ASCRC Minutes 1/31/172:00 Skaggs 174

##  Call to order

Members Present: D. Coffin, I. Crummy, J. Eglin, C. Fitzpatrick, N. Greymorning, B. Hillman, B. Love, T. Missett, D. Morell, G. St. George, E. Uchimoto, G.G. Weix
Ex-Officio Present: J. Hickman, N. Lindsay
Members Excused: M. Boller, K. Lamar, B. French M. Semanoff, B. Holzworth
Guest: C. Greenfield

The minutes from 11/29/16 were approved.

## Communication:

* Professors Greymorning and student member Brenna Love were welcomed.
* Chair Eglin was invited to last week’s ECOS meeting to discuss shared governances involvement in a potential program prioritization initiative. Representatives from ASUM, the UFA, Staff Senate and Graduate Council were also at the meeting. The Senate leadership would like to get out in front of this issue.
* OCHE did not approve establishing a system-wide rubric for the College of Humanities and Sciences or Global Humanities and Religions. Other campuses are currently using the LSH rubric for Liberal Studies. Although the department’s name changed the rubric will remain LSH. The College’s rubric was not approved because according to OCHE a rubric should represent a field of study not a specific College or Department.
* There is a Taskforce focusing on prereq /coreq support courses that has been reviewing retention data. Professor Coffin has been involved with this group and is specifically concerned with the attrition rate of students taking the CHEM 141 and 142 which is a general education science course and a prerequisite for many pre-med majors. The Chemistry department is aware of this issue and developed a flow chart that shows the development path for students to be successful in this course. Many students who fail this course leave the university. This is a concern particularly given the current enrollment trends. Why are these students leaving? The university needs to provide better support for these students to succeed. The standards in this sequence are intended for Chemistry majors. Should there be a separate course for non-majors? These are questions that should be addressed. Faculty should be concerned about these retention type issues and work together to identify and resolve barriers to student success. Departments should be sent the data to evaluate internal issues. ASCRC will need to decide how it should be involved. One possibility would be to reconsider participation in the program review process. It may be helpful to invite Dawn Ressel to a meeting to provide information about the type of data analysis reports currently available and cautions regarding interpreting the data.

## Business Items

* The following curriculum follow-up items were approved from the Social Science Subcommittee. Professor Greymorning is appealing the General Education Committee’s decision not to renew the ethics designation for NAS 326. Initially ASCRC did not approve the title change because of potential confusion for students. Although the subcommittee and ASCRC were in favor of approving the crosslisting requests from Anthropology they were not approved because Deputy Commissioner Cech sent a correspondence to interim Provost Edmond mandating crosslisting be phased out by Fall 2017 [The email correspondence was sent to committee members after the meeting.] ASCRC should consider drafting a message to departments informing them of this mandate and offer a way for them to update their curriculum to allow multiple rubrics in interdisciplinary majors.

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| **Social Work** |
| [SW 419 UG](https://winapps.umt.edu/winapps/adminfin/eCurr/CourseForm/Index/1603)  | Adverse Childhood Development | New course  |
| [SW 421 UG](https://winapps.umt.edu/winapps/adminfin/eCurr/CourseForm/Index/1604)  | High-risk Families | New course  |
| [SW 422 UG](https://winapps.umt.edu/winapps/adminfin/eCurr/CourseForm/Index/1607)  | CW Skills Lab | New course  |
| [SW 452 UG](https://winapps.umt.edu/winapps/adminfin/eCurr/CourseForm/Index/1606)  | Systems of Care | New course  |
| [SW 463 UG](https://winapps.umt.edu/winapps/adminfin/eCurr/CourseForm/Index/1559)  | Soc Jstc Indian Cntry | New course  |
| Academic Request |  | Child Welfare Certificate |

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| **Anthropology** |
| [ANTY 326E U](https://www.umt.edu/winapps/adminfin/eCurr/CourseForm/Index/1377) | Indigenous People Ethics & Dev | Change title |

There are still a few pending items in Humanities and one course in EVST that require follow-up consideration to be moved to the Faculty Senate consent agenda.

* Registrar Hickman alerted ASCRC that UM’s Honors Policy must be updated to be in compliance with the Board of Regents definition of cumulative GPA. Currently Transferred course work is included in grade point average calculations. MSU’s Honors Policy was on the agenda as a reference. Professor Coffin volunteered to revise UM’s language.
* The following revision to the general education Historical and Cultural Group was approved. It was sent to effected programs and there were no concerns even from the History department.

The meeting was adjourned at 3:30 p.m.

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| Proposed Revision to General Education Group VI, Historical & Cultural Studies (H)Group VI: Historical Studies (H):The primary purpose of courses in this perspective is to explore the historical contexts and narratives of human behavior, ideas, institutions, and societies through an analysis of their patterns of development or differentiation in the past. These courses are wide-ranging in chronological, geographical, or topical focus. They introduce students to methods of inquiry that enable them to understand and evaluate the causes and significance of events, texts, or artifacts. |

Learning Goals:
Upon completion of a course in this group, a student will be able to:

1. Critically analyze and evaluate primary sources – such as texts, pictorial evidence, oral histories, music, and artifacts- within their respective historical contexts.

2. Synthesize ideas and information in order to understand the problems, causes, and consequences of historical developments and events;

### Current Language

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| **Group VI: Historical and Cultural Studies (H):**These courses present the historical or cultural contexts of ideas and institutions, and examine cultural development or differentiation in the human past. They are foundational in that they are wide-ranging in chronological, geographical, or topical focus, or in that they introduce students to methods of inquiry specific to a particular discipline. |
| Criteria:Courses teach students how to: present ideas and information with a view to understanding the causes, development, and consequences of historical events;  evaluate texts or artifacts within their historical and/or cultural contexts; and analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts.The course justification should explain the approach and focus with respect to its chronological, geographical, and/or topical content. A methodological component (e.g. historiography or ethnography) must be apparent. | Learning Goals:Upon completion of this group, a student will be able to:* 1. synthesize ideas and information with a view to understanding the causes and consequences of historical developments and events;
* 2. evaluate texts or artifacts within their historical and/or cultural contexts;
* 3. analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts.

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## Email sent to Provost Edmond 1/23

FW: UM campus policy is in violation of Board of Regents transfer policy 301.5.5 – Common Course Numbering

Dear Provost Edmond,

It has recently come to my attention that UM campus policy is in violation of Board of Regents transfer policy 301.5.5 – Common Course Numbering. The specific campus policies that are at issue are 1) Writing Course Requirement Regarding Transfer Students and 2) Cross-Listing of Courses. I write to you today to request that you amend these policies and campus practices to bring them into compliance with Board policy. I have described the specific issues and how I would like to see them addressed below.

1. Writing Course Requirement Regarding Transfer Students

I am aware that UM has campus specific writing course requirements to which all students must comply and I understand that in certain cases additional evaluation of transfer student coursework may be necessary to determine if another campus’ coursework meets the requirements for an intermediate writing course. While this is a permissible policy for courses transferred from institutions outside of the Montana University System or courses not offered on the UM campus, it is strictly in violation of policy when it is required for a commonly numbered course transferred from another Montana University System campus offered at UM. Board of Regents Policy 301.5.5 A. 2. states that: “Courses determined to be equivalent shall be accepted as if the courses had been taken at the receiving campus.” This includes meeting all campus specific designations such as an intermediate writing course.

For example: If a student from a Montana University System campus has successfully completed BMGT 205 and transfers to UM, the course must be accepted as BMGT 205 at UM which according to the 2015-2016 approved intermediate writing catalog fulfills the requirements for intermediate writing. Thus, the student cannot be required to submit additional documentation to demonstrate their course met this requirement.

1. Cross-Listing of Courses

To assist UM with the transition to Common Course Numbering many years ago, the Commissioner’s Office granted UM approval to continue cross-listing courses until they could be completely phased out. At this time, it is my belief that cross-listing is not in the best interest of the students or campuses of the Montana University System. For this reason, I am requiring that all cross-listing, in all departments and colleges, at UM be phased out by Fall 2017.

I greatly appreciate your attention to these matters. I know we all share the common goal of helping Montana’s students to succeed. Your swift action to bring UM into compliance with Board of Regents policy in these areas will ensure we continue to move in the right direction towards this goal. If you have any questions, please do not hesitate to reach out to either Elizabeth Ternes or to me.  Thank you.

Sincerely,

John

John E. Cech, Ph.D.

Deputy Commissioner – Academic & Student Affairs

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