

CLAS Council
3 March 2021
Zoom, 2:00 p.m.

Present: Ayala, M., Aragon, R., Cradock, K., Pasko, B., Starr, C., Swift, S., Yan, J., Bond, G. Stokes, R. and C. Erwin

Guests: Caffrey, T., Hardin, M. and Kuhlmann, K.

TOPICS COURSE PROPOSAL

Course Number and Title:

SOWK 493 Culturally Competent Practice with Military Members and Families

Date: 25 February

Cr. Hrs. 3

First semester to be offered: Fall _____ Spring _____ Summer X

NOTE: After approval is secured for a topics course, it may be offered in future semesters without additional approval.

Please provide the following information. Use additional sheets if necessary.

1. Statement of course text (s), other reading resources, other instructional resources, and the variety of instructional technique to be used
Daley, J. G., & Munson, C. (1999). *Social work practice in the military*. Psychology Press.

Websites:

NASW. (2017). *Code of ethics*. Washington, DC: NASW Press
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

The New Social Worker – Website – Selected readings in Blackboard, TBA.
<http://www.socialworker.com/home/index.php> Visit Site & Register during week one.

The Social Work Podcast <https://socialworkpodcast.blogspot.com>
PsychArmor Institute - <https://psycharmor.org/>

2. Statement of course objectives and students to whom the course is to be directed.

COURSE OBJECTIVES:

The primary objective of this course is to understand the military culture within which military families function, the stressors such as deployment they navigate and the diversity of military family structures and how a range of diversity filters can impact the military family and military culture. This course is directed to any students with plans to work with the military population either active duty, military families or veterans. It will

provide students with an introduction to military structure including organization, deployment, and work and home life. It will review types of care sought by and provided to this population both within and without the military organization. Relevant social policy and environmental context will be critically examined.

At the conclusion of this course, students will develop knowledge about cultural sensitivity to military populations.

Students will be able to identify and define military culture for the purpose of service delivery.

Students will be aware of service delivery approaches specific to the military family population

Students will be comfortable utilizing advocacy frameworks and theories specific to military culture.

1. Statement of topics and general sequence of topics to be covered in the course.
See attached syllabus

2. Statement of types and amount of work expected of the students and methods of evaluation to be used.

See attached syllabus

3. Statement justifying this course according to its role in the discipline and university curricular structure.

Cradock motioned to approve contingent upon finding a newer textbook.
Bond seconded the motion
All approved

1. Grad Catalog proposals (John suggested 2nd 8-week options for late applicants) and topics course proposal

The Nursing Program proposed changes to the 2022-2024 Graduate Catalog

Summary, nature, and justification for each change

The following are editing changes only.

1. **Change: Philosophy**

Nature: Editorial (Three minor editing areas in wording for clarity.)

2. **Change: Program Outcomes/Competencies**

Nature: Editorial (Placed a stem statement to the program outcome list and changed spelling of the term “evidence-based”.)

3. **Change: Admissions**

Nature: Editorial (Only a BSN is acceptable for admission; there is no equivalent degree for admission.

One area edited for clarity.)

4. **Change: Requirements for the Master of Science in Nursing**

Nature: Substantive

Justification: A portfolio of graduate work is not required and has not been for at least four years. The content related to a portfolio is no longer applicable.

5. **Change: Non-Retention in the Program**

Nature: Editorial (One minor editing to wording made for clarity.)

6. **Limitations of Graduate Coursework**

Nature: Editorial (One minor editing to wording made for clarity.)

7. **Change: NURS 312 Course Prerequisite/Concurrent Requirements**

Nature: Substantive

Justification: We have determined that although certain courses are helpful for students to take before

or concurrently with NURS 512, the content in the course is sufficient to provide guidance to students

on the course topic of Teaching Strategies for Nurse Educators. Therefore, the deleted

prerequisites/concurrent course requirements are removed. (See rotation schedule).

Identification of other units that were consulted

Confirmed that EDF courses (EDF 503 and EDF 538) were open to MSN students and course rotation will remain unchanged; these are required courses for our MSN curriculum.

Impact of proposed catalog revisions

There are sections of the Nursing catalog entry that have been edited for clarity. Deletion of the portfolio and prerequisites/concurrent courses for NURS 512 are substantive changes; however, these have been de facto changed prior to deleting this content for the 2022-24 Graduate catalog.

Implementation date

Fall 2022

Erwin moved to approve
Yan seconded the motion
All approved

2. Core Staff – There will be an all-campus meeting this afternoon at 3. Dr. Caldwell was at Deans' Council and spoke about: 2+2 partnership on this side of the state; faculty and staff return to campus in fall; thinking ahead (see notes below from Dr. Caldwell*)
3. ER&R – please submit any requests. They should include: item requested; justification/rationale (best if tied to teaching and students); accurate cost estimate; and priority level. If we can get these by early next week, I need to prioritize at college level and get to Jamie by spring break.
4. Building Access protocols – please remember to get new ID cards, submit Excel spreadsheet, fill out key request for anyone who hasn't previously been approved for exterior door access (and specific request for selected person to retain physical key); return keys/fobs and get ID cards activated before your building's rollout. Physical Plant is requesting key request for keys if they do not have documentation on file to help clean up keys and accesses on campus.
5. Spring recruitment event March 27th – I am the only one who has to be here. They will begin campus tours again starting March 15th, and will give us a heads up if they need anything. Enrollment Services will be contacting departments with leads to follow up on.
6. Viability study reports will go to VPAA by the end of the week.
7. From SBL: if any of your programs are talking to other institutions about 2+2 articulations, please keep her office in the loop; summer and fall schedules are submitted and any amends should go through the normal amend process and be completed by 3/15 in time for the schedule to go public. The Athlete's Progress Reports are out and need to be completed; catalog is almost complete, just waiting on some refinements from program review.
8. Recruitment funds: people have been notified about approval for proposed expenditures. Please make sure to spend approved funds from fall and spring. Go ahead and spend and keep track of responses, impact, and other data. Let us know if you need funding for upcoming initiatives
9. Remember, as of summer we will be all Canvas, no Bb. Please go ahead and save any content from Bb now. **Please encourage your folks to engage with the Canvas training workshops, the earlier the better.** Now that P-1s are through, the FEC shells will be migrated to Canvas on 3/15, after their response deadline has passed.
10. Recruitment efforts are an **investment** in the one funding source we can impact – tuition dollars. As the state reduces our budget, tuition dollars make up a bigger part of our funding and effective recruitment is the only way to improve that income without significantly raising tuition costs to students. We may shift focus to a message emphasizing starting or completing with us online,

cost-effectiveness of our tuition rates for distance students, option to stay home in fall and keep moving forward with education (if they can't get a visa or if they are an in-state students whose parents are worried about sending them to a crowded campus).

11. For **Retention**, it is especially important to reach out to current students – but most especially new majors -- and engage them in the major and discipline-related student orgs through virtual strategies. Be creative! You could have faculty lecture series or reading, virtual games and events.
12. Early Alerts – please remind faculty to continue submitting early alert forms on any students who are not showing up in courses or who are otherwise having problems. Also, send any concerns to the Academic Affairs email address so they can reach out to students, especially if they are having online access problems.
13. Resource faculty evals: remember that we need to do them after their first semester teaching for us, and then yearly after that. **For all faculty and staff evals, the policy book says you cannot discuss them with the employee without first discussing with second-level supervisor (prior to this it said Area Executive Administrator)**
14. Please emphasize the importance of checking and responding to emails in a timely manner, acting on student concerns promptly, and keeping folks in the loop up and down the chain (transparent communication for non-confidential matters). Due process is dependent on timely action. All communications to VP should go through chair and dean (director, if appropriate). Concerns should be resolved at the lowest level possible before going up the line. If you have policy questions, ask.
15. **Please provide search updates: for positions left unfilled or announced retirements.** Make sure that you are moving forward as quickly as feasible on searches. Ask faculty considering retirement to notify you ASAP so that the department can prioritize justification/approval process.
16. Please communicate to your faculty that if they represent CLAS on any committee, they need to report back to CLAS — preferably through their department chair to CLAS Council.
17. **Exit interviews and graduate tracking** – look ahead to coming year. **This may be key in the flagging study, too.** Also, for program review and assessment, template for tracking faculty accomplishments by program/department.
18. As may arise

*Dr. Caldwell's notes:

I have three items I'd like to share with Deans' Council.

- 2+2 Pilot Program
SB 77 carried by Sen. Kernan authorizes a collaboration on the eastside of the state to work on 2+2 agreements to enhance student transfer success and degree completion. Partners are NMMI, CCC, NMSU-Carlsbad, NMJC, ENMU-Roswell and Ruidoso, and ENMU. I ask the help of the deans to make this a success.
- Faculty and Staff returning
This is apt to be a challenging transition for some faculty and staff, and we need to think about how to facilitate and manage this process. If we do not rebuild the University community, we cannot hope to rebuild the student community. Dr. Long is working with Student Government and his people to find ways to help students reconnect—welcoming events and celebrations. We need to do something like that for faculty and staff.

- What's next

A shrinking number of NM students are coming to college (fact) for multiple reasons (demographics, job market, or the lure of other states, other). The state questions higher education's commitment to students without demanding more and more resources. STEM interest is high, but interest in the workforce and career-based programs is even higher. We don't have the resources, marketing, or impact of a Southern New Hampshire University. If we can or want to maintain an in-person campus identity with the staffing and facilities that the campus will require we'll have to do two things.

- We'll have to re-invent that undergrad in-person experience. The personal touch will have to be enhanced, expanded—basically, re-invented.
- We'll need "recruit-worthy", in-person opportunities for on-campus students, like weekend workshops, field trips, internships, hands-on, honors and research opportunities, experiences that set us apart. We will have to track and document student success, including their passage into the workforce.

For online programs, we will have to document quality, not just assert it, and again track student success and students into the workforce.