



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
 - Add links with the different committee,
 - 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.
 - The school needs to offer some type of remediation.
 - 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.
 - If these courses don't build on each other then, why is the remediation process connected with each other.
- Difference between the different schools:
 - 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.
 - 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 than 60 % then that's a hard fail and you have to repeat the course (5 year program)
 - "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."
 - 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:
 - CEP- Committee of Educational Policy- Academic Senate
 - PIPE- Identify if courses are inter-professional
 - 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.

Committee Staff:

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