HELENA COLLEGE
UNIVERSITY OF MONTANA

CURRICULUM POLICY AND PROCEDURES MANUAL

PREPARED BY THE ASCR COMMITTEE
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Chapter I. CURRICULUM OVERVIEW

CURRICULUM DEFINED

Curriculum at Helena College is composed of all courses that collectively define a degree, certificate, or program of study.

PURPOSE

The purpose of curriculum is to facilitate student learning through an integrated body of knowledge, principles, values, and skills. Curriculum reflects the educational goals and the stated mission of the College.

The purpose is fulfilled through the following curriculum objectives:
- To develop degree programs, certificates, and courses that support the College's vision of an educated person and a commitment to education as a lifelong process;
- To provide educational experiences designed to facilitate the individual's progress toward personal, academic, and work-based goals;
- To encourage the development of individual ideas and insights, the acquisition of knowledge and skills that together result in an appreciation of cultural diversity, and a quest for further discovery;
- To respond to the changing educational, societal, and technological needs of diverse students and community populations.

ACADEMIC STANDARDS AND CURRICULUM REVIEW (ASCR) COMMITTEE

Mission:
The Academic Standards and Curriculum Review (ASCR) Committee is established by the Faculty Senate (Senate) to:

- Make a continuing study of the academic standards and curriculum of the College;
- Review and recommend action to the Senate for all proposed alterations of the academic program;
- Make recommendations to the Senate regarding academic standards.

FUNCTIONS

The functions of the ASCR Committee include the following:
- To facilitate the planning, development, delivery, and evaluation of the courses and programs offered by the College;
- To ensure the integrity of the College curriculum by communicating its goals, purposes, and outcome measures with consistency, clarity, and efficiency;
- To promote the continuous improvement and enhancement of the College curriculum through dialogue and collaboration with external and internal constituents of the College;
- To provide a path/direction for the approval of curriculum.

Procedures:
- Membership:
  (1) This Committee shall consist of voting and ex-officio, non-voting members. The voting members shall consist of five full-time faculty, the Director of Library Services, and the Director of eLearning. Voting full-time faculty members shall be nominated by the Executive Committee of the Senate (ECOS) and elected by the Senate for staggered three-year terms. Ex-officio, non-voting members consist of the Associate Dean of Academic Affairs, Director of Nursing, Director of Fire and Rescue, Director of Student Support Center, Director of Admissions and Records, General

Education & Transfer Division Chair, and Trades Division Chair. The Administrative Associate to the Academic Dean will be ex-officio, non-voting and act as the secretary/recorder. The Chair and Vice-Chair will be elected by the voting members of the committee.

(2) The ASCR Committee may create an ad hoc or a standing subcommittee. The Graduation Appeals Committee is a standing subcommittee which is empowered to grant exceptions to the faculty rules for graduation, admission, retention, and readmission, pending a policy review by the Associate Dean of Academics. If a subcommittee is created it shall consist of at least three faculty members. The ASCR Committee may create other standing subcommittees as necessary.

- Meetings:
  (1) The Committee shall meet regularly as needed (typically bi-monthly).
  (2) At the first meeting of each academic year, the Committee will examine its statement of procedures and guidelines and make any necessary changes at that time.
  (3) Academic initiatives (including, but not limited to, new course offerings, new programs, academic policies and procedures) shall first be sent by the initiating faculty member to the appropriate Division Chair and discussed/reviewed. The information will then be forwarded by the faculty member to the ASCR Committee Chair who will schedule the proposal as an agenda item for an appropriate meeting. Information will be sent to the committee members by the Chair for review prior to the meeting and the initiating faculty member will be asked to attend the meeting to present/defend the academic initiative.
  (4) The Committee shall develop general policies for its review and action and publicize those policies for the faculty and staff from time to time.
  (5) The recorder shall provide a draft copy of minutes of Committee business to the Chair of the Committee for distribution to the members and after approval minutes will be made public.
  (6) The recorder shall maintain a record of Committee business that is transportable to Committee meetings (i.e. official records). The record shall include minutes, copies of proposals and reports, recommendations, or other relevant documents that record the Committee's business.
  (7) The Chair is responsible for ensuring the Committee's minutes are available on the Senate/ASCR Committee website for the review of all parties.
  (8) The Committee shall review the Curriculum Manual and its forms at the beginning of the academic year or as necessary when procedures are revised.
  (9) The Committee shall elect a new Chair-elect at the last meeting of the year if the Chair has served for three years.

CURRICULUM POLICY & PROCEDURES DEVELOPMENT

The Faculty Senate is principally responsible for initiating curriculum procedures. The administration is responsible for action and implementation. Procedures regarding the development, revision, and maintenance of the curriculum will be reviewed and recommended by the ASCR Committee annually. Proposed procedures and changes will be submitted to the Associate Dean for Academic Affairs for review and are subject to approval by the College Dean.

- Approval Process:
  (1) Procedures for the approval process for academic initiatives shall be on file in the Committee's official records, as well as on the College website.
  (2) Procedures for the approval process for academic initiatives, including forms and instructions shall be communicated to faculty.
  (3) The Committee shall work toward consensus on its recommendations to the Senate, but issues may be decided by a simple majority vote of the Committee members. Nay voters may request to have their names entered into the minutes.
  (4) The Chair shall notify the Senate of final Committee recommendations of endorsement or rejection by notification, and copies of notification will be entered into the Committee's official records. Notification may include a brief summary of the proposal, a copy of the proposal, the Committee's recommendation, and the vote by number if appropriate.
  (5) The Chair shall be responsible for notifying the Committee of a proposal's final disposition by the Senate. The Chair shall enter the information into the Committee's official records.

(6) The Chair shall provide the ASCR Committee's Year End Report to the Senate and other interested and appropriate parties. The Chair shall enter the annual Year End Report into the Committee's official records.

(7) The Assistant to the Associate Dean for Academic Affairs shall be responsible for the content of those portions of the College's catalog revisions pertaining to curriculum changes.

Chapter II.   CURRICULUM DEVELOPMENT DEADLINES

ANNUAL CALENDAR

An Academic Planning calendar, which includes, "Curriculum Development and Submission Dates" will be published annually. The calendar will include the Committee meeting schedule, catalog and schedule deadline dates. The ASCR Committee will set the calendar. The calendar will be published on the website.

CATALOG DEADLINE

All curricular proposals to be implemented for the next catalog year must be submitted to the ASCR Committee no later than the deadline (early February) to submit agenda items according to the Academic Planning calendar. Catalog production will begin in February of each academic year, and the Catalog will be published in May. **Early submission of proposals for inclusion in the College Catalog is recommended to ensure timely review.**

New courses, course revisions, new degrees/certificates, and degree/certificate revisions submitted and approved after the catalog deadline will not be implemented until the ***subsequent catalog year,*** *unless approved by the Associate Dean for Academic Affairs.* The implementation of these curricula is dependent on the statewide process.

CLASS SCHEDULE DEADLINES

In order for a course to be considered for the Class Schedule, the proposal must be submitted for review by the Committee according to the following deadlines:
> **Fall and Summer Semester:**
> The approval deadline is the first meeting of the ASCR Committee in February of the preceding semester.
> **Spring Semester:**
> The approval deadline is the first meeting of the ASCR Committee in October of the preceding semester.

The Committee reserves the right of refusal to review proposals after the deadlines listed above. Inclusion on the agenda for proposals submitted after the deadline will be determined by the ASCR Committee Chair.

Chapter III. CURRICULUM DEVELOPMENT PROCESS/ROLES

CURRICULUM DEVELOPMENT PROCESS

The curriculum of the College is the foundation for student learning. The faculty who have expertise in curricular areas are principally responsible for initiating curriculum proposals. Division Chairs and the Associate Dean for Academic Affairs are responsible for acting on curriculum proposals, including making recommendations to the ASCR Committee or appropriate accrediting bodies, respectively.

CURRICULUM DEVELOPMENT – ROLES

Initiator
Any full-time faculty member can initiate new programs of study. Additionally faculty may consult/collaborate with the Associate Dean for Academic Affairs (or designee).
The initiator:
- Consults with appropriate faculty (including any faculty member who would also be affected by the proposal), Division Chair(s), and others as necessary (experts in the field) concerning the development of a curriculum proposal;
- Makes certain all course outcomes are measureable and language reflects outcomes as such (Bloom's Taxonomy recommended);
- Consults with the registrar regarding common course numbering for course consistency throughout the MUS system as well as new course numbering;
- Requests that the Division Chair present new curriculum to the Division to get program or division approval for new courses and credentials;
- Prepares a curriculum proposal consistent with the current strategic plan for review and approval;
- Submits all required forms which may include but may not be limited to: new course form, course revision, diversity criteria, honors criteria, new program, program revision.
- Communicate proposal with Director of Admissions and Records

Division Chair
The Division Chair:
- Assures that proposed course or credential is assigned to a program or division to foster future maintenance of the curriculum;
- Assures that the division has approved new course or credential prior to being presented to the ASCR Committee;
- Reviews proposal for accuracy and completeness;
- Considers the impact of the proposal on the area (budgetary implications, availability of qualified faculty, duplication of subject matter, consistency with strategic plan, library resources, etc.);
- Assures that appropriate textbook/s or materials are selected and approves textbook adoption proposals after ASCR Committee approval.

ASCR Committee Chair
The ASCR Committee Chair
- Provides leadership to and coordination of the ASCR Committee;
- Ensures that policies and procedures regarding curriculum are followed;
- Reviews and authorizes distribution of the ASCR Committee minutes;
- Reviews and authorizes the Curriculum calendar and deadlines for each academic year;
- Reviews and authorizes the Committee meeting agenda;
- Invites appropriate guests/Division chairs who are proposing curriculum changes to meeting after making agenda;
- Presents recommended proposals to the Associate Dean for Academic Affairs for further action;
- Represents the ASCR Committee and clarifies Committee action to the Associate Dean for Academic Affairs;
- Communicates with initiator regarding ASCR Committee action and procedures;
- Ensures that Committee actions are forwarded appropriately.

ASCR Committee
The ASCR Committee:
- Evaluates curriculum proposals;
- Verifies curriculum proposals conform with College curriculum standards and supporting materials provide adequate documentation;
- Based on information contained in the proposal and the collective knowledge of the Committee, the ASCR Committee evaluates the impact of a curriculum proposal on other curricula of the College;
- Determines if the proposal is educationally sound;
- Recommends or does not recommend curriculum proposals to the Senate.

Associate Dean for Academic Affairs
The Associate Dean for Academic Affairs:
- Is responsible for the supervision of the College's curriculum within the MUS;
- Analyzes all curriculum proposals for appropriateness to the mission of the College;
- Considers state-wide impact of proposals and consults with faculty/staff concerning the implications of curriculum on other instructional units;
- Ensures that policies and procedures regarding curriculum are followed;
- Submits recommendation of approval of selected curriculum proposals to the Dean, state-wide Chief Academic Officers, Board of Regents, and US Department of Education, as appropriate;
- Recommends/does not recommend: new degree/certificate programs, degree/certification modifications, new course proposals, and credit hour modifications.

Director of Admissions and Records
The Director of Admissions and Records:
- Reviews proposal for accuracy of hour and credit assignment;
- Records changes in Banner system;
- Analyzes all curriculum proposals for appropriateness to the mission of the College;
- Considers state-wide impact of proposals and consults with faculty/staff concerning the implications.
- Communicates new, modified, and deleted courses to the Montana University System transfer office.

Administrative Assistant to the Associate Dean for Academic Affairs
The Administrative Assistant to the Associate Dean for Academic Affairs
- Schedules ASCR meeting rooms once calendar has been established and sends out meeting requests to ASCR Committee members
- Records minutes during ASCR Committee meetings and forwards minutes to ASCR Committee Chair
- Records changes in Helena College Course Bank

Chapter IV.   PROGRAM STATEMENT

A Program Statement is a concise statement of the general values and principles which guide the curriculum. It sets a tone and a philosophical position from which follow a program's goals and objectives. The Program Statement should define the purposes the program is aiming to achieve and describe the community the program is designed to serve.

Accrediting bodies expect that Program Statements are compatible with the Mission and Goals of the Institution.

A Program Statement
- Is a broad statement of what the program is, what it does, and for whom it exists.
- Is a clear description of the purpose of the program and the learning environment.
- Reflects how the program contributes to the education and careers of students graduating from the program.
- Is aligned with Division and College mission and goals.
- Is distinctive for the program.

CHAPTER V. DEGREE/CERTIFICATE PROGRAM DEVELOPMENT & DEGREE/CERTIFICATE PROGRAM MODIFICATION

CERTIFICATE PROGRAMS
Helena College offers certificate programs in selected areas. Certificates of Completion require less than 30 credit hours. Most Certificate of Applied Science programs require 30-45 credit hours. For a listing of current offerings, refer to the College catalog. The requirements for developing certificates of completion and certificates of applied science programs are found at http://mus.edu/che/arsa/Forms/AcademicForms.asp and http://mus.edu/borpol/bor300/301-12.pdf.

DEGREE PROGRAMS
Helena College offers three Associate degrees:
> ASSOCIATE OF ARTS DEGREE
> ASSOCIATE OF SCIENCE DEGREE
> ASSOCIATE OF APPLIED SCIENCE DEGREE

The requirements for developing degree programs are found at http://mus.edu/che/arsa/Forms/AcademicForms.asp and http://mus.edu/borpol/bor300/301-12.pdf. For a listing of current offerings, refer to the College catalog. Consult the appropriate Division Chair when creating degree programs.

DEGREE/CERTIFICATE PROGRAM PROPOSAL

Developing a new program requires a great deal of communication, research, and time. Programs of the College express a marketable and employable set of skills. The curriculum of a program is established through faculty experience, necessary skills needed by the respective job market, and ensuring College and State requirements are met. The faculty who have expertise in related programmatic areas are principally responsible for initiating program proposals. Division Chairs and the Associate Dean for Academic Affairs may also initiate program proposals when a faculty member of the respective area is not employed by the College, and when possible a faculty member from a related area is to be consulted or at minimum an adjunct. Division Chairs and the Associate Dean for Academic Affairs are responsible for assisting with program proposals and development by making recommendations to the ASCR Committee and collaborating with appropriate accrediting bodies.

Level I: Modify a Program

Definition – Level 1: There are two types of proposals, Level I and Level II, which require internal and external approval. Level I proposals include College initiatives characterized by (a) minimal costs; (b) clear adherence to approved College mission; and (c) the absence of significant programmatic impact on other institutions within the Montana University System. They include changes such as: re-titling or eliminating existing majors, minors, and options; adding new minors where there is a major; departmental mergers and name changes; program revisions; and distance delivery of previously authorized degree programs.

Procedure for Submitting *Level I* Proposals:
1. **Submission to** the **Associate Dean of Academic Affair's Office:** To submit a Level I proposal, additional procedures are required because forms and copies of the proposal are submitted to bodies outside of The University of Montana. Instructions are given below for completing the various forms and for formatting the proposal itself. (The BOR has also created a new site that provides this information http://mus.edu/che/arsa/Forms/AcademicForms.asp

2. **Submission to the Academic Standards and Curriculum Review (ASCR) Committee:** After the review in the Associate Dean of Academic Affair's office, the proposal will be submitted to the ASCR Committee for recommendation to the Faculty Senate (Senate). Following the Senate's approval, the proposal will be submitted to the Associate Dean for

Academic Affairs and Dean for final internal approval. The Associate Dean for Academic Affairs will submit the proposal to external parties.

      a. Submit the proposal as a Word document, including all forms, the proposal itself, and any appendices.

      b. Submit the following system-level form to the Associate Dean of Academic Affair's Office: the Montana Board of Regents Level I Program Change Request form, http://mus.edu/che/arsa/Forms/AcademicForms.asp. (Notice that the item number and date of the BOR meeting will need to be left blank; the item number and date will be added in the Associate Dean of Academic Affair's Office before final submission.)

3. **Submission to the University of Montana Chief Academic Officers:** (UM-CAOs): The Associate Dean of Academic Affair's office will submit the proposal to the UM-CAOs for approval.

4. **Submission to the Office of the Commissioner of Higher Education (OCHE): Following review by the UM-CAOs, the** proposal will be prepared by the Associate Dean of Academic Affair's office for submission to OCHE. The electronic copy of the proposal will be revised as necessary to conform to OCHE requirements. The system-level forms will be completed and submitted with the proposal.

5. **Review by MUS-CAOs:** This proposal will then be reviewed by the MUS-CAOs, who will make a recommendation to the Board of Regents for its final approval.

Level II: Create a Program

Definition – Level II: Level II proposals also involve both internal and external approval. They are initially approved internally and receive preliminary screening. A Level II proposal is a detailed explanation of the proposed new program, justification for the new program, description of fit within Helena College's mission, budgetary implications, etc. Submitting the documents and forms early in the process will help save time at the final submission. The following link provides a description of Level II proposals, as well as a detailed outline for the format of Level II proposals set forth by the Board of Regents: http://mus.edu/che/arsa/Forms/AcademicForms.asp

Program/Certificate Approval Procedures Checklist
*Average process time may be 18-24 months

           ☐ Program   ☐ Certificate

Name of Proposed Program/Certificate_____ Proposer/s _____

_____ Research and compile all necessary information
- *Likely employers*
- *Likely starting wage/salary (see Institutional Researcher)*
- *Likely demand/enrollment (see Institutional Researcher)*
- *Number of positions in the region (see Department of Labor)*
- *Title IV eligibility http://ifap.ed.gov/fsahandbook/attachments/1516FSAHbkVol2Ch2.pdf (Director of Financial Aid)*
- *Board of Regents approval level to be sought and approval timeline/deadlines http://mus.edu/board/meetings/AgendaHandbook.pdf (see Administrative Assistant to the Dean/CEO)*
- *Other relevant information*

____ **Discuss with the program advisory board/s, as well as potential employers**
- *Date(s) of advisory meeting(s)*

____ **Meet with Director of Financial Aid to confirm the ability of students to obtain gainful employment**

____ **Complete proposal form as well as a detailed program outline. (course scope & sequence, etc.)**

____ **Meet with the Division Chair and the Associate Dean for Academic Affairs to share research and proposal**

____ **Division Chair and Associate Dean for Academic Affairs approve proposal**
- *Division Chair _____ Date _____*
- *Associate Dean of Academic Affairs_____ Date _____*

____ **Present the proposal for discussion to the division as a whole**
- *Date(s) of Division meeting(s) _____*

____ **Present the proposal for approval to the ASCR Committee**
- *ASCRC Chair _____ Date of approval _____*

____ **Notify the following people of ASCRC approval**
- *Director of Financial Aid _____ Date of notification _____*
- *Director of Marketing _____ Date of notification _____*
- *Director of Admissions and Records _____ Date of notification _____*
- *Faculty Senate Chair _____ Date of notification _____*
- *Administrative Assistant to the Dean/CEO _____ Date of notification _____*

____ **Accreditation Liaison Officer notifies Northwest Commissions of Colleges and Universities**
- *http://www.nwccu.org/Pubs%20Forms%20and%20Updates/Forms/Forms.htm*

____ **Board of Regents paper work completed by deadline to make the BOR meeting agenda**
- *Forms http://mus.edu/che/arsa/Forms/AcademicForms.asp*
- *BOR Calendar http://mus.edu/che/arsa/ARSA_Approval_Schedule.pdf*

____ **Associate Dean of Academic Affairs notifies the following people of Board of Regents approval**
- *Director of Financial Aid _____ Date of notification _____*
- *Director of Marketing _____ Date of notification _____*
- *Director of Admissions and Records _____ Date of notification _____*
- *Division Chair _____ Date of notification _____*

____ **Associate Dean of Academic Affairs, serving as Accreditation Liaison Officer, collects documentation of Board of Regents approval**
- *Academic Liaison Officer _____ Date _____*

____ **Accreditation Liaison Officer applies to Northwest Commissions of College and Universities for substantive change**
- *Academic Liaison Officer _____ Date _____*

____ **Northwest Commission on Colleges and Universities approves substantive change**
- *Date of notification _____*

____ **Accreditation Liaison Officer provides the Director of Financial Aid documentation of Board of Regents approval AND Northwest Commission of Colleges and Universities approval**
- *Director of Financial Aid _____ Date _____*

____ **Director of Financial Aid completes the Program Participation Agreement for the Department of Education**
- *Director of Financial Aid _____ Date of completion _____*

____ **The Dean/CEO signs the Program Participation Agreement**
- *Dean/CEO _____ Date _____*

____ **The Director of Financial Aid submits Program Participation Agreement to the Department of Education for Title IV approval**

- *Director of Financial Aid* _____ *Date of submission* _____
____ Department of Education approves the program
- *Date of notification* _____
____ The Director of Financial Aid notifies Accreditation Liaison Officer and Director of Admissions and Records of Title IV decision
- *Accreditation Liaison Officer* _____ *Date* _____
- *Director of Marketing* _____ *Date of notification* _____
- *Director of Admissions and Records* _____ *Date* _____
____ Add Program/Certificate to program bank
- Date added to bank _____

Chapter VI.   Course STATEMENT

A course statement has two components: a course description and course outcomes. The course statement is printed in the College's Catalog. The course description and outcomes are also used to determine course equivalency in the Montana University System's Transfer Office. The course statement is critical to students transferring their coursework.

Course descriptions and course outcomes are first written when courses are created for the first time. When a course is created the New Course Form should be used. Course descriptions and course outcomes are reviewed and modified when a course is revised. On the Course Revision Form the course description and course outcomes are updated and completely listed. Additional details about and examples of course descriptions and outcomes can be found in the Course Form Section Requirements and Appendix in this document.

Course Description

Course Descriptions represent the overarching purpose of the course; they speak to the general course goals and frequently link to the goals of the related program(s) in which the course is located. The course description is a brief explanation which will be printed in the catalog, written in phrases or complete sentences, clearly identifies critical or key content areas.

The following guidelines are designed to ensure the uniformity and completeness of all course descriptions in the College catalog:
- Write the description with the following criteria in mind: relevant content, correct prerequisites, accuracy, completeness, clarity, and proper emphasis
- Make the description student-oriented (i.e., help the student understand course content clearly)
- Avoid using unnecessary words or articles and technical or educational jargon
- Use phrases or short sentences, not long or complex sentences
- Include special notes (e.g., "Preparation for EMT Certification test")

Course Outcomes

Outcomes indicate what students will learn in a course and how they will be able to demonstrate mastery of knowledge or skill. Statements concerning learning outcomes are written in observable, measurable terms and must be consistent with the course content. It is recommended that only one verb be used per outcome. Outcomes speak to changes that will take place as a result of successful completion of the course so informal or formal assessment of each student's mastery of each objective should exist within the course.

How to identify and write course outcomes

- Review class resources, handouts, notes, textbooks, comparable courses at other institutions if appropriate, business and industry job requirements, or other pertinent items helpful in determining the minimum outcomes for the class;
- Describe knowledge and skills to be achieved by students in measurable terms;

  HIERARCHY OF DESCRIPTIVE VERBS LIST
  In creating learning outcomes for all courses, MUS standards dictate that ALL outcomes are to be MEASUREABLE. Therefore using the correct verb in creating outcomes is extremely important. There are various sources to aid in correct verb choice. Hierarchy of Descriptive Verbs List (Bloom's Taxonomy) is provided to assist in creating learning outcomes for the course statement. The list can be found in the Appendix.

Chapter VII.   COURSE DEVELOPMENT PROCEDURES

Helena College curriculum consists of various courses, certificates, and degrees which are subject to procedures and differing levels of approval depending on the type of curriculum and action being proposed.

The following sections outline the procedures for curriculum development and revision, descriptions of required documentation, criteria used in the review process, and procedures for approval by each individual and/or group included in the approval process.

Each section includes:
- A procedural description of actions required for review and approval by the initiator
- A procedural description of action and criteria by individuals and/or groups reviewing and approving curriculum proposals

PROCEDURES

New Course Development
The development of a new course is a means of adding a course to the College course bank. Calendar deadlines must be followed. The curriculum calendar is set in May and is available to all faculty on the College Website under Councils and Committees/ASCR/Calendar.

Directions for New Course Development
1. Initiator discusses creation of the new course with Division Chair and Director of Admissions and Records
2. Initiator meets with faculty within their department to discuss new course for approval of department.
3. Initiator meets with any faculty from any other discipline/program that the new course might affect.
4. Initiator presents New Course Form to Division Chair.
5. Division chair either electronically or via face to face meeting gets division approval of new course.
6. Initiator creates or modifies curriculum using New Course Form.
7. New course is presented to ASCR Committee Chair for review.
8. Initiator attends ASCR Committee meeting to explain rationale for new course.
9. If ASCR Committee recommends any action other than approval, initiator makes such changes and may re-present new course at a subsequent meeting.
10. If ASCR Committee approves course, the new course will be forwarded by the ASCR Committee Chair for signatures and will be added to the catalog.

Course Revision
Modifying no more than 20% of a course's outcomes, credit hours, course fee, or textbook requires submission of a Course Revision Form. If more than 20% of the courses outcomes are modified it may be necessary to inactivate the existing course and create a new course with new name and number. The adjustment of a course is a means of changing the College course bank for the following Academic Calendar.

Directions for Course Revision
1. Initiator discusses modification of the new course with Division Chair. If more than 20% of the course outcomes are modified or total credits are changed the Director of Admissions and Records should be consulted.
2. Initiator creates or modifies curriculum using Course Revision Form.
3. Course Revision form is presented to ASCR Committee Chair for review.
4. Initiator attends ASCR Committee meeting to explain rationale course revision.
5. If ASCR Committee recommends any action other than approval, initiator makes such changes and may re-present course revision at a subsequent meeting.
6. If ASCR Committee approves course, the course revision will be forwarded by the ASCR Committee Chair for signatures and the College's course bank and catalog will be modified.

Course Inactivation
The course inactivation process is used to remove courses no longer needed in the College curriculum. Course inactivations are discussed with the other faculty in the division, any other faculty that the course deletion might impact, and the Division Chair prior to being submitted to the ASCR Committee Chair. Once agreement has been reached that a course inactivation is necessary the electronic Inactivation Form needs to be completed and brought before the Committee.

Inactivating a course that is required in a degree/certificate:
When inactivating a course that is required for a degree or certificate, all affected degrees and certificates must be modified at the same time. Obtain from the Administrative Assistant to the Associate Dean for Academic Affairs the existing electronic document detailing the current program of study and mark with editing the changes being made to the degree or certificate. Provide a copy of this document to the respective Division Chair and ASCR Committee Chair at the time you submit the Course Inactivation Form.

ASCR Committee Review Criteria

Each Committee member should examine the course proposal by asking the following:

Is the rationale statement complete?
1. Does the course format meet the accepted requirements for prefix, number, and title?
2. Does the content of the course, as evidenced by the course statement, appear educationally sound and appropriate for the content?
3. Are the number of credits appropriate for the content?
4. Are the co-requisites and/or prerequisites appropriate for the content? Are the co-requisites and/or prerequisites present in the course bank, and, if so, are they currently being taught?
5. Does the description of the course adequately describe the goals and purpose of the course?
6. Does the rationale statement include an adequate assessment of enrollment potential or history?
7. Does this course fit into the defined programs of the discipline area?
8. How does this course impact existing degree and/or certificate programs?
9. Is the proposal supported by the appropriate areas?
10. How does the modification affect articulation?

Chapter VIII.   COURSE FORMS & REQUIREMENTS

Helena College has five forms for course creation, modification, or designation. The purpose of each form is described below. The electronic forms are located at http://umhelena.edu/campus_facilities/committees/ascr/default.aspx.

NEW COURSE FORM

A New Course Form provides a detailed overview of the rationale for the course, the course description, goals, outcomes, and content. The New Course Form represents the minimum components that must be included in the course, without exception and are not subject to the discretion of the instructor. The New Course Form will also serve as the document for articulation assessment. The New Course Form is an electronic form that is to be filled out by going to the College website under Councils and Committees/ASCR/New Course Form. The electronic form is automatically sent directly to the ASCR Committee Chair. The Chair will communicate receipt of the form to the appropriate Division Chair prior to the Committee reviewing and acting on the course proposal. Samples of filled-out forms are in the Appendix.

CURRICULUM REVISION FORM

A Curriculum Revision Form provides a detailed overview of the necessary information to have the course modified in the course bank. This form is to be used for minor modifications only e.g. change of prerequisite/s. If there is a significant change in content/outcomes or credit hours (greater than 1 credit hour) this may require the creation of a new course. The Curriculum Revision Form is an electronic form that is to be filled out by going to the College website under Councils and Committees/ASCR/Course Revision Form. The electronic form is automatically sent directly to the ASCR Committee Chair. The Chair will communicate receipt of the form to the appropriate Division Chair prior to the Committee reviewing and acting on the course revision proposal. Samples of filled-out forms are in the Appendix.

COURSE INACTIVATION FORM

The Course Inactivation Form provides a mechanism for a course to be removed from the College Catalog and Course Bank. Prior to submitting a course inactivation form a faculty member discusses the impact of removing the course with faculty affected by the removal and division chair.

DIVERSITY CRITERIA FORM

The Diversity Criteria Form provides a rationale for courses that are to be deemed appropriate of being a Diversity Credit Course. There is an electronic form that is to be filled out by going to the College website under Councils and Committees/ASCR/Diversity Criteria Form. The electronic form is automatically sent directly to the ASCR Committee Chair. The Chair will communicate receipt of the form to the appropriate Division Chair prior to the Committee reviewing and acting on the course diversity designation proposal. Samples of filled-out forms are in the Appendix.

HONORS CRITERIA FORM

The Honors Criteria Form provides a rationale for courses that are to be deemed appropriate of being an Honors Course. Students may or may not choose to take these courses as honors courses and will be given extra assignments etc. if taking the honors designated course. This is an electronic form that is to be filled out by going to the College website under Councils and Committees/ASCR/Diversity Criteria Form. The electronic form is automatically sent directly to the ASCR Committee Chair. The Chair will communicate receipt of the form to the appropriate Division Chair prior to the Committee reviewing and acting on the course honors designation proposal. Samples of filled-out forms are in the Appendix.

Course Form Section Requirements

The following provides guidance for completing the New Course Form and Course Revision Form. The Montana Universities Common Course Numbering offers parameters for naming and numbering conventions, http://mus.edu/Qtools/CCN/CCN.asp.

COURSE TITLE
The title should clearly identify the course subject matter to both the public and other educational institutions. The title indicates the course content and level and will differentiate it from similar courses.

COURSE PREFIX
The prefix designates the discipline to which the course belongs. Consult with the appropriate Division Chair concerning the assignment of an existing prefix or the adoption of a new prefix.

COURSE DESCRIPTION
Course Descriptions represent the overarching purpose of the course; they speak to the general course goals and frequently link to the goals of the related program(s) in which the course is located. The course description is a brief explanation which will be printed in the catalog, written in phrases or complete sentences, clearly identifies critical or key content areas.

The following guidelines are designed to ensure the uniformity and completeness of all course descriptions in the College catalog:
- Write the description with the following criteria in mind: relevant content, correct prerequisites, accuracy, completeness, clarity, and proper emphasis
- Make the description student-oriented (i.e., help the student understand course content clearly)
- Avoid using unnecessary words or articles and technical or educational jargon
- Use phrases or short sentences, not long or complex sentences
- Include special notes (e.g., "Preparation for EMT Certification test")

Sample Course Descriptions:

> This course is designed to expand on the information presented in Introduction to General Chemistry, providing students with a working knowledge of the basics of organic and biologic chemistry. Topics include the basic organic functional groups and their reaction properties, and basic biologic molecules such as carbohydrates, lipids, proteins, and enzymes and how these molecules form and function in biologic systems. The course integrates lecture, homework assignments, and lab exercises to provide students practical examples of applications of course material to "real world" situations.

> Students will learn basic building construction techniques and types as they relate to fire fighter safety, fire behavior, and building behaviors when subjected to fire and other natural and human caused occurrences.

COURSE OUTCOMES
Outcomes indicate what students will learn in a course and how they will be able to demonstrate mastery of knowledge or skill. Statements concerning learning outcomes are written in observable, measurable terms and must be consistent with the course content. It is recommended that only one verb be used per outcome. Outcomes speak to changes that will take place as a result of successful completion of the course so informal or formal assessment of each student's mastery of each objective should exist within the course.

How to identify and write course outcomes
- Review class resources, handouts, notes, textbooks, comparable courses at other institutions if appropriate, business and industry job requirements, or other pertinent items helpful in determining the minimum outcomes for the class;
- Describe knowledge and skills to be achieved by students in measurable terms;

HIERARCHY OF DESCRIPTIVE VERBS LIST

In creating learning outcomes for all courses, MUS standards dictate that ALL outcomes are to be MEASUREABLE. Therefore using the correct verb in creating outcomes is extremely important. There are various sources to aid in correct verb choice. Hierarchy of Descriptive Verbs List (Bloom's Taxonomy) is provided to assist in creating learning outcomes for the course statement. The list can be found in the Appendix.

Examples of Wording Course Outcomes

Example A:

Upon successful completion of this course, the student will be able to:
1. Demonstrate knowledge of historical, cultural, and philosophical framework that comprises each of the traditions studied.
2. Evaluate the major themes of each tradition studied.
3. Describe the major religious figures of each tradition studied and develop an understanding of the ideas and movements associated with them.
4. Demonstrate both globally and on a more parochial level the comparative impact of diverse religious traditions upon each other and their respective cultures.
5. Express, both verbally and in writing, an awareness of contemporary religious dynamics.

Example B:

Upon successful completion of this course, the student will be able to:
1. List the advantages of computer-aided drafting over traditional drafting techniques.
2. Identify the hardware components in a CAD workstation and describe the purpose of each.
3. Describe how to load the AutoCAD program, name a drawing, and select menu items.
4. Identify coordinates on the X and Y axis.
5. Identify three types of coordinate inputs by drawing simple shapes.
6. Demonstrate the procedures required to add and edit entities to the drawing editor.
7. Load and save an existing drawing to and from a disk and hard drive.
8. Create scaled drawings made up of basic AutoCAD entities.
9. Apply AutoCAD's TEXT commands to working drawings.
10. Demonstrate screen manipulation and viewing.
11. Apply the plot/print capabilities in an AutoCAD drawing.
12. Apply AutoCAD's OSNAP option.
13. Describe the advantages/disadvantages in utilizing a prototype drawing.
14. Use inquiry commands to list properties, location, and size of objects.
15. List and describe the use of editing commands.
16. Partially or completely remove objects in a given drawing.
17. Move, copy, or produce mirror images of selected objects in a given drawing.
18. Change the properties of selected objects.
19. Alter the size/shape of given objects in a drawing.
20. Manipulate individual layers and their associated properties.
21. Adjust the scale of lines displayed in a drawing.
22. Manipulate AutoCAD's Dimensioning menu by modifying, editing, and placing dimensions appropriately.
23. Dimension arcs, circles, and angles on AutoCAD drawing.

DIVERSITY

Courses may be designated as diversity courses. If a course is to be designated as Diversity a Diversity Criteria Form must accompany the New Course Form.

HONORS

Courses may be designated as honors courses. If a course is to be designated as an Honors course an Honors Criteria Form must accompany the New Course Form.

GENERAL EDUCATION CORE

The default for this is generally "no." The question refers to whether or not the course meets the requirements for the transferable General Education Core. General Education faculty should check with the General Education Division Chair to determine if a class will or will not be included in the General

Education Core. If a faculty member from another department believes their course meets the criteria of the General Education Core, they should check with the General Education Division Chair.

TOTAL HOURS AND CREDITS
Credit is a time-based and/or competency-based quantitative measure assigned to courses or course equivalent learning. A credit hour during an academic year semester should typically correspond to a total student effort of 3 to 3.5 hours of total work per week related to the associated course. For example, a student taking 15 credit hours in an academic year semester would correspond to a total workload of 45-53 hours of work per week for the typical student. Summer semesters will have an increased workload per week in order to match the total workload for an academic year semester.

The ASCR Committee wishes to emphasize that the above guideline is not intended to require that student workload be measured; rather, it is a guideline that is applied below when determining the number of credit hours assigned to a course.

The assignment of credit hours to a course should take into account the primary type of instruction used. For this purpose, the ASCR Committee requires that instruction be classified into one of five categories: 1) lecture, 2) laboratory, 3) shop, 4) clinical, and 5) other; such as, capstone experience, internship, and independent study.

Lecture Course Hour
In this educational setting, the student spends 15 course hours in class per one credit and a presumption of 30 course-related hours out of class for a total of 45 hours. Learning and instructional methods may vary. Therefore 1 credit hour is 15 course hours so a 3 credit course would be 45 hours.

Example: An instructor interacts with a group of students in a classroom environment, including formal lecture or discussion sections. Instructional technology (e.g., projectors, whiteboards, recorded media, etc.) may be used, but the primary instructional delivery method is oral and/or written communication between instructor and students.

Laboratory Course Hour
In this educational setting, the student spends 30 course hours in class per one credit and a presumption of 15 course-related hours out of class for a total of 45 hours. Learning and instructional methods may vary. Therefore 1 credit lab hour is equal to 30 course hours.

Example: An instructor supervises a group of students in a laboratory setting using equipment related to the discipline of instruction, such as, sciences, computer-based drills, and other disciplines in which specialized equipment must be used to measure, evaluate, and assess experimental data.

Lecture/Lab Courses
If a course is a combination of lecture and lab hours you will be required to determine the amount of hours for each part of the course. Therefore if a course is 3 lecture credits and 1 lab credit for a total of 4 credit hours the hours would be as follows: 45 Lecture and 30 Lab for a total of 75 hours.

Shop
In this educational setting, the student spends 45 course hours in class per one credit. Learning and instructional methods may vary. Therefore 1 credit hour is equal to 45 course hours so a 2 credit shop class would be 90 hours and may require additional out of shop hours.

Clinical
In this educational setting, the student spends 45 course hours in class per one credit. Learning and instructional methods may vary. Therefore 1 credit hour is equal to 45 course hours so a 2 credit shop class would be 90 hours and may require additional out of clinical hours.

Capstone Experience
In this educational setting, the student is required to employ their total knowledge of their field of specialty, often times with a strong research component. The definition of a credit hour for these activities will differ significantly from that defined for the usual lecture/discussion and/or lab formats. Therefore 1 credit hour is

equal to 45 hours which may be class, lab, shop, and/or out of class hours.

Internship
In this educational setting, the student spends 45 course-related hours out of class per one credit. The student takes the initiative to perform supervised work outside of and in addition to the normal school curriculum. Therefore 1 credit hour is equal to 45 hours.

Independent Study
In this educational setting, the student spends 45 course-related hours out of class per one credit. A project is designed to offer a learning opportunity typically not otherwise found through the college curriculum. Therefore 1 credit hour is equal to 45 hours.

COURSE NUMBER
The number assigned to a course provides information about its sequence.

Numbers below 100-level are not intended for transfer to higher education institutions.
Numbers 100-199 indicate a course which introduces a student to a subject and may contain 100-level pre- or co-requisites
Numbers 200-299 indicate more advanced courses that provide a deeper level of information and typically require mastery and use of previously acquired skills and knowledge.

When submitting a new course please consult the Registrar's Office for guidance on a new course number.

CO-REQUISITES AND PREREQUISITES
Co-requisites are those courses or requirements which must be taken or met **simultaneously** with another course or requirement.

Prerequisite courses are those courses that must be completed **prior to** enrollment in another course. Prerequisite courses must be completed with a "C-" or better. Prerequisites can be waived by consent of instructor.

Consent of Instructor:
When a faculty member initiates a curriculum proposal that includes "consent of instructor" in the course description, the instructor acknowledges that the standards established by the prerequisite are subject to the individual interpretation of each faculty member teaching the course.

COURSE FEES
A course fee is money a student pays beyond tuition to cover, in whole or part, the cost of specific supplies, materials, and other items that are necessary for mastery of the course goals and objectives.

FEE APPROVAL
Course fees are approved by the Board of Regents on a two-year cycle. If an instructor is interested in attaching a course fee, contact the appropriate Division Chair.

APPENDIX A

Sample Forms

A. New Course Form

NEW COURSE FORM

Initiator	Ben Nickol
Email	ben.nickol@umhelena.edu
Date of Original Submission	Feb 11, 2015
Rationale for New Course	American Literature II is a 200 level Humanities/Fine Arts course that the division wishes to offer in order to (1) expand our foundational English/Lit offerings, (2) provide another 200 level Humanities option for HC students in all degree paths, and (3) expand our English/Literature transferability to UM-Missoula and UM-Western (who both offer Lit 211). Finally we also hope the course, as it is taught at HC, will qualify as a diversity credit.
Submission for Catalog Year	2015-2016
Total Number of Credits	3
Lecture Hours	45
Lab Hours	0
Shop Hours	0
Clinical	0
Total Hours	45
Division	Humanities/Fine Arts- Gen Ed Core
Course Prefix and Number	LIT 211
Course Title	American Literature II
Prerequisites	None
Corequisites	None
Diversity	- Yes
Honors	- No
Grading Criteria	- Letter
Experiential Learning	- No
Course Description	In this survey of texts representative of the American literary experience, in all its diverse forms, since 1865, students will explore the eclectic development of American letters and cultural identity.
Learning Outcomes Upon completion of this course the student should be able to:	1. Read, discuss, and evaluate a diverse variety of texts ranging from the Civil War until present. 2. Interpret literary texts in a cultural and national context. 3. Describe the impact of national literature on cultures and histories and vice versa.

	4. Write critically about a national literature as it is informed by a historical and cultural perspective. 5. Articulate a broad range of American experiences, whether ethnic, economic, religious, gendered, or sexual, as expressed through the national literature of this period.
Initiator Signature	Ben Nickol
Gen Ed Core Category	Humanities/Fine Arts

B. COURSE REVISION FORM

COURSE REVISION FORM

Initiator	Derrick Hauer
Email	derrick.hauer@umhelena.edu
Date of Revision Request	February 20, 2015
Inactivate Course	- No
Submission for Semester/Catalog Year	2015/2016
Division	Diesel
Previous Course Prefix and Number	DST 245
Proposed/Current Course Prefix and Number	DST 245
Previous Course Title	HD Hydraulic Drive Train
Proposed/Current Course Title	HD Hydraulic Drive Train
Rationale for Course Revision	The current course is not long enough to test the reassembled transmissions that the students rebuild during this class. With the longer class time they will have the opportunity to do that.
Previous Number of Credits	4
Proposed/Current Number of Credits	5 3 LECTURE 2 LAB
If Course Credits/Hours are being changed describe change rationale below	We don't have enough time to run/test all the transmissions that the students rebuild during this class. With the purchase of five engines we will have time to do so with the added time. We don't have time now to run all trannies, because we only have one engine that we can use and we don't have enough time. Lec is 45 and Lab is 60.
Does this change affect any other programs/degrees?	- No
Course Description	This course covers the fundamentals, operation, diagnosis and repair of hydrostatic and power shift transmissions, torque converters, torque dividers that are related to the heavy duty, diesel powered, on and off road equipment.
Course Outcomes	Upon successful completion of this course, students will be able to: 1. Explain the basic function of a hydraulic assist transmission. 2. Explain the function of and follow the power flow through

hydraulic assist, simple and compound planetary transmissions.

3. Identify the basic parts, explain the function of and follow the power flow of a hydraulic assist transmission.

4. Explain the basic function of a torque converter and how it can increase or decrease torque.

5. Identify and explain the sections of a typical torque converter transmission.

6. Demonstrate the ability to disassemble, inspect, reassemble and test a heavy duty Allison AT 545 automatic transmission.

7. Demonstrate the ability to follow the planetary power flows and all hydraulic system valve functions in an Allison AT 545 automatic transmission

Diversity	- No
Honors	- No
Signature	Derrick Hauer

C. Diversity Criteria Form

DIVERSITY CRITERIA FORM

Submitted by:	Ben Nickol
Date	Feb 11, 2015
Email	ben.nickol@umhelena.edu
Course Title	American Literature II
Course Prefix and Number	LIT 211
Criteria (A) - List the specific strategies and course outcomes that will be met using this criteria.	Course outcomes 1, 3, 4, and 5 will be met. Strategies include: 1. Students will engage with the rich variety of literary forms (Drama, Essay, Fiction, Poetry) and perspectives emerging out of the American Civil War and continuing to develop until this day. They will encounter literature from several or all of the following American experiences: Asian, Black, European/Caucasian, Hispanic, Native American, Judeo-Christian, Islamic, rural, urban, and nomadic, straight, gay, and transgendered. 2. In studying the aforementioned literatures, students will analyze the specific ways ours wars, movements, and experiences, have shaped the literature we produce, both in terms of content and form. By understanding these effects, they will better understand the importance of these wars, movements, and experiences. 3. Students in the class will be responsible for a variety of writing assignments, including several major papers, where they demonstrate an engagement with the ways cultural circumstance shapes cultural literature. By completing these assignments, they will better understand the connection between cultural realities. 4. Students, in papers and class discussions, will engage the diversity in each of these cultural "categories," as expressed through literature, and better grasp the broad spectrum of experiences (as opposed to the single, dominant experience) that contribute to American cultural identity.
Criteria (B) - List the specific strategies and course outcomes that will be met using this criteria.	Course outcomes 1-5 will be met. Strategies include: 1. Students will engage with the rich variety of literary forms (Drama, Essay, Fiction, Poetry) and perspectives emerging out of the American Civil War and continuing to develop until this day. They will encounter literature from several or all of the following American experiences: Asian, Black, European/Caucasian, Hispanic, Native American, Judeo-Christian, Islamic, rural, urban, and nomadic, straight, gay, and transgendered. 2.Beginning with the Civil War, and proceeding through the Native American conflicts in the West, the first World War, the Depression, the second World War, the Civil Rights Movement, Vietnam, and the War on Terror (and throughout these periods the steady influx of immigrants into the United States), literature in America has always been richly informed by cultural events. Students in this class will engage with the literatures that emerge from the wars, movements, and experiences themselves 3. In studying the aforementioned literatures, students will analyze the specific ways ours wars, movements, and experiences, have shaped the literature we produce, both in terms of content and form. By understanding these effects, they will better understand the importance of these wars, movements, and experiences. 4. Students in the class will be responsible for a variety of writing

assignments, including several major papers, where they demonstrate an engagement with the ways cultural circumstance shapes cultural literature. By completing these assignments, they will better understand the connection between cultural realities. personal experience.

5. Students, in papers and class discussions, will engage the diversity in each of these cultural "categories," as expressed through literature, and better grasp the broad spectrum of experiences (as opposed to the single, dominant experience) that contribute to American cultural identity.

Criteria (C) - List the specific strategies and course outcomes that will be met using this criteria.	Outcomes 1 and 5 will be met. Strategies include: 1. Students will engage with the rich variety of literary forms (Drama, Essay, Fiction, Poetry) and perspectives emerging out of the American Civil War and continuing to develop until this day. They will encounter literature from several or all of the following American experiences: Asian, Black, European/Caucasian, Hispanic, Native American, Judeo-Christian, Islamic, rural, urban, and nomadic, straight, gay, and transgendered. 2. Students, in papers and class discussions, will engage the diversity in each of these cultural "categories," as expressed through literature, and better grasp the broad spectrum of experiences (as opposed to the single, dominant experience) that contribute to American cultural identity.
Criteria (D) - List the specific strategies and course outcomes that will be met using this criteria.	Course outcomes 1, 2, 3, and 5 will be met. Strategies include: 1. Students will engage with the rich variety of literary forms (Drama, Essay, Fiction, Poetry) and perspectives emerging out of the American Civil War and continuing to develop until this day. They will encounter literature from several or all of the following American experiences: Asian, Black, European/Caucasian, Hispanic, Native American, Judeo-Christian, Islamic, rural, urban, and nomadic, straight, gay, and transgendered. 2. Beginning with the Civil War, and proceeding through the Native American conflicts in the West, the first World War, the Depression, the second World War, the Civil Rights Movement, Vietnam, and the War on Terror (and throughout these periods the steady influx of immigrants into the United States), literature in America has always been richly informed by cultural events. Students in this class will engage with the literatures that emerge from the wars, movements, and experiences themselves 3. In studying the aforementioned literatures, students will analyze the specific ways ours wars, movements, and experiences, have shaped the literature we produce, both in terms of content and form. By understanding these effects, they will better understand the importance of these wars, movements, and experiences. 4. Students, in papers and class discussions, will engage the diversity in each of these cultural "categories," as expressed through literature, and better grasp the broad spectrum of experiences (as opposed to the single, dominant experience) that contribute to American cultural identity.
Criteria (E) - List the specific strategies and course outcomes that will be met using this criteria.	Outcome 5 will be met. Strategies include: 1. Students, in papers and class discussions, will engage the diversity in each of these cultural "categories," as expressed through literature, and better grasp the broad spectrum of experiences (as opposed to the single, dominant experience) that contribute to American cultural identity.

Criteria (F) - List the specific strategies and course outcomes that will be met using this criteria.	Outcomes 1, 2, 3, and 5 will be met. Strategies include: 1. Students will engage with the rich variety of literary forms (Drama, Essay, Fiction, Poetry) and perspectives emerging out of the American Civil War and continuing to develop until this day. They will encounter literature from several or all of the following American experiences: Asian, Black, European/Caucasian, Hispanic, Native American, Judeo-Christian, Islamic, rural, urban, and nomadic, straight, gay, and transgendered. 2. Beginning with the Civil War, and proceeding through the Native American conflicts in the West, the first World War, the Depression, the second World War, the Civil Rights Movement, Vietnam, and the War on Terror (and throughout these periods the steady influx of immigrants into the United States), literature in America has always been richly informed by cultural events. Students in this class will engage with the literatures that emerge from the wars, movements, and experiences themselves 3. In studying the aforementioned literatures, students will analyze the specific ways ours wars, movements, and experiences, have shaped the literature we produce, both in terms of content and form. By understanding these effects, they will better understand the importance of these wars, movements, and experiences. 4. Students, in papers and class discussions, will engage the diversity in each of these cultural "categories," as expressed through literature, and better grasp the broad spectrum of experiences (as opposed to the single, dominant experience) that contribute to American cultural identity.
Criteria (G) - List the specific strategies and course outcomes that will be met using this criteria.	Outcomes 1 and 5 will be met. Strategies include: 1. Students will engage with the rich variety of literary forms (Drama, Essay, Fiction, Poetry) and perspectives emerging out of the American Civil War and continuing to develop until this day. They will encounter literature from several or all of the following American experiences: Asian, Black, European/Caucasian, Hispanic, Native American, Judeo-Christian, Islamic, rural, urban, and nomadic, straight, gay, and transgendered. 2. Students, in papers and class discussions, will engage the diversity in each of these cultural "categories," as expressed through literature, and better grasp the broad spectrum of experiences (as opposed to the single, dominant experience) that contribute to American cultural identity.

C. COURSE INACTIVATION FORM

COURSE INACTIVATION FORM

Initiator	Amy Kong
Email	amy.kong@umhelena.edu
Date of Requested Inactivation	Mar 17, 2015
Course Name and Number for Deletion	M100T Introduction to Technical Mathematics
Rationale for Deletion	The M100T course was offered to serve the purpose of remediation for students taking M111T, so it should not be a 100 level course any longer and needs to have a remedial course number (Proposed course number: M060).
Does this change program credits	- No
List credit hour changes and include new replacement courses if any	We will use M060 (1 credit) to replace the M100T (1 credit).
Signature	Amy Kong

APPENDIX B

HIERARCHY OF DESCRIPTIVE VERBS LIST

The hierarchy of descriptive verbs list is a guide to assist in creating learning outcomes for the course statement.

Note: Avoid the use of terms that cannot be seen or are difficult to measure. Use this list for reference. Any measurable verbs may be used.

Knowledge	Comprehension	Application	Analysis	Synthesize	Evaluation
Cite	Associate	Apply	Analyze	Arrange	Appraise
Count	Classify	Calculate	Appraise	Assemble	Assess
Define	Compare	Construct	Calculate	Collect	Choose
Describe	Compute	Demonstrate	Categorize	Combine	Compare
Draw	Describe	Dramatize	Compare	Compose	Critique
Find	Differentiate	Employ	Contrast	Construct	Decide
Identify	Discuss	Engage in	Criticize	Create	Determine
Indicate	Distinguish	Illustrate	Debate	Derive	Estimate
Itemize	Estimate	Interpret	Deduce	Design	Evaluate
Label	Explain	Operate	Defend	Detect	Grade
List	Express	Practice	Detect	Develop	Judge
Locate	Extrapolate	Schedule	Diagram	Devise	Measure
Make	Identify	Shop	Differentiate	Expand	Order
Match	Interpolate	Sketch	Disintegrate	Formulate	Rank
Name	Interpret	Solve	Distinguish	Generalize	Rate
Perform	Locate	Use	Examine	Integrate	Recommend
Point	Predict		Experiment	Manage	Revise
quote	Recognize		Explain	Modify	Score
Read	Relate		Generate	Organize	Select
Recall	Report		Induce	Plan	Test
Recite	Restate		Infer	Prepare	Value
Recognize	Review		Inspect	Prescribe	
Record	Tell		Inventory	Produce	
Relate	Translate		Question	Propose	
Repeat			Relate	Recombine	
Select			Separate	Reconstruct	
State			Solve	Reorder	
Tabulate			Summarize	Reorganize	
Yell			Take apart	Restructure	
Trace			Test	Set up	
Underline				Specify	
Write				Summarize	
				Synthesize	
				Systematize	
				Write (essay)	