# ASCRC Annual Report, 2020-2021

## **ASCRC Membership**

|  |  |
| --- | --- |
| Georgia Cobbs, Teaching & Learning (2021)- ChairMarc Hendrix, Geosciences (2021) Soazig Le Bihan, Philosophy (2021)Hiltrudis Arens, World, Languages & Cultures (2021)Nikolaus Vonessen, Mathematical Science (2021)Mike Monsos, Theatre & Dance (2022)Ashley Meaux, Speech, Language & Hearing Science (2023)Paul Crockford, MC Health Science (2023)Melissa Holmes, Computer Science (2023)Robin Saha, Environmental Studies (2023)Doug Dalenberg, Economics (2023)Scott Arcenas, History (2023) | Student MembersBrian Fulton (fall)Johnathan Kalen Ex-Officio MembersNathan Lindsay, Vice ProvostTroy Morgan, Associate RegistrarBrian French, Executive Director, Office for Student Success |

**Curriculum Subcommittee Members**

|  |  |
| --- | --- |
| Biomedical ScienceAshley Meaux, Speech, Language, and Hearing Science (Chair)Steve Lodmell, DBSPaul Crockford, Health Professions | Education and Fine ArtsMike Monsos, Theatre (Chair) Georgia Cobbs, T & L Pamyla Stiehl, Theatre |
| Business & JournalismJohn Freer, Industrial Technology (Chair) Jeremy Lurgio, JournalismAimee Elliott, MC BusinessDavid Firth, Management & Marketing | Humanities & Cultural StudiesSoazig LeBihan, Philosophy (Chair)Hiltrudis Arens, WLC Scott Arcenas, History |
| Science & MathMarc Hendrix, Geoscience (Chair)Nikolaus Vonessen, Mathematical Sci  Melissa Holmes, Computer Sci | Social & Behavioral ScienceDoug Dalenberg, Economics (Chair)Robin Saha, Environmental StudiesChris Muste, Political Science Mizuki Miyashita, AnthropologyJoel Iverson, Communication Studies |

**Committee Responsibilities**

* Study of the undergraduate academic standards and curriculum of the University
* Communicate academic standards and curriculum policies to students, faculty, and the Administration;
* Review and recommend action to the Senate for all proposed alterations to the undergraduate academic curriculum;
* Make recommendations to the Senate regarding undergraduate academic standards and curriculum policies and communicate those standards and policies to students, faculty, and the Administration;
* Review and make appropriate changes to the University catalog.

 Note: ASCRC meetings were held on Zoom for the academic year to mitigate the spread of COVID-19.

## **Annual Curriculum Review**

* ASCRC approved 150 curriculum forms. Among the total were 57 new courses, 4 course deletions, 55 program modifications, 23 level I proposals, and 8 level II proposals, and 3 program move forms. There were 27 new general education, 3 Intermediate writing, 2 advanced writing, and 1 new service learning courses approved. ASCRC accepted forms in the spring given the ongoing academic planning efforts and the timeline change to the BOR review process. Eighty of these forms were reviewed in the spring. However, the spring curriculum review caused some unrealistic expectations for new courses approved in the spring to be offered in the fall. This does not give adequate time for CCN processing or for the Registrar’s Office to set up the course in Banner in time for student registration. The spring deadline curriculum deadline will be more specific next year and included in ASCRC policy clarification communication to department chairs.

Subcommittees also conducted the rolling review of general education (L, N and mathematic courses as well as follow-up from last year’s rolling review of X, Y and H courses. Many courses receive provisional approval until the assessment report is received. Often faculty have not collected evidence of students learning, so must follow-up with this information after the course is next taught.

General Education forms and level I and II forms were reviewed in Coursedog, the new curriculum development software. Camie provided a Coursedog demonstration on September 29th. A few implementation issues were quickly fixed by Coursedog.

**Academic Program Form -Level I**

|  |  |  |
| --- | --- | --- |
| Department | Title | Type of Request |
| Chemistry | Brewing Science  | New Certificate |
| Environmental Studies | Environmental Justice certificate | New Certificate |
| Environmental Studies | Environmental and Nature Writing certificate | New Certificate |
| History | Public History certificate | New Certificate |
| MC Applied Computing & Engineering Technology | Engineering Technology CAS  | Retitle from Computer Aided Design |
| MC Business Technology | AA and AS degree online delivery | Online delivery |
| MC Business Technology | AS degree | Business area of study  |
| MC Health Professions | AS Area of Study in Public Health  | New program |
| Ecosystem & Conservation | Ecosystem Science and Restoration BS moratorium | term/moratorium |
| Society & Conservation | Resource Conservation BS  | term/moratorium |
| Computer Science | Computer Applications Minor | term/moratorium |
| Computer Science | Computer Science Teaching Minor | term/moratorium |

####  Academic Program Form-level I Spring approvals

|  |  |  |
| --- | --- | --- |
| Department | Title | Type of Request |
| Communication Studies: | BA  | Online Delivery |
| Division of Biological Sciences | Neuroscience Minor | New minor |
| Linguistics | English Academic Strength and Leadership | New Certificate |
| Mathematical Science | Statistics and Data Science option retitle  | Retitle from Statistics option  |
| MC Applied Arts & Science | Certificate in General Studies | New Certificate  |
| MC Business Technology | Business Management AAS Consolidation | merge similar programs to increase curriculum efficiency |
| Computer Science | Bioinformatics Certificate  | [Termination](https://app.coursedog.com/#/cm/request/jJrtxjEZq3EmDOk94PUZ) |
| MC Business Technology | Programming and Application Development Option  | Moratorium- Historic low enrollment |
| MC Business Technology | Health Information Technology Certification | Moratorium- Industry change reduced relevance / no enrollment |
| MC Business Technology | Hospitality Management CTS | Moratorium- low enrollment, inability for students to use |
| MC Business Technology | Hospitality Management AAS | Moratorium- low enrollment |

### **Academic Program Form -Level II**

|  |  |  |
| --- | --- | --- |
| Department | Title | Type of Request |
| Integrative Physiology and Athletic Training | Human Applied Physiology BS | [New Program](https://app.coursedog.com/#/cm/request/1HS68CaSRN0BjENCD5qi) |
| Chemistry | Brewing Science  | New Certificate |
| MC Business Technology | Office Management option in Administrative Management AAS | New Program |
| MC Business Technology | Social Media Management option in Administrative Management AAS | New Program |
| MC Business Technology | Business and Technology department retitled from Business Technology | Unit retitle |
| MC Business Technology | Legal Studies CAS | New Program |

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Academic Program Form-level II Spring Approvals

|  |  |  |
| --- | --- | --- |
| Department | Title | Type of Request |
| Pharmacy | Non-Professional option in Pharmaceutical Sciences BS | New option |
| Physic | Engineering Physics option in Physics BA | New program |

**Program Moves**

|  |  |  |
| --- | --- | --- |
| Department | Title | Type of Request |
| College of Humanities and Science | South and South East Asian Studies | From stand alone to Anthropology (Was previously in Global Humanities) |
| Missoula College | Biology discipline faculty and courses (BIOH) | Move from the Department of Applied Arts and Science to the Health Professions Department  |
| Missoula College: | [Engineering Technology to Sustainable Construction Technology](https://umt.app.box.com/s/hphc8614xrocccsum24ty0u6itzbr2nb) | From Business Technology |

**Curriculum Item issues**

* MART 100 Fundamental of eSport was approved as an activities course. It was clarified that a list is maintained in the catalog of courses that are considered activities in the maximum credit allowed section. The course description notifies the students that a maximum of 4 activity course credits count towards a baccalaureate degree.

##

ASCRC recommended that the General Education Committee review the proposed Certificate in General Studies from Missoula College. The General Education Committee met with the proposer and the Chair of ASCRC and the Social Science Subcommittee on November 18th. The main goal of the certificate is to provide a micro- or stackable credential to motivate Missoula College students to complete and or continue. It will also provide a productivity data point for Missoula College to track students’ success. Vice Provost Lindsay checked with OCHE regarding whether a standard existed for embedded two-year campuses regarding fulfilling general education via the campus program or the MUS Core. OCHE confirmed that it was up to the individual campuses. The General Studies Certificate catalog language was revised to clarify that those Missoula College students who matriculate to UM will still be required to take language if their major is not exempted.

## Program Review

* ECOS asked ASCRC to consider the program review of Global Public Health since it is an interdisciplinary minor that does not have an academic home. The comments were forwarded to ECOS and shared with the Director and the Provost’s Office.

## **Procedure and Policy Review items**

* The [201.00 Curriculum Review, Overview](https://umt.box.com/s/n7ybw4yslkpms9brdbavwwk4zrlgupjh) and [201.60 Effective Date of Approved Curriculum Forms](https://umt.box.com/s/l7xsn26vkbnje5y45uouxw7xv5byuca9) policies were revised to allow for spring review of program-level changes to comply with Board of Regents process change (full proposals are approved by CIOs monthly after the Intent to Plan is approved by the Board of Regents.

The [revised credit rounding catalog language](https://umt.box.com/s/nakur5vu9nx0mjeh1ht9gdivl8sragxm) was approved by the Faculty Senate on 11/12/21. The issue was brought to ASCRC by the Registrar’s Office.

* The new [High Impact Practice Definitions and Attributes (201.72](https://www.umt.edu/facultysenate/procedures/ASCRC_200/201.72-high-impact-practice.pdf)) was approved March 25th by the Faculty Senate. The draft definitions were brought to ASCRC by Adrea Vernon, as a Priority for Action #4 Partner with Place initiative. ASCRC recommended a procedure be created. Chairs will be asked to identify current courses that should have the attribute. This will allow for better tracking these experiences that contribute to student success. There are a handful of experiences that will be added at a later date.
* The Board of Regents now requires Level II forms to create new options. Banner uses the term concentration and this is what shows on students’ transcripts. Vice Provost Lindsay consulted with OOCHE A Joe Thiel, Director of Academic Policy and Research at the Office of the Commissioner of Higher Education. The option term is preferred, but essentially the terms are interchangeable given the Banner limitations. A communication to chairs will note the issue along with other policy reminders.
* ASUM requested extension of Policy CR/NCr for the fall term. However, it was too late to implement and according to Registrar the fall grade distributions are similar to previous years, so a retroactive implementation was not considered. The [grading policy](http://www.umt.edu/facultysenate/documents/fsdocs20-21/grading-policy-change-proposal-for-covid-spring-2021-amend2.25.21.pdf) for Spring 2021 was approved at the February 25th Faculty Senate to support students dealing with challenges related to COVID-19.
* Bragita Lee, International Admissions Representative proposed adding the [Duolingo English Test](https://umt.box.com/s/nhrct1n3cbjun6hawsnp9937dvrsylyc) to the list of approved English proficiency tests for undergraduate admissions. The test is offered in a different format, costs less, takes less time to take and provides results in two-days. The exam provides flexibility for the students and the university considering COVID-19 has interrupted the services at test sites. Admissions will develop a mechanism to track students’ progress to determine whether there is a correlation between test scores and performance. The item was initially discussed at the September 10th Faculty Senate meeting, where it was sent back to Committee. Bragita Lee attended the October Faculty Senate meeting and the motion was amended to require a minimum score of 100 and was approved.
* Given the increases usage of Incomplete “I” and “N” grades due to the challenges of COVID-19 ASCRC revised the [policy](https://umt.box.com/s/ktd4t3neu8k7ktdgung72nt057ojp94v) to clarify when the grades should be used. Professor Mike Monsos researched and drafted the policy in consultation with the Registrar’s Office. The policy will be sent in the communication to chairs.
* The [Bereavement Leave Catalog Motion](https://umt.box.com/s/300o2ji52a96q36e9wq2qv0t2m2hrxe6) was drafted in collaboration with ASUM as a result of the resolution. It was presented to the Faculty Senate on April 22nd.
* The [Academic Policy Communication](https://umt.box.com/s/vqfqeppx0cjd084lp0jq7hggxetbh4dh) was sent to Chairs on April 7th and was available on the April 22nd Faculty Senate Agenda as information.

## **Other Communication / Discussion Items**

* Chair Cobbs Served on the Wintersession Workgroup. Over fifty courses were offered for Wintersession 2020-2021. The courses were self-funded and cost approximately $220 per student. There was positive feedback from the students and the instructors.
* Director French provided a brief update on the [EAB Navigate](https://www.umt.edu/navigate/training/default.php) implementation. Faculty should use the system for early alert information similar to Starfish. There is information on the [website](https://www.umt.edu/navigate/training/default.php). Students can access the platform through a mobile app.
* Accessible Technology Services Manager, Kathy Garramone, Manager joined ASCRC 9/1/21 to give the background and overview of UM’s requirement. Resources for faculty are appended.
* Director of Student Affairs and student engagement at the office of the Commissioner of Higher Education, Crystine Miller and Amy Capolupo, Director of Disability Services for Students State joined ASCRC on 9/1/21 to give an overview of [Montana10](http://www.umt.edu/montana-10/), a student success pilot project. The goal of Montana 10 is help Pell eligible students with barriers to success given they have higher debt and lower academic achievement. The Project is titled Montana 10 because there are 10 kind of integrated students supports that fall into broad categories of Academic momentum including purpose, belonging and financial support.
* Andrea Vernon, Acting Executive Director of Experiential Learning & Student Success presented the newly created [ELEVATEU career readiness program](https://www.umt.edu/experiential-learning-career-success/about-us/elevate.php) on 9/25/21. The program is designed to link students with experiences that prepares them for life after graduation. The program supports students through various development stages to then be able to market themselves to employers. It involves incentives, required and recommended experiences at each level. There is no enforcement mechanism for the program requirements. Students meet with coaches and take assessments, attend virtual career fairs, engage in experiential learning opportunities and other practices to build competencies and soft skills that can be listed on their resume. Three career coaches are available to meet with students and are working on developing additional trainings, workshops and mircrocredentials.
* The [Graduation Appeals Committee](https://www.umt.edu/facultysenate/committees/ASCRC/graduationappeals.php)  now has a webpage associated with the ASCRC website. Chair Cobbs shared the appended Graduation Appeals Report with the Committee on April 13th.
* On 2/9/21 Keith Graham and James Randall conducted a focus group for the General Education Ad Hoc Committee. ASCRC members were asked about what they consider the goal of general education, strengths and weaknesses of the program, impactful teaching practices, and their ideas of a perfect general education curriculum. The results of the survey and focus groups were presented to the Faculty Senate March 25th
* Kevin Wu from Coursedog joined ASCRC on 2/16/21 to ask questions related to the systems functionality to help the company further develop the curriculum development platform.
* Several members from the Diversity Plan Workgroup joined ASCRC on 2/16/21 to discuss the section of the plan that pertain to curriculum. A Workgroup was created to provide resources for faculty related to Diversity, Equity and Inclusion curriculum issues. ASCRC is considering added the requirement of a DEI statement on syllabi to the Syllabus Guideline procedure, but wanted to develop sample statements first. This effort is ongoing.

## Appendix

### **Accessibility Resources for UM Faculty**

UM Accessibility website: <https://umt.edu/accessibility>

IT short course training program: <https://www.umt.edu/it/training/>

UM Solutions Center – Accessibility section:

* Knowledgebase articles: <https://umt.teamdynamix.com/TDClient/2032/Portal/KB/?CategoryID=8932>
* Services – requests:

<https://umt.teamdynamix.com/TDClient/2032/Portal/Requests/ServiceCatalog?CategoryID=8388>

Disability Services for Students: Designing an accessible curriculum:

<https://www.umt.edu/disability-services/faculty-staff/designing_curriculum.php>

Mansfield Library offers assistance to students, faculty and staff with research and class needs including:

* Equipment and resources for people to use to create their own accessible course materials (1 button studio, light board studio, computers for post processing, scanners, etc. and people to help them use the equipment)
* Many accessible materials in our collections for people to borrow instructors can request we purchase new accessible materials for them to use in class
* Instructors can place physical class materials on reserve for easy student access
* Any questions, about anything, please ask

Mansfield Library accessibility website: <https://libguides.lib.umt.edu/accessibility>

UMOnline Faculty support section:

<https://www.umt.edu/umonline/services-and-support/accessibility/default.php>

### Graduation Appeals

### from August 2020-March 2021

The Graduation Appeals Committee considered 39 appeals of general university requirements this academic year. Appeals were submitted by students from and endorsed by the advisors, chairs and deans of the following Colleges/Departments:

|  |  |  |
| --- | --- | --- |
| **College/School/Department** | **Appeals** | **Major/Option/Tracks** |
| College of Business Administration | 4 | Bus Adm (2); Management, MIS |
| College of Visual & Performing Arts | 3 |  Art; Fine Arts |
| College of Health Prof Biomed | 3 | CSD; BSW, Communication |
| College of Forestry and Conservation | 4 | Wildlife Bio; Parks & Tourism |
| Geography | 2 |   |
| History | 2 |   |
| Social Work | 3 |   |
| Philosophy | 1 |   |
| Sociology | 2 |   |
| Anthropology | 2 |   |
| Journalism | 2 |   |
| English | 1 |   |
| HHP | 2 |   |
| Biology | 3 |   |
| Political Science | 3 |   |
| Elementary Ed | 1 |   |
| General AA | 1 |   |
| College of H & S (Women’s, Gender & Sexuality Studies) | 1 |   |

Each appeal was reviewed individually to determine if it met the standard of exceptional, compelling, necessary, and verifiable with the following results:

|  |  |
| --- | --- |
| Wrong Committee | 0 |
| Required further verification | 4 |
| Denied | 5 |
| Accepted | 34 |

Students requested appeals for a variety of reasons including. Some had 2 reasons, thus the total is 44, not 39 appeals.

|  |  |  |
| --- | --- | --- |
| Advising Error | 3 | 8% |
| Group III (Foreign Language/Symbolic Systems) General Education Substitutions | 3 | 8% |
| Graduate under an Expired Catalog | 8 | 21% |
| Approved Writing Substitution | 5 | 13% |
| Substitute transfer credit for a General Education Requirement | 4 | 10% |
| Retroactive General Education Credit for a recently approved Designation | 1 |  3% |
| Upper Division Writing Substitution | 1 | 3% |
| Substitute a course or courses for a Gen Ed Requirement | 9 |  23% |
| Substitute Study Abroad Credit for General Education | 10 | 26% |

\*\*\* The Graduation Appeals Committee only handles general university requirements. The offering department approves the substitution of program requirements.