ASCRC Minutes 5/1/182:00 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: B. French, N. Lindsay. T. Morgan

Members Excused: B. Holzworth, J. Hickman, V. Hopkins,

The minutes from 4/24/18 were approved.

## Communication

* ECOS made some minor revisions to the Dual Major / Dual Degree language. It will be on the May 3rd Faculty Senate meeting for approval.
* ASCRC was provided with the report from the WICHE mapping passport project. Several UM faculty participated in the pilot including the former chair of the General Education Committee. The passport is a way to transfer general education between states. UM also allows out-of-state students to use the MUS Transfer core, “Students who have earned 20 or more credits equivalent to the approved Montana University System [Transfer Core](http://mus.edu/transfer/MUScore.asp) as a degree-seeking student at another institution prior to their initial registration at UM-Missoula, may choose to complete the MUS Transferable General Education Curriculum rather than the UM-Missoula General Education requirement.” Departments may still have major requires such as language. The dialogue is continuing at the system level about becoming a passport University. OCHE is trying to figure out how to facilitate ease of transfer.

## Business

* ASCRC discussed the possibility of creating a policy that limits the number of times a student can withdraw from a course. The withdrawal is intended for students to be able to sample courses without negative consequence. However, in some cases student are withdrawing multiple times from the same course. In Chemistry, a student has withdrawn 16 times from CHEM 143. If it is clear that a student is not going to succeed in a course (past attempts), they should not be able to enroll. Students that withdraw from too many courses will lose their financial aid. Professors have the right not to sign the withdrawal form. The Registrar does not have the capacity to enforce a rule, but a guideline can still be put in place. Otherwise the burden is on the professor. There could be an issue with the course if too many students withdraw. Chair Coffin heard from a student who transferred to MSU because they could not pass CHEM 143. We need to ensure there are paths for students in pre health to be successful without lowering academic standards. A discussion with ad advisory may be appropriate after the student has experience the rigor of a program to determine whether they are in an appropriate major.   
    
  Having language in the catalog that suggests a limit to withdrawals would offer guidance and support faculty, so there is less arguing with students and parents. Academic suspensions also have no limit. There has been a situation where a student has been on suspension 9 times.   
    
  A workgroup will be established in the fall to consider catalog language to strengthen the policies. It may be helpful for the group to review data.
* ASCRC briefly discussed the strategy for distinction survey results. Given the feedback, the administration decided to delay presenting a plan to the Board of Regents. The only item that will be going to the Board for a vote in May is the mission statement. Curriculum items will be reviewed during the normal review timeline in the fall. Discussions are taking place among the deans, chairs and faculty in terms of alternative proposals.
* The draft AP Diploma language was discussed. Although the language was parallel to the IB diploma offering 30 credits, this did not seem appropriate given the AP Diploma includes 4 exams and the capstone (seminar and research), which awarded 3 credits each is only 24 credits. The discussion was postponed. The other advanced options language still needs to be discussed. [As an interim step, the following language was approved by ECOS for the .

The University of Montana accepts Advanced Placement courses as transfer credits according to the posted schedule. Credits awarded are assigned a grade of AP3, AP4 or AP5 depending on your exam score. AP exams are awarded pass credit only. Exams that do not meet the minimum score are not accepted for college credit.

All incoming students who have completed the AP Capstone Diploma will be given priority consideration for admission to the UM Davidson Honors College.

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.

## Communication Continued

* President Bodnar was welcomed to the meeting at 3:15 p.m. and members introduced themselves.

Prior Learning Assessment (PLA) has been useful for Missoula College West Campus programs. Students who can demonstrate their competence as proof of experience can receive credit for certain classes. Professor Hillman has established a plumbing exercise for students to demonstrate they can perform the tasks according to code. He has been discussing the feasibility of offering HVAC training with contractors. Missoula College can provide the training for less than the cost for contractors to provide their own training. He is also working on an electrical apprentice program to meet the needs of the trades.

A topic that came up at a lunch with the First Interstate Bank Board was weather stackable certificates could be offered in the evenings or weekends. Employers are interested in professional development for their employees. This is a potential area for Missoula College and the College of Life Long Learning to consider. We need better community engagement to provide needed workforce development. MOLLI and the Harvard Extension School are good models. UM should be the place graduates consider home for life- long learning. We need to understand the needs of external constituencies and employers in the future.

The Bachelor of Applied Science is designed as a stackable program. It is slated for discontinuance in the proposed Strategy for Distinction. The information provided to APASP on the program was incomplete due to staff turnover. The Associate Dean is sending a request to the President.

President Bodnar recognizes the important work of ASCRC. He is interested in what we can do to make the university better. He wants faculty input regarding the details of the proposed Strategy for Distinction. The University needs to be deliberate and intentional in efficiently moving forward. What should the core curriculum be? Associate Provost Lindsay is attending a meeting at OCHIE to discuss whether the MUS Core is working.

Our general education program is based on the old idea of the well rounded educated person. The courses expose students to different bodies of knowledge. The introductory courses give students a taste of the discipline and some decide to be majors from this exposure. Faculty often have different perspectives on general education. The Professional Schools may consider the number of credits required problematic for students. We have over 300 general education courses. Some have very low enrollment.

President Bodnar would like the faculty to discuss ways to improve general education, so it is intentional and distinctive, not just something to get through. He is reading a book about how education can build creators. We need to amplify the characteristics (data literacy, human capacity, cultural agility, etc.) that students need to succeed in the changing world. The campus needs to address the messaging about general education. Students need to know why it matters.   
  
General Education is a way to education students about their state. Montana residents should know something about the state’s Native American Tribes as mandated by the Indian Education for All Act according to Professor Greymorning.

Student member Morell commented that many students do not see the point in general education requirements and just want get to their major courses. This may not change no matter how general education is structured. President Bodnar responded that students don’t know what they don’t know, so in this regard the employers’ desires are more important. They want employees with a good work ethic that have the ability to think.

Unfortunately any revision to general education will be difficult because of the current accounting structure. Departments are territorial and don’t want to lose their high enrollment gen ed courses, particularly when funding decisions are being made according to student credit hour to faculty ratios. In the 1980’s general education was transitioned to a distribution model to give faculty incentives to teach the courses according to Professor Weix. UM does not have the resources necessary to offer multiple sections of core courses, this is one of the reasons there is a distributed model for the intermediate writing course. Faculty do not agree on how general education should be offered or what should be included. The President hopes there will be some models to consider in the fall and understands there will not be full consensus.

President Bodnar wants the curriculum to be as student friendly as possible. He hopes the faculty can work with the administration to enhance student persistence and success. UM has some challenges and needs make some adjustments. The preliminary proposal was made with positive intentions and he knows there are things that are no right. This is why there is time for feedback. He wants UM to be strong and effective. This can only happen if we work together.

President Bodnar thanked the committee for its work.

## Adjournment

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