ASCRC Minutes 3/29/162:10 GBB 202

## Call to Order

Members Present: D. Coffin, C. Chestnut, J. Eglin, C. Greenfield, B. Hillman A. Lawrence, T. Manuel, M. Nelson, M. Semanoff, G. St. George, E. Uchimoto, G.G. Weix
Ex-Officio Present: B. French, B. Holzworth , N. Lindsay
Members Excused: M. Boller T. Bundy, I. Crummy, E. Engebretson, J. Hickman

The minutes from 3/22/16 were amended and approved.

## Communication

* Chair Manuel presented the items for the April Faculty Senate meeting to ECOS last week. They were fine with the curriculum consent agenda and the letter requesting departments to consider IB course equivalencies. It was also in favor of the General Education Committee Chair Reiser informing the Senate about the WHICHE Mapping Project. The revisions to the Graduation and General Education Appeals Committee Procedure will take two Senate meetings for approval because Committee name must be updated in the Senate bylaws.

## Business Items

* The Math and Science Subcommittee did not approve the proposed moratoriums. The curriculum changes approved in the fall (below) were intended to bolster enrollment and have not had sufficient time for implementation. Although the new rubric was approved by the Senate, it seems there is 50% overlap with other rubrics, so is likely not going to be approved by OCHE. From the Moratorium paperwork it is unclear whether these changes are still to be made.

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| **MC: Applied Computing & Electronics** |
| [DDSN 135 U](https://www.umt.edu/winapps/adminfin/eCurr/CourseForm/Index/1087)  | Solidworks | New course offered at other campuses |
| [ROBT 120 U](https://www.umt.edu/winapps/adminfin/eCurr/CourseForm/Index/1121)  | Intro to Robotics | New course  |
| [ROBT 150 U](https://www.umt.edu/winapps/adminfin/eCurr/CourseForm/Index/1123)  | 3D Printing and Solidworks | New course  |
| [ROBT 255 U](https://www.umt.edu/winapps/adminfin/eCurr/CourseForm/Index/1124)  | Integration of Robotics System | New course  |
| [ROBT 299 U](https://www.umt.edu/winapps/adminfin/eCurr/CourseForm/Index/1125)  | Robotic System Project | New course  |
| Program Modification | New Rubric | Request ROBT rubric for Robotics courses in new option |
| Program Modification | IT Network Administration and Security AAS | Revise requirements |
| Program Modification | Cybersecurity Certificate | update program |
| Program Modification | Energy Technology Certificate | Revise course requirements |
| Program Modification | Energy Technology AAS | Modifications to required courses |
| Level I  | Computer Support Certificate of Applied Science  | retitled from Computer Support Specialist |
| Level I  | Cybersecurity cert  | retitled from Network and Information Security |
| Level I | Electronics Technology  | New online Certificate in applied ScienceIncludes intensive real lab component |
| Level I  | Programming and App Development option  | retitled from Information Systems Management, IT AAS |
| Level II | Electronics Tech AAS  | Robotics option |

Professor Hillman asked Dean O’Brien about the process that went into requesting the moratoriums. He believes the dean has considered what is best for the college and students and has confidence in her leadership. She fully investigated the requirements of the grant and believes they can be met with the program on moratorium.

Professor Uchimoto also spoke to the grant administrator and did not get that impression. ASCRC does not know what the impact will be if the programs are not placed on moratorium. It also is not aware of the extent of marketing efforts that took place with respect to the programs. It is within the dean’s purview to make budget priority decisions. ASCRC’s role is to evaluate the academic quality. It doesn’t seem smart to place a program on a moratorium which we are strategically trying to grow. The decision made by the dean could have been based on the changing budget picture from the fall to spring, but this was not made clear to ASCRC. And there are examples around campus where under prescribed courses have been taught.

The moratoriums were not approved with a 7 to 1 vote with 2 abstentions. Chair Manuel will frame something to inform the Faculty Senate. This language will be sent to committee members via email given spring break is next week.

* Kim Reiser, the Chair of the General Education Committee presented the revised language for Democracy and Citizenship (X) and Cultural and International Diversity (Y) perspective. The language was revised slightly by the joint ASCRC, General Education Committee Workgroup from what was presented last fall. The most notable change is that any reference to American, United States or European and the comparative component has been removed from the Y perspective. The language for X has been simplified and includes a comparative component. The new learning outcomes open up the categories for American Indian Education and diversity issues to be included in both. The rolling review for the perspectives is scheduled for spring 2018. Most of the current courses would still fit. A few in the Y perspective may need to be retooled or apply for a different group. Language course could satisfy the X perspective. The catalog language will be changed next year and any proposed new courses would apply using the new learning outcomes.

The language (appended below) was edited slightly to be parallel and unanimously approved. The General Education Committee has been working on these problematic groups for four years. Student member Greenfield has been invaluable in this process. The committee also appreciates Professors Eglin’s and Semanoff’s hard work.

Ethics and Human Values and History and Cultural groups have also been problematic in during the rolling review. ECOS expressed concern that double dipping is the most optimal path for students to fulfill general education given the number of requirements. Other ways to be optimal may need to be considered if redundancies are removed from the program. The Goal of the Committee next year is to better articulate the current general education program.

Tomorrow’s listing session will give the campus community the opportunity to provide feedback on the revised X and Y language and the re-alignment idea. The Committee will determine how to proceed after considering the comments.

* The Humanities reviewed the program modification for the reduction of credits in the English Minor and the e-Curr forms to reduce the credits for GRMN 101 and 102. These were approved.

The Modern and Classical Language Department was waiting to see whether there were any issues with the GRMN e-curr forms before processing the other languages. The forms for Russian and French will now be completed. The four credit courses will meet four days a week and will likely incorporate online drills and testing. There are a number of different ways to accommodate for the loss of class time. Spanish will likely not be reducing its courses to 4 credits because its faculty are concerned that the additional contact time is needed to practice speaking.
* Associate Registrar Holzworth had a question about the e-Curr form for AHXR 241 Radiology Lab II. The form should have been for a new course rather than the change to an existing course AHXR 141 Radiology Lab. In addition the course description was missing the required prerequisites. Camie will correct the form. The intent is to establish a new lab course taken as a co-requisite with AHXR 240 *Radiological Methods* II and a prerequisite of the *Anatomy and Physiology* sequence with labs. The course was approved and will be placed on the April curriculum consent agenda.
* Chair Manuel did some additional research regarding the catalog rule below. He found that other institutions, including MSU have similar rules. The language was edited slightly and Associate Registrar Holzworth was instructed to make the change. The last sentence may be eliminated as well once the implications of Degree Audit are clear.

Catalog Governing Graduation
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Students transferring to the University of Montana-Missoula may choose to graduate fulfilling requirements under the UM catalog in effect when they ~~were~~ initially enrolled at their original institution, provided the chosen catalog is not more than six years old at the time of graduation. Eligible students who choose an earlier catalog must notify the Admissions Office at the time of admission so their transfer work can be evaluated accordingly (.)

* The letter requesting departments to investigate the possibility of granting course equivalency credit for IB courses was revised out of a serious concern that UM is losing out on recruiting these quality students. The letter needs to convey a sense of urgency. It specifically identifies MSU’s course equivalencies and the following statement was added:

If your department is amenable to accepting the course equivalencies currently accepted by MSU without a separate review, please contact Associate Provost Nathan Lindsey for immediate updating of [UM’s current policy](http://admissions.umt.edu/admissions/advanced-credits/ib.php).

* ASCRC briefly discussed the complaints about next year’s final schedule. Finals start on a Wednesday and continue for two days after the weekend. According to the Registrar the semester must have 75 days of instruction, and because of the Election Day holiday we were short. Members wondered whether it was possible to start the semester on a different day or eliminate the study day. The Academic Calendar is posted to the Provost’s Website with the following language:

After careful consideration of the feedback received from the campus community over several months, the Academic Calendar for 2016-17 is now posted on the Academic Calendars website.
This calendar ensures a shorter winter break, maintains a winter session for classes and provides for the required number of class days in the fall and spring semesters.

There was also a concern that ending finals on December 20th forces students to pay higher air fare for traveling home for the holidays. The calendar puts faculty in the uncomfortable position when students request to take finals early.

* Chair Manuel has been working on various drafts of the Academic Oversight Policy. He is still working out some of the details. The administration has added additional program’s to the program review list. Given ASCRC recently approved two courses not offered by tenure-track faculty, the wording regarding the creation of permanent course will need careful consideration. The policy should prevent course creation for non-academic material.

ASCRC may at some point need to consider the issue of registration holds for behavioral mandates or parking tickets.

Adjournment
The meeting was adjourned at 4:00 p.m.

# Proposed Revisions of Groups X and Y

(3-29-16)

## Revised Group IX. Democracy and Citizenship (Y)

These courses ground students in the ideas, institutions, and practices of democratic societies and their historical antecedents. Knowledge gained through courses in the Y perspective prepares students to understand the rights and responsibilities of engaged citizenship and to assess the characteristics, contributions, and contradictions of democratic systems.

Upon completion of a Democracy and Citizenship course, students will be able to:

1. Demonstrate informed and reasoned understanding of democratic ideas, institutions and practices, from historical and/or contemporary perspectives;
2. Analyze and evaluate the significance and complexities of engaged citizenship; and
3. Articulate the causes and consequences of key historical and/or contemporary struggles within democratic systems or their antecedents, including but not limited to those pertaining to issues of diversity, equity, and justice.

## Revised Group X. Cultural & International Diversity (X)

These courses foster an appreciation for diverse cultures, their histories and values, and their struggles both to maintain their ways of life and to gain equal positions in world spheres of power and change. This includes knowledge of diverse cultures in comparative and thematic frameworks. Knowledge gained through courses in the X perspective prepares students to cultivate ways of thinking that foster an understanding of the complexities of indigenous or international cultures and global issues, past and present.

Upon completion of a course in this group, students will be able to:

1. Demonstrate an understanding of the diverse ways humans structure their social, political, and cultural lives;
2. Interpret human activities, ideas, and institutions with reference to diverse cultural, historical and geo-political perspectives and physical environments; and
3. Recognize the complexities of inter-cultural and international communications and collaborative endeavors, and relate this to the complex challenges of the 21st century.