

## ACADEMIC STANDARDS AND CURRICULUM REVIEW COMMITTEE

Minutes

Teams Online – 3/9/2022 at 4:00 p.m.

In attendance:

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|---|--|
| <input checked="" type="checkbox"/> Bryon Steinwand (Chair)   | <input checked="" type="checkbox"/> Derrick Hauer    |
| <input checked="" type="checkbox"/> John Hartman (Vice Chair) | <input type="checkbox"/> Robyn Kiesling              |
| <input type="checkbox"/> <del>Sandra Bauman</del>             | <input checked="" type="checkbox"/> Amy Kong         |
| <input type="checkbox"/> <del>Tammy Burke</del>               | <input checked="" type="checkbox"/> Lyn Stimpson     |
| <input checked="" type="checkbox"/> Della Dubbe               | <input checked="" type="checkbox"/> Phillip Sawatzki |
| <input type="checkbox"/> <del>Sarah Dellwo</del>              |  |
| <input type="checkbox"/> <del>Deb Rapaport</del>              |  |

Recorder: Melanie Heinitz

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### I. Call to Order

Chair Bryon Steinwand convened the meeting at 4:00 p.m.

### II. Review of Minutes from March 2, 2022

Phil made a motion to accept the minutes as read, Amy seconded the motion. All in favor, none opposed, none abstained: motion carried.

### III. Unfinished Business:

- A. Database (Bryon S): - Deferred
- B. FY 2021 Determine Timeframe/Process for Degree Sheets
  - a. Follow up with advisors and Donna (Bryon S): - Deferred
- C. General Education Core guidelines and process, draft document (Robyn K.): See Addendum one
- D. Review of Diversity new language to consider, CHAI criteria: See Addendum two
- E. Credit bearing courses by other areas update from subcommittee: - Deferred

### IV. New Business:

- A. Additional meetings to catch up on backlog. None scheduled at this time.
- B. Curriculum Forms ASCRC
  - a. New Course: CSCI215 - Deferred
  - b. Pathway: Applied Mathematical Sciences Transfer to MT Tech AY2223 PT  
Credit issue as there are only 59 credits. It should be 62 credits. Three courses are being offered three different terms.
  - c. Pathway: Biology Organismal Option AY2223 PT  
Math is different in part-time Pathway verses the fulltime Pathway. M121 and M151 were added as an advising issue. The Part-time should be an extension of the fulltime.
  - d. Pathway: Social Work Transfer to UM (AA) PT AY2223  
Back to back fall terms with both having fall term classes offered. This must be addressed to move forward.
  - e. Pathway: Interdisciplinary Arts and Sciences Transfer to MT Tech (AS) AY2223 PT - Deferred
  - f. Pathway: Sociology Transfer to UM (AA) AY2223

Lyn made a motion to accept the Pathway: Sociology Transfer to UM (AA) AY2223 with the stipulation that terms offered are added prior to the next meeting as read, John seconded the motion. All in favor, none opposed, none abstained: motion carried.

- g. Pathway: Sociology Transfer to UM (AA) AY2223 PT - Deferred
- h. Pathway: Computer Science Transfer to UM (AS) AY2223 - Deferred
- i. Pathway: Computer Science Transfer to UM (AS) AY2223 PT - Deferred
- j. Pathway: Computer Science Transfer to MSU (AS) AY2223 - Deferred
- k. Pathway: Computer Science Transfer to MSU (AS) AY2223 PT - Deferred
- l. Pathway: Computer Science Transfer to MT Tech (AS) AY2223 - Deferred
- m. Pathway: Computer Science Transfer to MT Tech (AS) AY2223 PT - Deferred
- n. Pathway: Computer Science & Technology Gen Ed Core (CGS) AY2223 - Deferred

V. Next Meeting

March 23, 2022 at 4:00 p.m.

VI. Adjournment

Meeting adjourned at 5:02 pm. Amy made a motion to adjourn, Derrick seconded the motion.

VII. Addendum One

General Education Core Course Area Designations Purpose and Outcomes

*Effective Spring 2022, all new requests for General Education Core designations must meet the purpose and all outcomes for the specified general education content area, outlined in this document. Courses with existing General Education Core designations will retain the Core designation until their next review/revision. When the Academic Standards and Curriculum Review Committee next reviews the course, the course must satisfy the purpose and all outcomes to retain the General Education Core designation. If the designation(s) is denied during the review, the course will retain the designation(s) for one year during which time the course can be revised and resubmitted for reconsideration.*

The General Education Core of Helena College provides students with the broad foundation of knowledge essential for success at the associate and baccalaureate levels. Specifically, through general education at Helena College students will be prepared for:

- Independent, abstract, and critical thinking;
- Responding creatively to problems; (removed the word to)
- Applying quantitative and mathematical knowledge;
- Finding information;
- Communicating both orally and in written forms.

This is done to engender life-long learning skills, a foundation of knowledge in a variety of disciplines, and a broadened perspective on our interdependent, changing global community. (Engender needs to change to enable, constitute or encompass)

Every general education course is aligned with one of six content areas: Natural Science, Mathematics, Written Communication, Oral Communication, Social & Psychological Sciences/History, and Humanities & Fine Arts. A seventh designation can be applied to a general education course, however it is not a stand-alone general education designation: Diversity.

A course is qualified to have a General Education Core designation if it meets the needs of students across multiple disciplines without requiring extensive specialized skills and satisfies all the criteria for a specific general education content area.

### Natural Science

1. Purpose: Science is a creative human endeavor devoted to discovering the principles that rule the physical universe, including the biological world. The natural world is law-driven and science is the method of investigating by asking and answering questions about processes that can be observed and measured, to help us understand nature and the physical universe. (MUS language)
2. Outcomes:
  - a. Understand and demonstrate methods used to gather, test, and interpret scientific data.
  - b. Understand basic principles that explain the natural world.
  - c. Solve quantitative problems and interpret solutions.
  - d. Use inductive and deductive scientific reasoning to solve novel problems.

### Mathematics

1. Purpose: Every day we are inundated with numerical information, often in the form of graphical representations, statistical summaries, or projections from mathematical models. Comprehension of elementary quantitative concepts, development of quantitative reasoning skills, and the ability to reasonably ascertain the implications of quantitative information are goals of mathematics courses. (MUS language)
2. Outcomes:
  - a. Solve quantitative problems and interpret solutions.
  - b. Communicate mathematical ideas clearly using correct mathematical terminology and proper mathematical notation.
  - c. Analyze, solve, and compute real-world applications of mathematics.

### Written Communication:

1. Purpose: Skill in Written Communication is essential in today's information age: a necessity in all academic areas, as well as a means to empower students in their career, social, and civic responsibilities. Courses that satisfy the written communication requirement of the MUS CORE will focus on rhetorical knowledge, knowledge of conventions, and critical thinking, reading, research and writing process skills. Composition, Journalism, Business Writing and Technical Writing generally satisfy the written communications component. (MUS language)
2. Outcomes:
  - a. Demonstrate mastery of engaging, clear, and coherent structures for presenting ideas in a variety of expository and argumentative models.
  - b. Develop ideas logically, clearly, convincingly, and ethically.
  - c. Control the effect of voice in achieving specific communication purposes with specific audiences.
  - d. Control the conventions of language.
  - e. Understand and apply research skills necessary for academic study.
  - f. Employ analysis, synthesis, and evaluation in both writing and reading.
  - g. Exercise proficiency, confidence, and self-reliance in the application of academic activities.

### Oral Communication:

1. Purpose: Study in oral communication helps students rationally and systematically cope with the diverse listening, speaking, and presenting opportunities they will encounter in their lives. Courses that satisfy the oral communication requirement of the MUS CORE will focus on listening, speaking, interpersonal, and/or media

skills. Public speaking, interpersonal communications and broadcast media may satisfy the oral communications component. (MUS language)

2. Outcomes:
  - a. Analyze and organize information into concise, coherent oral statements and presentations.
  - b. Evaluate, analyze, and speak to the unique needs of specific audiences.
  - c. Create and compose questions that demonstrate active listening and critical thinking.
  - d. Utilize college-level, ethical research techniques to develop and support ideas.

#### Social & Psychological Sciences/History:

1. Purpose: MUS has separate outcomes for Social Sciences and History, so both are listed in this draft.
  - a. Students will study people, movements, institutions, and forces which play a major role in human history and development in order to understand the present and implications for the future. The perspectives and methods of social sciences and history provide a basic foundation for understanding, evaluating, and decision-making relating to the human experience. These courses support upper level courses. (MUS language for Social Sciences only).
  - b. Most broadly, history is about recognizing, analyzing, and interpreting changes in human activity and interaction within and between humans and between humans and their environments over time and space, using primary and secondary print, visual and material resources, as well as historiographical resources. The study of history may also inform contemporary analyses of interaction between humans and between humans and their environments. (MUS language for History only).
2. Outcomes:
  - a. Have an awareness of major perspectives in social and individual behavior.
  - b. Be able to apply social science theories to multicultural perspectives.
  - c. Understand how historical experiences influence current theories.
  - d. Be able to apply critical thinking skills.
  - e. Be able to recognize and practice ethical research techniques.

#### Humanities & Fine Arts:

1. Purpose: MUS has separate outcomes for Humanities and Fine Arts, so both are listed in this draft.
  - a. Study of the Humanities cultivates an understanding and appreciation of the ways in which we gain and apply knowledge. To study the Humanities is to explore societies, cultures, ideas, and art and to examine the forces that shape and connect them. Through the Humanities, we become informed critical thinkers, integrating information, ideas, and opinions from local to global societies and cultures. A study of the Humanities often includes classics, languages, literature, philosophy, history and religion. Some campuses include Fine Arts within the category. (MUS language for Humanities only).
  - b. The Fine Arts create communities committed to the study of how people reveal and express feelings, emotions, and beliefs. Through the Fine Arts, students explore understanding about the creative process as they construct expressions of their own creativity, talent, and passion. The Fine Arts promote understanding and appreciation of how different cultures value the arts. (MUS language for Fine Arts only).
2. Outcomes:
  - a. Identify a variety of artistic styles, movements, schools of thought/expression, and cultures.
  - b. Analyze, interpret, and evaluate a range of human expressions and values using critical strategies.
  - c. Engage in imaginative expression.
  - d. Appreciate a diversity of world-views or perspectives.

Diversity:

1. Purpose: Cultural Diversity embraces differences in race, ethnicity, gender, sexual orientation, class, disability status, language, national origin, and religion within and across peoples and nations. Understanding of the value of cultural diversity is fundamental to national and global citizenship and is therefore an essential foundation to the undergraduate and graduate curriculum, regardless of specific intellectual field or focus. While curricula should contain courses specifically addressing one or more dimensions of cultural diversity, cultural diversity content should also substantially suffuse curricula. (MUS language)
2. Outcomes:
  - a. Students will appreciate diversity across cultures and be able to reflect upon their own cultural values and systems.
  - b. Students will understand and be able to analyze the complex political, social, and economic relationships within and among cultures.
  - c. Students will appreciate the creative works, values, and ways of life and/or history of a cultural group outside of their own culture.

Discussion and suggestions:

- Separate the groupings based off of the learning outcomes, but they are still treated as groupings.
- Each area could review and accept or modify the general statement.
- Separating will create less confusion.
- Specific credential outcomes for each area.
- Reasoning for this is to justify that a course meets Gen Ed core for that area.
- Follow MUS, and separate areas out for the purposes of this document.
- Determine what is considered Gen Ed and what is not.
- Areas still grouped by credits.

VIII. Addendum Two

Helena College Diversity outcomes (2020-2021 Catalog)

G. Diversity

Diversity Component Outcomes (written as student outcomes already)

- Students will appreciate diversity across cultures and be able to reflect upon their own cultural values and systems.
- Students will understand and be able to analyze the complex political, social, and economic relationships within and among cultures.
- Students will appreciate the creative works, values, and ways of life and/or history of a cultural group outside of their own culture.

Current HC Diversity Criteria

FOR A COURSE TO RECEIVE DIVERSITY DESIGNATION COURSE STATEMENT LEARNING OUTCOMES MUST MEET A MINIMUM OF 50% OF THE FOLLOWING CRITERIA

Criteria A: Identify the processes by which identities and notions of difference are constructed, reinforced, and changed.

Criteria B: Provide exposure to different national cultures, institutions, and policies and the ways that these are being affected by and influence global processes.

Criteria C: Recognize stereotypes and evaluate critically complex and competing ideas about individual and group differences.

Criteria D: Identify the processes by which categories of difference change over time and in relationship to material circumstances, political economies, social power and privilege and social and cultural definitions of justice and right.

Criteria E: Explore the role of scientific, medical, religious, aesthetic, legal and other modes of analysis in constructing notions of difference and diversity in particular cultures and societies

Criteria F: Examine commonly accepted notions of the normative through analyses of cultural systems, political economies and social relations

Criteria G: Examine human traditions, social organization, and ways of life.

Criteria H: Interpret the aesthetic traditions and artistic representations that emanate from a culture located primarily outside the United States

Proposed New Criteria for Diversity Designation

## DIVERSITY REQUIREMENT COURSE REVIEW RUBRIC

(Adapted from the University of Utah)

### CONTENT CRITERIA

Each course must address all four items:

1. Explain how this course has a central focus on the culture, history, or current circumstances of one or more groups of people who have experienced sustained systemic discrimination.
2. Explain how the course critically examines and grapples with one or more factors supporting and sustaining the systemic discrimination of groups of people.
3. Explain how the course incorporates disciplinary methods for analyzing and/or applying real-world strategies of moving toward a more equitable society and challenging patterns of sustained systemic discrimination.
4. Explain how the course challenges students to reflect on their own identities (including both the places where they hold privilege and the places where they experience sustained systemic discrimination) in order to apply the concepts of inclusion, equity, respect and social justice to their interactions.

Discussion and suggestions:

- Diversity is listed in the General Education Core Course Area Designations Purpose and Outcomes even though it is not an area of study.



- Diversity currently provides its own kind of evidence.
- Outcome model for diversity: meet all listed requirements to be regard as a diversity course.
- The MUS model would simplify the diversity process.