



ACADEMIC STANDARDS AND CURRICULUM REVIEW COMMITTEE

Minutes

Friday, October 3, 2025

DON 122 and Teams: 1:45-2:45 p.m.

Helena College Mission:

Helena College supports our diverse community by providing the paths and tools necessary to assist learners in achieving their educational and career goals.

In attendance:

☒ Phillip Sawatzki (Chair)
☐ Sandra Bauman
☒ Keri Jaynes
☒ Sarah Dellwo
☒ Wes Walker
☒ Laura Senn
☒ Sevda Raghbi
☒ Tod Dumas

☐ Stephanie Hunthausen
☐ Robyn Kiesling
☒ Amy Kong
☒ Bryon Steinwand
☐ Michaela Parker
☒ Dawn Anderson

Recorder: Kylie Carr

I. Call to Order

Phillip called the meeting to order at 1:51 p.m.

II. Review of Minutes from Friday, September 26, 2025

Keri moved to approve the minutes from 9/26/25, Tod seconded the motion. All in favor, none opposed, none abstained: motion carried.

III. New Business:

A. Curriculum Changes (Revisions)

B. Bundle Forms with the revisions

The courses being revised are only adding the designated Gen Ed Core Forms. The committee wants to bundle these approvals, knowing that the revision to the courses is making sure that the core box is checked. With the approval of the form/s for each course, the course will automatically be approved, too. Keri made a motion to approve the bundle of the core forms and the revision to the courses, Amy seconded the motion. All in favor, none opposed, none abstained: motion carried.

a. GenEdCore FineArts ARTZ101, Revision to ARTZ101

This course has 4 credential outcomes. These outcomes are related to artistic thoughts, expressions, and cultures. There are 3 justifications for the outcomes

explaining in detail how this course uses a variety of artistic styles by studying elements, using diverse materials, and to ability to identify the difference between visual languages and historical contexts.

Tod made a motion to approve the Fine Arts Forms, Amy seconded the motion. All in favor, none opposed, none abstained: motion carried.

b. GenEdCore Diversity ARTH200

This course has 3 diversity outcomes relating to students learning about their own cultural values, and they will learn the ability to analyze political, social, and economic relationships among cultures. There are 9 justifications for the outcomes. The justifications show that the art history in this course identifies culture through geography, values, artwork, critique, and traditions.

Laura made a motion to approve the Diversity Form, Keri seconded the motion. All in favor, none opposed, none abstained: motion carried.

c. GenEdCore FineArts ARTH200, Revision to ARTH200

This course has 4 outcomes where students will learn how to identify a variety of artistic styles, analyze, interpret, and evaluate a range of human expressions, engage in imaginative expression, and appreciate a diversity of perspectives. There are 9 justifications for the outcomes, outlining that the students will engage with artworks from varied historical and cultural contexts, and research and write about artworks across different eras.

Amy moved to approve the Fine Arts Form, Laura seconded the motion. All in favor, none opposed, none abstained: motion carried.

d. GenEdCore FineArts ARTH201

This course has 4 outcomes where students will learn how to identify a variety of artistic styles, analyze, interpret, and evaluate a range of human expressions, engage in imaginative expression, and appreciate a diversity of perspectives. There are 5 justifications for this course showing that students are using their critique and engagement skills through a variety of different historical and cultural contexts.

Keri made a motion to approve the Fine Arts Form, Tod seconded the motion. All in favor, none opposed, none abstained: motion carried.

e. GenEdCore Diversity ARTH201, Revision to ARTH201

This course has 4 diversity outcomes relating to students learning about their own cultural values, and they will learn the ability to analyze political, social, and economic relationships among cultures. There are 5 justifications to support these outcomes because art history is deeply intertwined with political, social, and economic contexts. Students learn the skills of expression,

engagement, critiquing, and reflecting different cultures through western and global history.

Laura moved to approve the Diversity Form, Keri seconded the motion. All in favor, none opposed, none abstained: motion carried.

f. GenEdCore FineArts ARTZ211, Revision to ARTZ211

This course has 4 outcomes where students will learn how to identify a variety of artistic styles, analyze, interpret, and evaluate a range of human expressions, engage in imaginative expression, and appreciate a diversity of perspectives. This course teaches students that through to art of drawing, they analyze and interpret how the body conveys emotion, identity, and narrative.

Tod made a motion to approve the Fine Arts Form, Amy seconded the motion. All in favor, none opposed, none abstained: motion carried.

g. GenEdCore FineArts ARTZ231, Revision to ARTZ 231

This course has 4 outcomes where students will learn how to identify a variety of artistic styles, analyze, interpret, and evaluate a range of human expressions, engage in imaginative expression, and appreciate a diversity of perspectives. There are 3 justifications for this course showing that through ceramic history, students learn different styles, movements, thoughts, beliefs, values, and practices while also practicing in creating their own forms.

Keri made a motion to approve the Fine Arts Form, Amy seconded the motion. All in favor, none opposed, none abstained: motion carried.

h. GenEdCore FineArts GDSN149, Revision to GDSN149

This course has 4 outcomes where students will learn how to identify a variety of artistic styles, analyze, interpret, and evaluate a range of human expressions, engage in imaginative expression, and appreciate a diversity of perspectives. There are 10 justifications for this course, explaining that color, technical proficiency, elements of design, vocabulary, and critique skills help students better recognize and differentiate how various movements and cultures apply design elements in unique ways, deepening their appreciation of global artistic diversity.

Keri moved to approve the Fine Arts Form, Tod seconded the motion. All in favor, none opposed, none abstained: motion carried.

i. GenEdCore FineArts MART101, Revision to MART101

This course has 4 outcomes where students will learn how to identify a variety of artistic styles, analyze, interpret, and evaluate a range of human expressions, engage in imaginative expression, and appreciate a diversity of perspectives.

This course has 5 justifications relating to all of the 4 outcomes. Students

examine the wide range of media formats, investigate both past and present practices, listen to and evaluate multiple interpretations, and develop respect for how visual language reflects varied cultural, social, and personal contexts. Keri moved to approve the Fine Arts Form, Amy seconded the motion. All in favor, none opposed, none abstained: motion carried.

j. GenEdCore FineArts MART112, Revision to MART112

This course has 4 outcomes where students will learn how to identify a variety of artistic styles, analyze, interpret, and evaluate a range of human expressions, engage in imaginative expression, and appreciate a diversity of perspectives. There are 4 justifications for the outcomes, explaining that students develop editing techniques through different periods, styles, rhythm, narratives, and cultures, allowing them to gain problem-solving and communication skills through the art of film.

Laura made a motion to approve the Fine Arts Form, Keri seconded the motion. All in favor, none opposed, none abstained: motion carried.

k. GenEdCore FineArts MART122, Revision to MART122

This course has 4 outcomes where students will learn how to identify a variety of artistic styles, analyze, interpret, and evaluate a range of human expressions, engage in imaginative expression, and appreciate a diversity of perspectives. There are 5 justifications for the 4 outcomes, explaining that students are using Adobe Cloud to help them edit, evaluate, research, analyze, interpret, and represent digital creations.

Keri made a motion to approve the Fine Arts Form, Laura seconded the motion. All in favor, none opposed, none abstained: motion carried.

l. GenEdCore Math M105, Revision to M105

There are 3 outcomes for this course where students will learn to solve quantitative problems, communicate mathematical ideas, and solve real-world applications of math. There are 8 justifications for the outcomes, explaining that this course teaches students to read/write using correct notations, understand elementary statistics, and understand linear and quadratic equations.

Keri made a motion to approve the Math Form, Tod seconded the motion. All in favor, none opposed, none abstained: motion carried.

m. GenEdCore Math M115, Revision to M115

There are 3 outcomes for this course where students will learn to solve quantitative problems, communicate mathematical ideas, and solve real-world applications of math. There are 8 justifications for the outcomes, explaining

that students learn linear systems and programming by using real-world applications, solve quantitative problems to determine a linear model, and communicate their results using correct terminology.

Amy moved to approve the Math Form, Laura seconded the motion. All in favor, none opposed, none abstained: motion carried.

n. GenEdCore Math M121, Revision to M121

There are 3 outcomes for this course where students will learn to solve quantitative problems, communicate mathematical ideas, and solve real-world applications of math. There are 10 justifications for this course showing that students solve various types of functions, identify relations vs functions, and solve functions using real-world applications.

Amy moved to approve the Math Form, Keri seconded the motion. All in favor, none opposed, none abstained: motion carried.

o. GenEdCore Math M171, Revision to M171

There are 3 outcomes for this course where students will learn to solve quantitative problems, communicate mathematical ideas, and solve real-world applications of math. There are 14 justifications for the outcomes explaining that students solve quantitative problems: evaluate limits of various functions, and develop critical analytical skills. Communicating mathematically: they use precise mathematical language and notation to explain and compute limits. Real-world application: limits underpin concepts in calculus used to model change and behavior in physics, engineering, and economics.

Amy moved to approve the Math Form, Laura seconded the motion. All in favor, none opposed, none abstained: motion carried.

p. GenEdCore Math M172, Revision to M172

There are 3 outcomes for this course where students will learn to solve quantitative problems, communicate mathematical ideas, and solve real-world applications of math. There are 5 justifications explaining that students solve quantitative problems: apply multiple integration techniques to evaluate complex integrals accurately. Communicating mathematically: they clearly show each method's steps using proper notation and terminology. Real-world application: These integration skills are vital for solving problems in engineering, physics, and other applied sciences.

Laura moved to approve the Math Form, Amy seconded the motion. All in favor, none opposed, none abstained: motion carried.

q. GenEdCore Math STAT216, Revision to STAT216

There are 3 outcomes for this course where students will learn to solve quantitative problems, communicate mathematical ideas, and solve real-world applications of math. There are 12 justifications for this course, explaining that students are explaining biases of sampling methods, creating frequency distributions, pie charts, plots and frequency distributions. They are also counting techniques involved in randomness and probability are real-world applications of math.

Amy moved to approve the Math Form, Tod seconded the motion. All in favor, none opposed, none abstained: motion carried.

r. GenEdCore NatruaSci PHSX205, Revision to PHSX205

There are 4 outcomes for this course where students understand and demonstrate methods used to gather, test, and interpret scientific data. Also, they understand basic principles that explain the natural world, solve quantitative problems, and use inductive and deductive scientific reasoning. There are 12 justifications for this course, explaining that students perform calculations with vectors, including addition, subtraction, and components. They also apply deductive reasoning to analyze rotational systems and predict behavior.

Amy made a motion to approve the Natural Science Form, Laura seconded the motion. All in favor, none opposed, none abstained: motion carried.

s. GenEdCore NaturalSci PHSX207, Revision to PHSX207

There are 4 outcomes for this course where students understand and demonstrate methods used to gather, test, and interpret scientific data. Also, they understand basic principles that explain the natural world, solve quantitative problems, and use inductive and deductive scientific reasoning. There are 11 justifications for this course explaining that students grasp foundational ideas of quantum mechanics, they apply inductive and deductive reasoning to understand quantum phenomena, and engage with basic quantum concepts that underpin modern physics. Students also apply theoretical concepts from lectures to practical laboratory experiments.

Amy moved to approve the Natural Science Form, Laura seconded the motion. All in favor, none opposed, none abstained: motion carried.

t. GenEdCore NaturalSci PHSX226, Revision to PHSX226

There are 4 outcomes for this course where students understand and demonstrate methods used to gather, test, and interpret scientific data. Also, they understand basic principles that explain the natural world, solve quantitative problems, and use inductive and deductive scientific reasoning. There are 4 justifications explaining that students are applying precise measurement techniques and data analysis in the lab, they connect experimental results to underlying scientific theories, convert units and interpret



graphs to analyze data effectively, and engage in inductive and deductive reasoning through experimentation and interpretation.

Laura made a motion to approve the Natural Science Form, Amy seconded the motion. All in favor, none opposed, none abstained: motion carried.

IV. Old Business:

A. Database (Bryon S)

No updates to give at this time.

VI. Adjournment

Keri moved to adjourn the meeting, Amy seconded the motion. The meeting was adjourned at 2:47 p.m.