Education Policy Committee
School of Pharmacy
Marcus Ferrone, Chair

MINUTES
MONDAY, OCTOBER 24, 2016

PRESENT: Marcus Ferrone, Don Kishi, Jaekyu Shin, Patsy Babbit, Michael Grabe, Aeshah Al-Nagdawi

ABSENT: Sharon Youmans

CALL IN ATTENDEE: Rebecca Miller

Action Items:

Action Item: Marcus Ferrone
  • Give Brandon Conley item to work on for PCOL 122.

Action Item: Aeshah Al-Nagdawi
  • Guidance Document Edit
    o Add links with the different committee,
    o Page 2, change “substantial” to “major” and “minor” changes,
  • Change Action Items to top of minutes
  • Add email links to academic senate website
  • Put together a list of all courses on Smartsheet listed per quarter, the subdivided by quarter.

1. Chair’s Report

Pre-requisite Recommendation
  • Email sent out to endorse pre-requisite recommendations from the executive committee.

Students Writing Skills
  • Some students need help with their writing skills.
  • Committee can look into workshops that are offered at UCSF.
  • Writing workshops are offered through graduate programs

Student Representative
  Students identified their representative. Student Rep should be able to attend next meeting.
2. Curriculum Development

Pharmacology 122-

- Merger class is still in the process of getting approved. Course objectives need to be written.
- Spend more time developing content of blocks. Meet accreditation standards, to move forward.
- Brandon Conley will continue his TA effort with Zev’s class. Brandon is working on making the class clear so that it continues from PCOL 121 and doesn't have repetitive content.
- Session course objectives will be created.
- Factors that impacted student dissatisfaction with the course:
  - Flip classroom
  - content and content overlap
  - lack of continuity.

3. Programmatic Evaluation

4. Continuous Quality Improvement

Class Check in: BPS 122

- 3 quarters of students were present in class.
- Materials were properly placed on Ilios
- Room technology was not properly working

Biostats course in tact now, tackle Microbiology next, and Therapeutics series needs to be looked at.

Therapeutics Series

- First therapeutics class is taught by Betty Dong, followed by the second series taught by Jaekyu Shin.
- There’s a group of students that struggle with passing the Therapeutics courses.
  - Passing grade is 65 percent, which is a D.
- What do you do with students that do not pass?:
  - Remediation, is it an option and when do they do so?
- Queries from Betty Dong:
  - Passing rate of 65 % is too low, and would like to raise it for her class.
  - Is remediation necessary? If a student doesn't pass, he/she should not move forward to Jaekyu Shin’s course.
- The grading factors for each course are different. Exams are written differently, with different styles.
- Suggestion: This will be integrated into the block curriculum. Separate the courses.
- Questions: Is it really a series, or are they 4 independent courses.
  - Jaekyu: Course Directors discussed and think that some part of the course is tied, but they are mostly stand alone courses.
  - Don: It’s a series of courses, but now the content has become a hodge-podge of content. It’s no longer a continuous series.
Committee Decision: Not in favor of raising it because we are not addressing the real issue.

Remediation: instead of being able to graduate in 4 years, they will graduate in 5 years.
  a. The school needs to offer some type of remediation.
  b. Needs to be clear in the syllabus: If it isn’t clear on the syllabus then the students have something to go back to say that it wasn’t explicitly stated.
  c. If these courses don’t build on each other then, why is the remediation process connected with each other.

Difference between the different schools:
  a. Dentistry will remove student from the program for failing, no remediation.

Decision: First therapeutics course should be structured and be fundamental so they can build upon that for the series.
  a. Students should be able to demonstrate their progress.

New curriculum policy: there will be no time for remediation because of the block series—how to address?

Question: How much effort should be given to the series since it’s going away for the new curriculum.

Summary: Keep it at 65 %. If written material is less that 60 % then that’s a hard fail and you have to repeat the course (5 year program)
  a. “We as EPC strongly recommends that you maintain the pass rate at 65, implement hard fail from 60-65 then they can remediate. Students can choose to remediate it over the summer.”
  b. The courses should be treated equally. There are several inconsistencies amongst the courses.

Another point to consider: IPPE, students are working with patients sooner.

EPC would like to fix therapeutics as a whole instead of working with it separately.

Effort might be to clean up the catalog to remove confusion and systematically have it in place.

Bigger discussion of remediation with other courses will come into question. Leave of absence, or come back but lighten your courses. The option is left with the students.

Guidance Document:

Currently placed in Box: Curricular Stewardship Document

Committees that may have interaction with EPC:
  a. CEP- Committee of Educational Policy- Academic Senate
  b. PIPE- Identify if courses are inter-professional
  c. CET- Under IT governance for education technology systems. Address needs to student through learning systems

Next meeting Items

Valerie Clinard will be here to present experiential systems to the committee.

Site visits will also start, just as class visits have started. Laguna Honda will be the first site visit.
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