MPC Meeting Minutes, November 26, 2018

Attended: Theda Rose (Research); Caroline Burry (International; Children and Families); Sarah Dababnah (Foundation; Health); Ed Pecukonis (Clinical); Clark Shah-Nelson (IDEA Team ex officio); Adam Schneider (Macro/DAO); Gail Betz (Library); Amanda Lehning (Macro/Policy); Gail; Megan Meyer (ex officio); Joan Pittman (ex officio); Laura Loessner (Field); Michael Reisch (CASP)

Update on request for committee curricular reviews: these are in process.

The Clinical Committee reviewed all classes and identified a number of subject-matter gaps. Some of these merged with initial foundation committee review that found many students unprepared for human development (for which we used to have a pre-requisite). If HB was taught from a development perspective – rather than the systems perspective as it is now) this might help however the purpose of the MPC review is to balance curricular demands. For example, a shift to a development perspective would be mean that this course might cease to prepare macro foundation students.

Families and Children: Found a focus on families but not on children; although this varies depending on who teaches it.

Research Sequence: Satisfied with 5 current offerings with room for some potential tweaks. They would like to possibly add more options. There are currently 2 789 classes offered each year, which expand these. They would be interested in input from specializations. They are also reviewing formats.

Macro and Policy Committees: Still discussing and will continue to meet.

Exemptions

More students are requesting to take the exemption after they’ve started the course. Megan has been giving these and the pass rate is low. We have about 100 BSW students who are not advanced standing. Right now the exemption exam is our requirement and is compliant with CSWE about not having them take repeat content but there are still complaints about this. One option is to allow students with a particular grade (B+ or higher), or that they have completed coursework within 5 years. We alert students in many different ways to the possibility of taking the exemption exam. Another suggested addition to this would be to make it a requirement of their registration or enrollment to check a box or click a button that indicates that they either want to do or don’t want to take an exemption exam.

These exams have to be graded; this is faculty time. There does not seem to be much support for automatic exemptions among the committee.

Maybe the foundation committee can review the assessments?

Request to Approve SWOA/SOWK 710 as meeting the diversity requirement

Handout detailing where/how diversity content was covered and assessed. Approved contingent submitting a syllabus with this information highlighted together with the list.

It would be helpful to have this option as well, especially since the anti-racism course had to be cancelled due to low enrollment.

Additional Updates

1. Video library: Clark is moving this forward by meeting with all the course coordinators. There is little to no use of the cabinet yet. Students will have access to these online videos once they’re up and running. They currently just “live” on the website. The link is hard to navigate and there’s not much help in identifying what is appropriate or new or helpful, including which may be of appropriate lengths for specific needs.
2. There has been high demand for online classes this semester

Updates on DAO Pilot

The third intensive was held. Katie and Duane have been doing a good job diversifying content Duane’s personal disclosure can be effective in generating self-reflection. It is challenging to cover all the material AND have productive conversation. The last session included a PGS video on origins of discrimination in Native American populations. It was helpful for some students but not everyone; levels of knowledge are different. It was also shown in its entirety. There was a discussion with a social worker running for office, and a discussion with folks from the Job Opportunities Task Force on low wage work.

For the field seminar, the current 2 liaisons have been great and Laura will continue to develop training and facilitators guide. She has talked with them to get feedback/assistance with this.

The seminar groups want to keep going through the end of field.

Some lessons learned:

* Presenter personality and style is important.
* Need to make choices about what content to include as we will not be able to cover everything that we think is important.
* Size of the groups is crucial for discussion; approximately 10 seems like a good size
* Making connections between field liaisons and class is helpful
* Should be sufficient frequency

We discussed a number of different format options including some partial/half days, monthly meetings, and/or 1 or 2 intensive days. For some activities classroom-length seems to short; for some activities a full day feels too long

Classroom model dovetailing or parallel with the field seminar is a possibility, perhaps combined with Online History of Oppression Course as a pre-requisite.

Concerns raised regarding how to scale in a sustainable way, including training needs

Would be hard to put everything we need into HBSE without losing too much content there; committee coalesced on the need for a stand-alone course. Would this mean reducing electives? If we think this is a crucial course, then having it be required would be in line with that declaration.

Additions for Spring MPC Agenda

1. Continue overall curriculum stocking taking
2. Dean’s teaching award evaluations: We are getting rid of TK20 anyway so there’s an opportunity here for change. This is also being talked about in the academic rigor subcommittee. p