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February 14, 2014 - ALEC Undergraduate Curriculum Committee Meeting Minutes

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ALEC Undergraduate Curriculum Committee
Minutes
February 14, 2014

Present: Mark Balschweid, Lloyd Bell, Lindsay Hastings, Dann Husmann, Gina Matkin, Annie Specht and Roger Terry, Chair.

Minutes

Motion: Matkin moved to approve the January 24, 2014 minutes. Hastings seconded. Approved.

New Business

MyPlan usage – Husmann discussed the features of MyPlan, as well as the importance of recording advising notes for students' records.

- *Advising & MyPlan* is a good way to monitor Advising
 - Good resource for students so they can see what they have discussed with their advisor
 - Advisors may direct students to MyPlan to get information about their advising meetings
 - The electronic format of MyPlan enables records to be better maintained and transferrable, versus paper files that are often lost as a student transitions from one college to another.
 - Frequently notes are not taken in *MyPlan* and then there are no records present for that student – make sure you are utilizing the tool.
- *Attendance & MyPlan*
 - Effective for recitation and lab sections because attendance can be monitored more closely than in larger, lecture style classes
 - Instructors can record attendance in *MyPlan* by entering students absences or excused absences
 - A flag is automatically raised if an unexcused absence is recorded.
- TAs have access to MyPlan if they are listed as instructors
- *Flags & MyPlan* has the ability to set up notifications and item notifications when another instructor or advisor raises a flag on a student. An email message will be sent to instructors' and advisors' inbox after the flag is raised.
 - The email notifications system must be set by the individual instructor or advisors
 - Go to the profile page and check, "Tracking Item Notifications"
 - You will be notified if another instructor or advisor "raises a flag"
 - Not very many know about this notifications system because it must be set up
 - Advisors can view flags at advisor meetings
 - Flags do not always indicate academic probation or point towards academic recovery plans
 - Instructors are the only ones who can raise flags – Ph.D. students must be listed as instructors to be able to raise flags
 - Flags can be placed on either poor performance or attendance
 - Flags can help track students who are failing the class
 - Flags alert the student if they need to take action (such as withdrawal from a class, etc.)
 - Flags alert other advisors of that individual student, which enables them to contact the student

- Advisors can view all flags that were raised and monitor them
- The flags send email notifications to the Student Success Team, academic recovery, and the advisor
- Academic Recovery Coaches for students who are on academic probation
 - Advisors must lift the hold on a student's account once the student has completed the academic recovery plan
 - Academic Recovery Coaches and advisors must monitor progress on students' academic recovery plan and how the student has met deadlines

A survey will be administered later in the spring semester on the use of *MyPlan* and its tools. Please give honest feedback and note any confusions that arise as the system is utilized.

Susan Burton-potential lecturer – Matkin requested to approve Susan Burton to be put on the list of potential leadership instructors for undergraduate and graduate courses.

- Strengths: Creativity and listening
- Challenges: Organization – has experience teaching in the past and can become organized
- Very passionate about global issues and has an understanding of different cultures - highly recommend that she teaches the ALEC 466 course
- Has taken all leadership classes at the graduate level, would really like to instruct some of those courses
- Has taken both ALEC 888 (Power and Influence) and 877 (Leadership and Motivation)
- Assistantship with International Studies
- PING Fellowship - \$20,000 award and all-expense paid trip to China to present work
- Geography lab teaching experience

Motion: Matkin moved to approve Susan Burton to teach undergraduate and graduate leadership classes on an as needed basis. Seconded by Hastings. Approved.

Introductory Courses ALEC 134, 135, 136 and AGRI 130 – 8 credit total - Terry outlined the possible changes to ALEC 134, 135 & 136 courses.

- Freshman and sophomore focused
- ALEC 135 and 136 not used in the leadership program
- Recitation model
 - When Ellis had this, there were four recitations throughout the semester
 - Currently there are only two and one of the topics is spring registration, the other is specific about career information related to individual majors
- ALEC 135 – Field Experience is essential for teaching majors to get experience
 - How ALEC 135 parallel with ALEC 134 for teaching students?
 - Weekly meetings are beneficial for students to gain the perspective of other career pathways
 - This course gives an oversight to the profession of teaching in Nebraska
 - Coordinates students' placement in schools for the practicum (Husmann, Kreifels and Bell)
 - ALEC 136 – Field Experience and life skills course provides career identity for students
 - Could change course to a lab rather than a recitation so credit can be assigned to the course

- Some students have issues with professionalism
 - Knowing how to send properly written emails and writing issues
 - Scaled down field experience with introductory materials to help them succeed in writing courses down the line
- ALEC 134, ALEC 136 – 5 hours devoted to introductory coursework
 - Could ALEC 136 serve as the intro course and not require ALEC 134 for those students?
- If you add AGRI 103 it adds up to eight credits, seems like a lot of introductory credits, especially as the credits needed for graduation were reduced
- The new ag literacy course, ALEC 125, sounds similar to AGRI 103 because they are both centered around examining current issues
- Two courses ALEC was asked to produce were not intended to be for a CASNR audience – they were intended to be ACE classes, intended to an audience that is non-CASNR students.
- Hastings reported that in the last 3-5 years, the evaluations have been deplorable – students hate it – there needs to be a new model and new approach to AGRI 103.
- Hastings and Field are in their second semester of pilot testing the model where they identify questions that matter to their generation. They assemble teams around common passions and students align with a question they feel passionate about and then use strengths based approach to help them identify own talents and leverage the talents of a team to tackle this question. Then they connect them with experts in the field of their question and they research and propose their revised question and solution to a panel audience – designed to help them ask critical questions, assemble teams, leverage talents of those teams to answer it.
 - First semester, the students were selected within leadership and entrepreneurship learning community, but this semester is a random group of students – they have a special section of AGRI 103, but it is a random level – the ability level is also random.
 - Questioning the design strategy the college is following with some of this coursework – there is really no plan, but they are just responding to some hotspot problems.
 - If every department has their own freshman seminar, why have a college level freshman seminar?
 - Unwilling to let go of AGRI 103 - If you get rid of this, it will be very hard to get it back again. Because it's a curricular change your asking faculty to vote on – and how will you get faculty to agree to add credits into all majors across the entire college – too much to overcome.
 - Data that has been collected over the past 3-5 years were surveys from AGRI 103.
 - Ask students what would be a productive introductory experience for them and provide some options to choose from.
 - You don't commonly frontload the experience with your best teachers or coaches – so the best basketball coach doesn't coach the freshmen. If they are really serious about AGRI 103 being productive you need charismatic personalities and have depth in content that the students are asking for and provide authentic instruction.

Next business:

- Discuss the future and possible modification of ALEC courses 136 and 134.
- Share information about MyPlan during the next faculty meeting

Meeting adjourned.