skill
   D. Establish development of an educational technology special collection at the UCSF Library

II. Define terms used to describe mode of delivery of courses

   A. Mode of delivery

<table>
<thead>
<tr>
<th>Online Course Terms</th>
<th>% of content delivered online</th>
<th>Definition (Babson Survey Group)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional</td>
<td>0%</td>
<td>Course where no online technology used – content is delivered in writing or orally.</td>
</tr>
<tr>
<td>Web Facilitated</td>
<td>1-29%</td>
<td>Course that uses web-based technology to facilitate what is essentially a face-to-face course. May use a course management system or web pages to post the syllabus and assignments.</td>
</tr>
<tr>
<td>Blended/Hybrid</td>
<td>30-79%</td>
<td>Course that blends online and face-to-face delivery. Substantial portion of the content is delivered online, typically uses online discussions and typically has a reduced number of face-to-face meetings.</td>
</tr>
<tr>
<td>Online</td>
<td>80% or more</td>
<td>A course where most or all of the content is delivered online. Typically have no face-to-face meetings.</td>
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</tbody>
</table>

B. Distance learning and educational technology defined

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition (AAMC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Learning - Asynchronous</td>
<td>Education facilitated through communications media (often electronic), with little or no classroom or other face-to-face contact between learners and teachers, and which “does not occur in real time or involve simultaneous interaction on the part of participants. It is intermittent and generally characterized by a significant time delay or interval between sending and receiving or responding to messages” (Education Resources Information Center, 1983; 2008a)</td>
</tr>
<tr>
<td><strong>Synonymous with/Includes:</strong></td>
<td>Computer-Assisted Learning (CAL); Computer-Assisted Instruction (CAI)</td>
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<tr>
<td>Distance Learning - Synchronous</td>
<td>Education facilitated through communications media (often electronic), with little or no classroom or other face-to-face contact between learners and teachers, “in real time, characterized by concurrent exchanges between participants. Interaction is simultaneous without a meaningful time delay between sending a message and receiving or responding to it. Occurs in electronic (e.g., interactive videoconferencing) and non-electronic environments (e.g., telephone conversations)” (Education Resources Information Center, 1983; 2008c)</td>
</tr>
<tr>
<td><strong>Synonymous with/Includes:</strong></td>
<td>Computer-Assisted Learning (CAL); Computer-Assisted Instruction (CAI)</td>
</tr>
<tr>
<td>Educational Technology</td>
<td>Mobile or desktop technology (hardware or software) used for instruction/learning through audiovisual (A/V), multimedia, web-based, or online modalities (Group on Information Resources, 2011); Sometimes includes dedicated space (see Virtual/Computerized Lab)</td>
</tr>
<tr>
<td><strong>Synonymous with/Includes:</strong></td>
<td>Computer; Desktop Computer; Laptop; iPad; Netbook; Smartphone; E-reader; Web Portals; Collaboration Tools (Wikis, Blogs); Simulation Tools (see also, Mannequin, Searchable Electronic Database, Standardized/Simulated Patient, Task Trainer, Virtual Patient, Virtual/Computerized Lab); Audio/video Casting; e-Portfolios (see also, Portfolio-Based Assessment)</td>
</tr>
</tbody>
</table>

III. Provide faculty development for using technology and develop online teaching

A. Provide a clearinghouse of information and resources on educational technology, including:
   1. Annotated bibliography with articles that describe what the research shows are the best teaching techniques for online learning.
      - What has worked and what has not.
      - Key points, best articles, from the experts.
   2. Information about online education related to:
      a. Cost effectiveness
      b. Fully online versus hybrid courses/programs

B. Information for grants to assist faculty and department chairs to support these types of activities

C. Experiential learning for faculty
   1. Links to examples of online courses that are best of breed
   2. Opportunities to see what it’s like to take an online course

D. Web site with resources - info about workshops, links to resources, etc. – which supports what you suggested

IV. Course Forms
A. Mode of Delivery
   a. Include a new classification for each course form to include ‘mode of delivery’.
   b. The options for mode of delivery should correspond with the definitions above and include: traditional, web-facilitated, hybrid, online.

B. Department
   a. Replace Interdisciplinary with Intraprofessional on the course form. Define the terms interdisciplinary and intraprofessional on course forms.
   b. Delete the option Interdisciplinary.
   c. Registrar can use the “I” for intraprofessional designation.

V. CEP Role
   A. Provide recommendations and best practices for faculty to be successful in developing and providing online courses
   B. Disseminate faculty development information to the Schools we represent
   C. Review outlines, templates, plans for resources and provide feedback
Appendix 2

CEP Recommendations regarding faculty development about online learning, course development, and courses at UCSF (v.2)

2/13/2012

I. Support the UCSF Committee on Educational Technology Educational Technology Strategic Planning Work Group 2012-2015 Vision priority #1: Faculty development for technology to enhance teaching (as it related to online courses)

E. Develop a robust educational technology curriculum for all UCSF educators.

F. Fund Administrative Analyst Support for the Faculty Development Series

G. Fund development of online modules to target educators who are not able to attend workshops or who need quick refreshers in the use of a technology or skill

H. Establish development of an educational technology special collection at the UCSF Library

II. Define online course


B. “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.”

C. There are 2 purposes for online learning that should be distinguished

   1. Learning conducted totally online as a substitute or alternative to face-to-face learning

   2. Online learning components that are combined or blended (sometimes called “hybrid”)

III. Provide faculty development for using technology and develop online teaching

A. Provide a clearinghouse of information and resources on educational technology, including
1. Annotated bibliography with articles that describe what the research shows are the best teaching techniques for online learning.
   - What has worked and what has not.
   - Key points, best articles, from the experts.

2. Information about online education related to:
   a. Cost effectiveness
   b. Fully online versus hybrid courses/ programs

   B. Information for grants to assist faculty and department chairs to support these types of activities

   C. Experiential learning for faculty
      1. Links to examples of online courses that are best of breed
      2. Opportunities to see what it's like to take an online course

   D. Web site with resources - info about workshops, links to resources, etc. – which supports what you suggested

IV. CEP Role
   A. Provide recommendations and best practices for faculty to be successful in developing and providing online courses
   B. Disseminate faculty development information to the Schools we represent
   C. Review outlines, templates, plans for resources and provide feedback
School of Nursing  
Course Name and Number  
Department  
Instructor  

The faculty and administration of the UCSF School of Nursing value your assessment of this course. At the end of the evaluation, you will have the opportunity to provide additional comments, including those regarding the class physical environment, course scheduling, and other topics. Please be thoughtful, professional, and specific.

Evaluation of the course  
Please evaluate the course by indicating the extent to which you agree or disagree with each statement. If you choose "Disagree" or "Strongly Disagree" for any of the items, please elaborate on your answer in the text boxes at the end of the evaluation.

Options for rating:  
Strongly agree  Agree  Disagree  Strongly Disagree  N/A  

1. The course purpose and objectives were clear.  
2. The expectations for students were clear.  
3. The course was well-organized (e.g., the presentation of material, the learning environment, course assignments).  
4. The readings were of high quality and relevant to the course.  
5. Exams and projects reflected course content and objectives.  
6. The assignments (e.g., exams, projects, papers, classroom or other activities) were engaging and purposeful.  
7. The course's Collaborative Learning Environment (i.e., "Moodle") was well-organized and enhanced my learning.  
8. Additional technology (e.g., iClickers, RSS feed, content capture) used in the course enhanced my learning.  
9. The course included materials and/or discussion about ethnic, cultural, and racial diversity.  
10. As a result of taking this course, I improved my understanding of the course content.  
11. Overall, this course was of high quality.  
12. Use of strategies for web-based participation (e.g. discussion forums, videoconferencing) were engaging and purposeful.  
13. Web-based materials and resources (e.g. narrated PowerPoint presentations, embedded video, links) were of high quality and complemented course content.
See Attached Excel Spreadsheet