ASCRC Minutes 4/24/182:00 GBB 225

## Call to order

Members Present: B. Carpenter, G. Cobbs, D. Coffin, J. Eglin, N. Greymorning, M. Hendrix, B. Hillman, J. Iverson, G. Morell, D. Parsons, A. Sala, K. Sugden
Ex-Officio Present: J. Hickman, V. Hopkins, B. French, Members Excused: B. Holzworth N. Lindsay
T. Morgan

The minutes from 4/10/18 were approved.

## Communication

* Dean Tessman was welcomed to the Committee and members introduced themselves.

## Business

* Chair Coffin provided members with a summary document regarding the AP Diploma, which included excerpts from the minutes of the meeting with the AP Coordinator and Principal at Sentinel High School. The Committee needs to determine how the courses will articulate with UM courses. Dean Tessman supports the use of HONR 190 *Research* and HONR 194 *Seminar*. Students would be able to make substitutions for Major courses, as appropriate on the graduation application through their programs graduate coordinator. The credits could count for students elective experience towards the UM Scholar of distinction Honors College Program. The Dean would like to be able to reach out to students in the AP Diploma program and invite them to become a part of the Honors college community. A provisional acceptance letter that encourages students to consider whether they would be a good fit would be appropriate.

There was some discussion that students completing the diploma should also receive credit for WRIT 101 and an Intermediate Writing Course. Given that these students are required to take a core of AP exams in addition to the capstone it is most likely the AP Core will include English Composition and Literature which articulate with WRIT 101 and the intermediate writing course LIT 110. The Writing Committee was not in favor of articulating WRIT 201 for the capstone.

ASCRC approved the articulation of the two honors courses. Chair Coffin will work with Violet to draft language for the Admissions Website. This will need to go to the Faculty Senate for approval.

* The pending e-curr form for CRWR 424 was approved. A complete syllabus was uploaded into the form. The instructor simply attached the wrong file.
* Members were provided with the WICHE Interstate Passport Mapping Pilot Report. UM participated in mapping learning outcomes to existing courses and assessing student artifacts. Chair Coffin would like the Committee to think about how the passport would articulate with possible revisions to general education.
* ASCRC was charged by ECOS to identify recommendations that do not seem controversial and/or problematic from the perspective of curricular review; as well as recommendations that will require additional information and/or action before Faculty Senate can adequately assess impact. Chair Coffin sent a spreadsheet with the various recommendations sorted by Colleges to Senators, Department Chairs, and Deans. The updated spreadsheet was displayed for members. Members will be sent a link in Box and were asked to make comments. ECOS should be informed that the comments were made by individual faculty not decided on by ASCRC collaboratively.
* There was a brief discussion of talking points for the meeting with President Bodnar next week. Chair Coffin would like to discuss Student Success and integration with Strategy for Distinction: Advanced Options, Faculty Six Points for SS and Educational Enrichment. Other items include:
* To many students the GE requirements are a burden and chose easy escapes when available. Instead, the GE requirements should be enriching, yet rigorous. Do we need to explore options such that the GE requirements best serve students and fulfill the renewed vision and mission of UM in the 21st century?
* Based on recent discussions, there seems to be enough overlap among some majors in different degrees such that students may fulfill two (or more) majors, yet they only get one degree. This indicates that some majors are not distinctive enough. Should this be carefully revised?

Members should think about what makes undergraduate programs successful and the purpose of the meeting. What does the committee what the President to take away from the meeting? The President will be sent the charge and a list of actions/ discussions from the year. It will be critical for the President to understand the importance of faculty review in the curriculum development process.

* ASCRC reviewed the proposal from the General Education Committee to include two computer science courses in the Natural Science Group (appended below). It was approved with one apposed and one abstention.

## Adjournment

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

Modification to Natural Science General Education Group to allow for Computer Science Courses in Natural Science courses without a Lab

Rationale

The purpose of this proposal is to enable inclusion of introductory Computer Science courses in the UM General Education curriculum. Computing has become central to modern life, and UM graduates will benefit substantially from developing basic skills in data analysis and processing. In Fall 2017, students from ASUM Senate requested that we add Computer Science courses to the Gen Ed core, and President Bodnar has recently expressed his desire to see this happen.

In modern society, computing plays a role in the day-to-day work of the natural sciences, social sciences, media arts, business analytics, and beyond. Recognizing this widespread and decentralized role of computing, a natural path seems to be the creation of a new Gen Ed Group, “Computer Science”. In our current system, however, the Gen Ed Committee views the addition of a new Group as nonviable – the Gen Ed credit load cannot be expanded without negatively impacting student experience. We recognize the likelihood that the UM Gen Ed core will be restructured in the coming years, perhaps allowing for creation of such a Group. In the meantime, we propose inclusion of introductory science-oriented Computer Science courses in the Natural Science (N) Group. We recognize that this is a stopgap approach, and that UM students will benefit from a more expansive set of Computing courses in a future Gen Ed core, but believe that first step this will improve student opportunity in the current environment.

The Computer Science department will offer two courses in Fall 2018 that meet the spirit of the proposed Gen Ed change – these are essentially turn-key options for adding computing courses to student Gen Ed opportunities (“Computing in the Sciences, CSCI 125” and “Computing in the Sciences with Calculus, CSCI 126”).

Original

Group XI: Natural Science (N)

These courses present scientific conclusions about the structure and function of the natural world, and demonstrate or exemplify scientific questioning and validation of findings.

Upon completion of a Natural Science course, a student will be able to:

1. understand the general principles associated with the discipline(s) studied;
2. understand the methodology and activities scientists use to gather, validate and interpret data related to natural processes;
3. detect patterns, draw conclusions, develop conjectures and hypotheses, and test them by appropriate means and experiments;
4. understand how scientific laws and theories are verified by quantitative measurement, scientific observation, and logical/critical reasoning;
5. and understand the means by which analytic uncertainty is quantified and expressed in the natural sciences

*Natural Science courses without a laboratory experience*

Revised

Group XI: Natural Science (N)

These courses demonstrate or exemplify scientific questioning and validation of findings. They present scientific conclusions about the structure and function of the natural world, and/or introduce computational methods that underlie modern scientific analysis.

Upon completion of a Natural Science course, a student will be able to:

1. understand the general principles associated with the discipline(s) studied;
2. understand the methodology and activities scientists use to gather, validate and interpret data related to natural processes;
3. detect patterns, draw conclusions, develop conjectures and hypotheses, and test them by appropriate means and experiments;
4. understand how scientific laws and theories are verified by quantitative measurement, scientific observation, computation, and logical/critical reasoning;
5. and understand the means by which analytic uncertainty is quantified and expressed in the natural sciences

*Natural Science courses without a laboratory experience*

*… CS courses may go here (not in the “with lab experience” section) …*

*(no need to change anything after here)*