ASCRC Annual Report, 2017-2018  
  
**Members**  
Doug Coffin, Biomedical & Pharmaceutical Science (2018)- Chair  
John Eglin, History (2018)    
William Hillman, MC- Industrial Technology (2018)  
Tracy Missett, C & I (2019)  
N. Greymorning, NAS / Anthropology – Spring (2020)  
G.G. Weix, Anthropology – Fall (2017)  
Kent Sugden, Chemistry (2020)  
Mark Hendrix, Geology (2020)  
Anna Sala, DBS (2020)  
Joel Iverson, Communication Studies (2020)

**Student Members**  
Mariah Welch (fall)  
Victoria Lewis (fall)  
Garret Morrill  
Alexandria Schafer (fall)  
Bailey Carpenter (spring)

**Ex-Officio Members**  
Nathan Lindsay, Associate Provost  
Joe Hickman, Registrar  
Bonnie Holzworth, Assistant Registrar  
Brian French, Executive Director, Office for Student Success  
Violet Hopkins, Admissions

**Curriculum Subcommittee Chairs**

## Annual Curriculum Review

ASCRC approved 161 curriculum forms. Among the total were 32 new courses, 2 course deletions, 37 program modifications, 6 level I proposals and 1 level II proposals. There were 11 new general education courses and 3 advanced writing courses. There were several issues with courses at the system-level.   
  
ASCRC accepted forms in the spring for review due to APASP, program prioritization, faculty retirements, and contract non-renewals. There was a total of 35 forms approved, including 18 course forms, 19 program modifications, 1 level 1 form, 2 level 2 forms, and 3 general education courses.

### Academic Program Form -Level I

* Health and Human Performance: Health Enhancement Program place on Moratorium.
* Teaching and Learning: Administrative System Management place on Moratorium
* Forestry BS Options- Combine two tracks into one
* English: General Linguistics Option- Retitle to Linguistics in English BA
* English: English as a Second Language Option place on Moratorium
* Political Science: Retitle Public Administration option to Public Administration and Public Policy
* Art: New West Certificate (spring)

### Academic Program Form -Level II

* Neuroscience: Dual Degree (4+1) BS / MS
* Computational Biochemistry: New Interdisciplinary Degree (spring)
* Retitle CSD to Department of Speech, Language and Hearing Sciences (spring)

## Procedure and Policy Review items

* ASCRC met with representatives from the Native American Student Advisory Council to discuss the proposed cultural hardship excused absence policy. A Workgroup was assigned to work on the policy. After several iterations, the [policy](http://www.umt.edu/facultysenate/documents/FSDocs17-18/CulturalLeave3-15-18.docx) was ultimately approved at the March Faculty Senate meeting.
* The Registrar’s Office will now be able to print Diplomas with multiple majors.
* The Committee considered streamlining the review process for course number, title and descriptions to allow colleges/departments/units to take responsibility for minor changes. This was put on hold in anticipation of transitioning to the CourseLeaf Curriculum Management (CIM) system in the summer. Unfortunately, many Information Technology and Registrar Office staff took the voluntary severance offer, so the CIM purchase and implementation system is postponed indefinitely.
* ASCRC was asked by Admissions how it should consider awarding credit for exams that are not currently on the articulation list. The [Internataional Baccalaureate (IB) Course Assessment for Awarding College Credit](http://www.umt.edu/facultysenate/documents/FSDocs17-18/IB-policy-12-7-17.docx) was approved by the Faculty Senate in December
* [Prior Learning Assessment Guidelines](http://www.umt.edu/facultysenate/documents/FSDocs17-18/203.20_PLA-Guidelines11-9-17.docx) were approved by the Senate at the November meeting.
* The Committee discussed the issue of students using different catalogs for majors and minors. It was in favor of changing the policy to require the same catalog unless the minor was new. The Catalog Governing Graduation motion was sent back to committee by the Faculty Senate. Members felt that the current policy allowed more flexibility for transfer students.
* UM and most of MUS campuses are out of compliance with [BOR Policy 301.5.3](http://mus.edu/borpol/bor300/301-5-3.pdf) requiring all credits that count toward a degree to be taken for traditional letter grade. Some accreditation agencies require internships or practicums to be taken for CR. Associate Provost Lindsay and Registrar Hickman attended a meeting about this issue. A letter will be going to the Board of Regents to request a change in policy or a provision for exceptions.
* The catalog Credit / No Credit Grading language was discussed at the request of a faculty member from Communication Studies. It seems that the intent and the way it actual functions are not aligned. Student members brought the issue of CR/NCR grading to ASUM. Students use the grading option often and prefer that the policy stay the same. Not all faculty provide students with grade markers. ASCRC decided not to change the policy, but would like Starfish to be used to facilitate better communication between faculty and students prior to the 45thday.
* Hardship Withdrawal Investigation and Proposal  
  ASCRC met with Kent McGowan (Financial Aide) and McCormick (Business Services) on March 6th to discuss the Hardship withdrawal process. Chair Coffin is working with the Student Success Workgroup on website language.
* The required 30 credits for a second degree derives from the long standing standard that 30 credits or a year of full-time study are required to be competent in a discipline. Students with dual degrees receive two diplomas. Students with double majors do not.  
  Assistant Registrar Troy Morgan found a cohort of students graduating in the spring with Double majors BS / BA, which is not in compliance with the standard. These students should receive dual degrees. The have completing the requirements of both majors, but may not have fulfilled the additional 30 credits. This impacts degree reporting to OCHE. Dual degrees are recorded as two separate degrees. Double majors are recorded as one degree. There was considerable debate over clarifying language for the catalog. It was approved by ASCRC on April 10th and the [revised language](http://www.umt.edu/facultysenate/documents/FSDocs17-18/Double-Major_Dual-Degree-5-3-18.docx) will be considered at the May Faculty Senate meeting
* Camie notified instructors who taught courses offered three or more times of the experimental course policy.
* The Registrar’s Office sent the dormant course report to affected programs.
* ASCRC met with guests from Sentinel High School on February 27th to discuss the [AP Diploma](https://aphighered.collegeboard.org/courses-exams/ap-capstone).   
  ASCRC should establish a Workgroup to determine the best way to allocate credit to students who complete the AP Capstone Diploma. Students who earn scores of 3 or higher in the AP Seminar and AP Research and 4 additional AP exams of their choosing will receive the AP Capstone Diploma. These additional courses provide students with the opportunity for flexible focused inquiry based on learning preferences. The seminar is interdisciplinary and collaborative, and requires a team project and presentation, individual research based essay and presentation, and an exam. The Research course requires an academic paper (5000 words), presentation and oral defense. ASCRC met with the Dean of the Honors College on April 24th and agreed to articulate the AP Capstone to HONR 190 *Research* and HONR 194 *Seminar*. The following language was updated on the admissions website:

All incoming students who have completed the AP Capstone Diploma will be given priority consideration for admission to [UM’s Davidson Honors College](http://www.dhc.umt.edu/prospective-students/default.php). Students completing the AP Capstone Diploma Research course will earn the equivalent of 3 credits of HONR 190 Honors Research. Students completing the AP Capstone Seminar will earn the equivalent of 3 credits of HONR 194 Honors Seminar.

General Education and course equivalency credit is granted for the posted exams as indicated. These credits cannot be used toward upper-division coursework. Enrollment Services-Admissions will provide students with an evaluation of their credits upon receipt of official scores.

If you do not see a specific AP course on our list and would like it evaluated for credit, please contact Admissions with the course title and level. To request that your score reports be sent to the University of Montana visit the AP website (recommended) or call AP directly at (212) 713-8000. The University of Montana awards college credit to undergraduate degree students on the basis of official score reports from the Advanced Placement Program/College Board.

* The [Credit Rounding Motion](http://www.umt.edu/facultysenate/documents/FSDocs17-18/ASCRC-credit-rounding-4-18.docx) was approved by the Faculty Senate at the April meeting.
* The Writing Committee responded to ASCRC’s request to include [prerequisites for Intermediate and Advanced Writing Courses](http://www.umt.edu/facultysenate/documents/FSDocs17-18/WritingCourseDescrPrereq_4_18.docx) by adding a statement to course descriptions alerting students to the sequence. The language was approved by the Faculty Senate at the April Faculty Senate meeting.  
    
  The following items were available at the May Faculty Senate, but were postponed until September.   
  + ASCRC developed [Syllabus Guidelines (201.30.5)](http://www.umt.edu/facultysenate/procedures/ASCRC_200/201-30-5_SyllabusGuidelines_5.18.docx) These were available at the May Faculty Senate meeting, but postponed until September
  + The revisions to the [General Education Subcommittee Procedures (202.4.1)](https://www.umt.edu/facultysenate/documents/FSDocs17-18/GenEdSubcommitteeResponsibilities202.4.1Revised.docx) and Requesting Reconsideration of a [Rejected Curriculum Proposal (201.30.4)](https://www.umt.edu/facultysenate/documents/FSDocs17-18/201-30.-4_ReconsiderationRevised-4-12-18.docx) were approved by ASCRC. These were also available at the May meeting, but were postponed until September.
  + ASCRC considered and approved the [proposed changes to the Natural Science Group](http://www.umt.edu/facultysenate/documents/FSDocs17-18/GenEd-computing-proposal-5-3-18.docx) from the General Education Committee.

## Other Business items – Appeal

* ASCRC received a request to reconsider the General Education Committees decision not to renew the Ethics designation of two courses. Additional information provided by the instructors of ANTY 326E and HSTR 272E was considered and the courses were allowed to retain the designation.

## Other Business – Charge from ECOS

* ASCRC was charged by ECOS to identify recommendations from the President’s proposed strategy for Distinction 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.

## Other Communication / Discussion Items

* Associate Provost Lindsay provided an update on the First-year Seminar course. The course is designed to 1) inform students of resources, 2) connect student with faculty and 3) develop core academic skills.
* Brian French, Executive Director of Student Success and Jeff Abbott- Assistant Chief Information Officer provided an overview of the numerous technology projects. The Banner 9 upgrade will allow self-service access for students and employees. There is a brief description of the project and status on the [site](http://www.umt.edu/it/projects/student-success/default.php). A three-pronged approach will be used for training. 1) Web based information and tutorials; 2) demonstrations for individual units with unique concerns; and 3) consultation. The tools should help students stay on track through easy access to information. *Implementation may be delayed given the number of key staff that took the voluntary severance offer.*
* Guests joined ASCRC on October 11th to discuss concerns regarding cuts to the library and the resulting cancelation list. ASCRC approved a [resolution](http://www.umt.edu/facultysenate/documents/FSDocs17-18/LibrarySupportResolution_11-9-17.docx) in support of the library that was presented to the Faculty Senate at the November meeting.
* Chair Coffin provided ASCRC with various reports from the Graduation Appeals Committee. A summary is appended.
* [Student Success Focus Resolution](http://www.umt.edu/facultysenate/documents/FSDocs17-18/ASCRC-student-success-resolution.docx) was presented to the Faculty Senate in November. ASCRC had several discussions centered on student success. A summary is appended.
* Proposed advanced options portfolio / program proposal

There needs to be better coordination and outreach with high schools. The Workgroup proposes the creation of a Committee, a web interface, and staffing for outreach. ASCRC will need to vote on this to forward to ECOS, the Faculty Senate and the Administration.

* Chair Coffin’s idea about restructuring the general education program for innovation in education  
  A draft PowerPoint slide was shared that listed five areas for innovation: Creativity, Research, Skills, Analytics, and Communication. The slide also identified five competencies: Math, Writing, Applied Science, Anthropology, and Applied Computing/ Technology. The innovation areas would allow students to create their own pathway through general education by bundling classes to complete a project in an innovation area.
* ASCRC met with the President Bodnar on May 1st.
* ASCRC had year-end unfinished items that could be priorities for next year. These include “[student withdrawal” catalog revisions](https://umt.box.com/s/aneuw9gvcnyyma14qk7c2hr3gjeq1108), review/revision of the UM General Education requirements (at the request of faculty senators) and some items in the Advanced Options portfolio (appended).

## Appendix

### Graduation and General Education Appeals Committee Report

The committee met on 10/2/17, 11/28/17, 12/11/17, 1/22/18, 4/3/18, and 4/24/18   
  
73 Appeals, 60 approved, 5 rejected, 8 postponed

Mostly general education exceptions /advising errors. 12 Advanced Writing course exceptions, 4 DSS substitutions. Eleven requests to use previous catalog for degree.

Notes:

* Majority of appeals involved Gen Ed exceptions
* Many appeals involve use of previous catalogs
* Most appeals originate from students within one semester of graduation.
* Some appeals are preemptory from students who request an exception.
* Many appeals involve advising errors.
* Catalog requests by former students hoping to finish degrees, often they are trying to get the exception to allow D grades to count as Gen Ed (not allowable after c.2009)
* Apparent lack of intermediate and advanced writing classes, especially advanced writing classes in the student’s major. Faculty need ensure standard of write-revise-resubmit in courses for IWC and AWC.
* Need to ensure that students with disabilities get DSS assistance, can’t require it, but it should be encouraged.

### Student Success Summary

The University of Montana was faced with many challenges in 2017-18. Declining enrollment and budget problems resulted in plans that substantially reduce academic programs and personnel. While the campus community has been debating and developing these reductions, ASCRC had different considerations: Making “Student Success” the primary focus for rebuilding and rebranding the University. At the outset of the academic year, we made “Student Success” the central theme of our proceedings.

First, we found a simple definition for student success: Develop a model student’s “path to graduation” that means optimization of the UM curriculum so that students can complete our programs in a timely manner (without obstacles) that approximates the “4 & 15” paradigm and other concepts from “Complete College America” <https://completecollege.org>.

Second, optimization of the curriculum should not come at the expense of academic standards that are essential for our students to succeed after graduation. Overall, this means finding the proper balance for our courses and programs that provides the best learning experience while allowing students to properly progress through their programs (along the path) to graduation.

ASCRC found the “six roles for faculty in student success” provided by the Education Advisory Board (EAB <https://www.eab.com/)> an excellent framework for reviewing curriculum and programs in the genre of student success. Then, as stewards of the UM Catalog we scrutinized UM academic policies to find areas where revision would enhance student success along the “path to graduation”. We found that the most essential “metrics” for monitoring the student’s progress along the path to graduation (in an era of data and metrics gone wild) are admission, retention, attrition and graduation for each academic program. UM academic programs should be able to both measure their success and viability by finding the courses and components that either optimize or inhibit student success.

Our discussions often involved much more including: advising, achievement, student-faculty relations/engagement, instruction, on-line and distance learning, student debt and more. ASCRC spent considerable time exploring innovations that would attract students and organizations to UM. These included “Advanced Options” as a holistic approach for developing unique student success approaches for high school students, veterans, businesses, labor and vocational organizations. The committee found several programs where “academic progression” could be developed so that students move seamlessly from certificates to associate to bachelor to graduate/professional degrees. Overall, we will continue to provide the campus with ideas and options that offer the public the greatest access to a high quality post-secondary education. UM, as a niche institution, will become renowned for educational excellence and a commitment to providing every student the greatest opportunity to succeed.

***Summary: Straight A’s for Student Success***

**Rationale:** UM needs a unifying theme and sense of purpose to rebuild our University. We propose a positive plan for engaging the public to rebrand and reinvent public education that will increase enrollment (and revenues) at UM and improve our graduation rate. We must offer a public education that provides all Montanans with an (equal) opportunity develop their full potential. Public education is THE means for socioeconomic mobility in the 21st century and we, as educators must defend and advocate for that simple truth. We must believe in what we do or we cannot succeed. UM must change the way we do business. All UM stakeholders have individual roles, but we also have shared essential common goals that must be achieved.

The core of public education is the student: faculty relationship through Student Success and Faculty Performance. That core requires essential support by successive, concentric spheres of administrators and staff, the UM community and then the public at-large including their elected officials. Each party has both individual and shared responsibilities for Student Success.

*Straight A’s***:**

**1. Achievement**- UM must have a high-quality, achievable curriculum. Students enrolled in all academic programs must have a clear “Path to Success” free of curricular, academic or administrative obstacles. High academic standards are essential, but must be reasonable and achievable. The Plan: UM Faculty adopt and adapt the “Six Principles for Student Success”. Administration and staff ensure that UM policies, rules and enforcement thereof do not interfere with the Path to Success. In terms of curriculum: Do we provide what the public needs, or only what we want to offer? Do we teach to meet the needs of our students, or just the way we choose and then force students to adapt? Do we provide the optimal means and opportunity for students to succeed, while maintaining high academic standards?

a. Advising & Curriculum have a design that emphasizes the student’s “Path to Success” e.g. “4 & 15” and other Complete College America principles.

b. “Enrichment” for General Education.- redesign them to emphasize skills, reasoning, creativity, research and analytics.

c. “Advanced Options” to coordinate AP, IB, etc. and develop the UM/ HS relationship.

d. Recruitment, Retention, Attrition data for program evaluations that are included in regular program reviews. Faculty senate conducts regular academic reviews for programs; separate from budgetary cost & income metrics.

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**2. Accessibility**- We must have several “portals of entry” onto a “path for success” embedded in an array of programs to meet the needs of the public for both intellectual and career development purposes. UM forms partnerships with the public: High Schools, businesses, trade and community organizations, etc. Good recruitment depends on those (good) relationships. The “Advanced Options” plan calls for academic departments to establish their own relationships with high schools, businesses, trades and community organizations to both develop achievable programs and relationships to recruit future students while enhancing their opportunities for success through PLA, AP, IB and other academic options.

a. Recruitment- More departmental and faculty efforts in an overall UM effort. Define roles for all “UM Partners”.

b. Advanced Options- develop relationships with HS’s and students to both innovate and optimize the curricular path to success; also target recruitment to students in IB, AP, etc.

c. Use PLA to develop innovative education and training programs for business and trades.

d. Award more AA, AAS and certificates as intermediate steps along the “Path to Success”. Ensure that at-risk students have these readily available as alternative options.

**3. Affordability**- UM must innovate to develop diverse revenue streams that support the university long-term and students in a means tested way. The public, the University and the students must all contribute their fair share to the cost of a public education, but there are untapped revenue streams. The public “college education” brand has been damaged by debt and opposition. Public universities are considered wasteful and culturally disconnected with the citizenry; and a college degree is considered expensive as a poor value due to the crushing student debt. Many public education administrators have become convinced that price reductions, tuition freezes and budget cuts can fix this problem. Nonsense. This has not worked for UM over the last five years i.e. “you can’t budget cut your way to success”. We must recapture our brand and reclaim the public funds necessary to support public universities. We must support and develop initiatives consistent with a *DEBT FREE DEGREES* approach *(*e.g. the new (March 28, 2018) [federal legislation](https://www.demos.org/publication/debt-free-college-act-2018)) and innovate with similar state and campus proposals.

Associated documents for the extended SS Plan:

* List of SS agenda items in ASCRC this year (from Camie’s review)
* “Advanced Options”
* [“Six Faculty Changes for Student Success”.](https://www.eab.com/research-and-insights/academic-affairs-forum/infographics/six-roles-for-faculty-in-student-success)
* “Innovation for General Education”
* “Debt Free Degrees” with MTAP and UMTAP with pay forward.-

### Advanced Options Portfolio/ AO ASCRC Workgroup

Currently Listed on Admissions web site

<https://admissions.umt.edu/admissions/advanced-credits/default.php>

1. Advanced Placement (AP)

<https://apstudent.collegeboard.org/home>

Used to be most popular, displaced by IB in some schools.

Now has the AP Diploma

2. International Baccalaureate (IB)

<http://www.ibo.org/>

Most rapid growth?

3. College Level Examination Program (CLEP)

<https://clep.collegeboard.org/earn-college-credit/practice>

4. GAC

<http://actinternationalservices.com/en/gac/>

Need to be posted:

5. Prior Learning Assessment (PLA)

<http://www.umt.edu/facultysenate/documents/FSDocs15-16/301%2019%20PLA%20Policy%20Draft%208%2011%2015.pdf>

6. Dual Enrollment

<https://admissions.umt.edu/admissions/pre-college/default.php>

7. MT Digital Academy

<http://montanadigitalacademy.org/>

8. Project Lead the Way

<https://www.pltw.org/our-partners/college-and-university-partners/montana>

Others relevant sites:

Complete College America

<https://completecollege.org/>

Reach Higher Montana

<https://www.reachhighermontana.org/>

1. Where/how should AO information?

2. Is this everything? (No)

3. Is there value in AO to UM in terms of “Student Success”?

4. Can we promote these to increase enrollment, retention and completion?

5. Which programs are the most valuable?

**University of Montana Advanced Options Program**

**Rationale:** A multitude of programs exist, funded by numerous source, to encourage college preparation and early entrance for high school students. Are they working? Why is enrollment dropping and completion stalled? Faculty complain that students are still unprepared for college. The programs do not seem to interface well with academic programs on campus. There is no strategy to interdigitate high school programs with campus programs. There is no strategy to coordinate all the various programs, is everyone “working in silos”?

**Goals:** Create UM interface (Advanced Options Committee) for HS college preparatory programs. Coordinate high school programs with UM programs. Determine which HS program work best with each given UM program. Increase UM enrollment whereby XX% (Student FTE) of new Montana Resident admissions come from pre-admission with AO courses/credits, within 5 years.

**Required Resources:** New AO committee with faculty students and staff/admin membership; UM FTE Staffing request= 1.25 FTE (0.5 UM admissions; 0.25 financial aid; 0.25 Provost; 0.25 Missoula college AO/Dual enrollment; Office of Student Success?, UM foundation?); Need a Dedicated Scholarship/Financial Aid fund for AO students.

**Overall Plan: High School and Community plans**

Primary staff coordination will be in Admissions.

HS Plan:

* UM develops an AO Committee (expansion of existing workgroup?) that:
* Develops and implements a plan to coordinate existing AO programs (listed on UM web site and more) and develop outreach to HS’s for HS:UM interdisciplinary academic programs.
* Develops materials and collects information for HS and UM academic units. Encourages each UM unit to develop an AO program. UM program selects from among HS AO program the fit for their UM program.
* Acts as liaison between HS and UM units to facilitate AO-UM program development.
* Contacts HS districts and OPI to facilitate better AO coordination and program development with UM on the district and state levels.
* UM President’s office and foundation develops specific scholarship and financial aid funds for AO.
* UM provides program specific preadmission for select AO students.

Community and Business Affiliate Plan with PLA:

* UM establishes partnerships with community organizations, trades and businesses.
* Provides information of UM programs for training and educating employees, union members, interns, etc. Includes academic advising, career counseling, etc.
* Works with each partner to develop a specific plan for training and educating and developing their employees and workforce.
* Programs include Prior Learning Assessment, feedback from partner to UM on program specifics.
* UM Faculty Senate and Provost develop “Dynamic Academic Program Development” for specific, rapid development and adjustment of Um academic programs to meet specific needs of partners.
* UM provides tuition discounts, scholarships and financial aid for partner employees, trade interns etc.
* [example: MC HVAC program currently works with area businesses to certify employees in HVAC; could expand to other trades, but also other business such as banking, retailing etc. to provide certificates (short term) and degrees (long term).]

Approach HS’s:

* Each unit (program/dept/school) may develop an AO plan.
* UM AO program (through UM AO workgroup/committee) provides information to UM units to (optionally) develop their unique AO program.
* UM AO program information includes a list of HS’s with their specific AO programs and contact information of the HS AO program director.
* UM unit contacts HS(s) with AO program that best matches their academic portfolio.
* UM unit establishes HS/AO/UM relationship that should include: advising on available UM programs and best choices for AO in HS, specific Academic program & curriculum “Path to Success”, Preadmission/admissions/transfer, scholarships & financial aid, career counseling, etc.
* (example: UM Pharmacy School has established a partnership with Big Sky HS Health Academy and Project Lead the Way; student completing the program are pre-admitted to the UM Pharmacy program).

Ideas:

* Make a ppt for virtual presentation to 10th grade class
* 10th grade target
* Compete with other universities
* Provide Advising for HS students on options for UM programs & classes
* Which AO to select: DE, IB, AP, MTDA, PLTW go together.
* PLA for MC tech and certificates. Targets: tech, Job corps, vo-tech in HS’s, Business, trades, veterans.
* Guaranteed Pre-admissions- e.g. pharmacy….MSU is doing this for MT honor students.
* Scholarship money targeted to AO students
* Make an app
* Integrate with student success and CC America.

## Communication: AP Capstone <https://advancesinap.collegeboard.org/ap-capstone>

* Guests from Sentinel High School and the Writing Committee were welcomed and Committee members introduced themselves.
* Ted Fuller, Sentinel High School Principal provided an overview of the AP Capstone Program. It was created by the College Board in partnership with Higher Education. Sentinel is a leader in the AP program, so it made sense for the school to be an early adopter of the diploma. Students who earn scores of 3 or higher in the AP Seminar and AP Research and 4 additional AP exams of their choosing will receive the AP Capstone Diploma. These additional courses provide students with the opportunity for flexible focused inquiry based on learning preferences. The seminar is interdisciplinary and collaborative, and requires a team project and presentation, individual research based essay and presentation, and an exam. The Research course requires an academic paper ($5000 words), presentation and oral defense. These students will be well rounded, informed users of information and prepared for college (21st Century readiness).   
    
  Student member Bailey Carpenter is currently involved with an Honors College program that gets students out in the community to work on research projects and provides them with exiting experiences to include on their resumes. The AP Capstone Diploma sounds like it provides similar exposure.

Sentinel is in the first year of implementing the AP Capstone.  There are currently 15 students in the AP Seminar Course.  They expect to have 40 next year. Parents are asking about college transfer credits. They would love for their students to be automatically accepted into the Honors College. Next year the seminar course will likely have Honors English II as a co-requisite and Government as a prerequisite to ensure students have the required baseline skills in reading and writing. Typically, the students in the capstone program have taken AP English and Literature. The seminar and research instructors are required to attend training and are providing ongoing professional support related to assessment. Sentinel is a regional site for the College Board training. The Office of Public Instruction provides assistance for coordinating the training requirement.   
  
Helena Capital and Bozeman High Schools are in the AP Capstone Diploma application process, which takes a year.

The Sentinel administration predict that dual enrollment and AP will continue to coexist. Students are interested in both. For example, this year 3 WRIT 101 courses and 4 AP English courses were offered.

Examples of what other colleges offer students completing the capstone include (from information on [AP Diploma](https://aphighered.collegeboard.org/courses-exams/ap-capstone) web site):

* + Credit for a core course in English that is both writing-intensive and focused on inquiry (a large, public flagship).
  + Credit for a first-year Independent Studies course (a mid-sized, regional public institution).
  + Six elective credits per course in the AP Capstone program, with care taken to ensure that degree plans offer enough space in the electives category to make this credit award meaningful (a highly-selective private institution focused on STEM fields).
  + Admittance to the Honors program and a merit scholarship for students who complete the entire AP Capstone program (a mid-sized, regional public institution).
  + General education units for students completing either or both components of the AP Capstone program and subject-specific application of the credits awarded for AP Research after departmental review of the student’s paper (a large public flagship).